ABSTRACT:

Purpose – The purpose of this paper is to explore the influence of entrepreneurship pedagogy roles towards change in attitude, change in perceived behavioral control, and change in the subjective norm in shaping entrepreneurial intention for the young generation to become entrepreneurs at their final year of study in Universities at Greater Jakarta.

Design/methodology/approach – A survey instrument was distributed to some Greater Jakarta Universities students (Prasetya Mulia, Trisakti, Atma Jaya, Tarumanagara, and Pelita Harapan) and responses were collected in digital form. The analysis was performed on 204 responses using Structural Equation Modelling technique.

Findings – The analysis revealed that the roles of entrepreneurship pedagogy towards change in attitude, change in perceived behavioral control, and change in subjective norm influence the intention of the final-year students to become an entrepreneur in Greater Jakarta.

Keywords: Entrepreneurship Pedagogy, Entrepreneurial Attitudes, Perceived Behavioral Control, Subjective Norm, Entrepreneurial Intention.

Introduction

Some argues that entrepreneurship is not only about creating a business plan and starting a new business but it is also about how to be creative, innovative, and growth which becomes a way of thinking and actions relevant to all parts of the economy, society and the whole surrounding ecosystem (Yurtkoru, Kuşcu and Doğanay, 2014). Hence, it becomes the aim of many countries to increase their entrepreneurs. Unfortunately, in Indonesia., According to the Deputy of human resources development, Ministry of Cooperative and small and medium enterprise, the number of entrepreneurs were less compare to United States (11%), Singapore (7%), or even Malaysia with 5% of entrepreneurs (Sondari, 2013).

Unfortunately, the entrepreneurial pedagogy of Indonesia such as in the Greater Jakarta tends to give students an education that focuses on the transfer of knowledge with low quality and relevance of education (Hadi, Wekke, and Cahaya, 2015) and in a passive way or dependent on books and lectures rather than an active way (Varamäki, Joensuu, Tornikoski, and Viljamaa, 2015). Whereas, entrepreneurial intention needs a perfect consideration in order to support the entrepreneurial intentions which come from the student's ideas, meet the
intangible challenges such as entrepreneurial skills and capabilities, willingness, the subjective norms such as family members, colleagues and others involvement to take decisions (Yousaf, Shamim, Siddiqui, and Raina, 2014; Papulová and Papula, 2015).

The aim of adopting entrepreneurship education in post-secondary institutions is to equip graduates to be self-reliant and to achieve faster economic development in the country (Akpan, Effiong, and Ele, 2012; Muhammad, Aliyu, and Ahmad, 2015; Okeko, Edith, Edikpa, 2015). Further, they argue that as the result, some students are doing the course just to have their certificates. Entrepreneurial intention among students is another factor that would influence them to apply the skills after graduation (Nitu-Antonie and Feder, 2017; Sharaf et al., 2018). Despite the career guidance through entrepreneurial courses and seminars for undergraduates, some of them are taking a long time after graduation before having a job. This reflects either the students are not having the interest of being self-employed or they are having other constraints to become entrepreneurs. Previous work by Beck and Ajzen (1991) and Ajzen, (2001) consider control behavior as factors that facilitate or obstruct the performance of an individual’s behavior which is closer to self-efficacy (Bandura, 1982). Hence, entrepreneurial intention is considered as an important predictor of perceived behavioral control (Nitu-Antonie and Feder, 2017; Sharaf, El-Gharbawy, Ragheb, 2018; Santoso and Oetomo, 2016).

Theory of Reasoned Action of Fishbein has been extended to Theory of Planned Behaviour-TBP by Ajzen (Muhammad et al., 2015; Vaicondam, Subramaniam, 2020) which asserts that human behavior is being influenced by three silent beliefs: behavioral beliefs, normative beliefs, and control beliefs. In predicting behavioral status, perceived behavior control, and behavioral intention can be used directly according to TPB. As a general rule of TPB, people’s tendencies to perform certain behavior depend on the favorable attitude and subjective norms toward that particular behavior (Soomro and Syah, 2015; Syah and Soomro, 2017; Soomro, Breitenecker, and Syah, 2018). Because the decision-making process of creating a new venture can be regarded as a reasoned behavior or planned behavior, there are strong relationships between intentions toward behavior and actual act (Joensuu-Salo, Varamäki, and Viljamaa, 2015; Varamaki et al., 2015; Joensuu-Salo, Varamäki, and Viljamaa, 2020). With an understanding of university students’ entrepreneurial intentions, it is predictable whether they will take real action to start a new business. In addition, promoting entrepreneurial intentions of university students can effectively increase the possibility that the students will engage in entrepreneurship.

Aloulou (2016) and Gerry, Marques, and Nogueira (2008) conducted an entrepreneurial intention study previously with senior year of business students in only one university as the respondents. On the other hand, Muhammad et al. (2015) conducted the study with final year students but from various majors in one university as the respondents. However, this study conducts the study among senior year students of business schools in the capital city of Indonesia, Greater Jakarta. The capital city has become the attraction of many people from other states to come and mingle with other races, tribes, and religions which is believed to support the entrepreneurial intention.

Hence, this study aims to explore the influence of entrepreneurship pedagogy roles towards change in attitude, change in perceived behavioral control, and change in the subjective norm in order to form change in the entrepreneurial intention for the young generation to become entrepreneurs on their final year of University study.

This study is divided into five chapters consists of chapter I describes the general background, statement of the problem, the objective of the study, the significance of the
study, limitation of the study, and the organization of the study; chapter II presents a review of the literature and relevant research associated with the problem addressed in this study; chapter III presents the methodology and procedures used for data collection and analysis; chapter IV, contains an analysis of the data and presentation of the results; and chapter V, offers a summary and discussion of the researcher’s findings, implications for practice, and recommendations for future research.

**Literature Review**

**Entrepreneurial Pedagogy**

Entrepreneurial pedagogy may be content, systems, exercises, supporting those formations from claiming competencies, knowledge, and encounters that make it could reasonably be expected to scholars with the launch and take the student’s interest (Moberg, 2014; Karlsson and Moberg, 2013; Günzel-Jensen, Moberg, Mauer, and Neergaard, 2017; Liguori, Corbin, Lackeus, and Solomon, 2019; Hägg and Gabrielsson, 2019). Entrepreneurial pedagogy is characterized concerning illustration a skill, knowledge, attitudes that influence the eagerness and capacity that should perform to those entrepreneurial particular occupations of new esteem formation (Hägg and Gabrielsson, 2019; Durán-Sánchez, Del Río-Rama, Álvarez-García, and García-Vélez, 2019; Bandera, Collins, and Passerini, 2018). In addition, Hansemark (1998) states that entrepreneurial pedagogy may be denoted as the best conversion from claiming to learn and also abilities which is also supported by various authors (Anwar and Saleem, 2019; Acheampong and Tweneboah-Koduah, 2018; Chaudhary, 2017). Hence, entrepreneurial pedagogy or education becomes very crucial in building once ability and capability in becoming an entrepreneur (Kumar and Kurniawan, 2019; Stiefanie and Kumar, 2020; Aminin and Kumar, 2020).

**Change in Entrepreneurial Attitudes**

As stated by Gibson, Harris, Mick, and Burkhalter (2011) entrepreneurial attitudes is an intricate mental state directing, including beliefs, feelings, values, also dispositions on demonstration to specific approaches. Further, they acknowledge that attitudes tend to change over the long run circumstances through an intelligent transform with the environment which is proven by the changing of entrepreneurial attitude of university students are much higher compare to community college peers. Their finding is also supported by various studies (Nguyen, Dinh, Luu, and Choo, 2020; Barber III, Ghouse, Batchelor, Chaher, Harris, and Gibson, 2019; Aloulou, 2016). In addition, according to Robinson, Stimpson, Huefner, and Hunt (1991), entrepreneurial attitudes are the changing of thoughts, feelings, and behavioural intentions related to innovation, achievement, self-esteem, and personal control. Since very rare to find the definition incorporating attitude and entrepreneurial mind set, hence many studies (Pepin and St-Jean, 2019; Johney and Katherin, 2017; Mahendra, Djatmika, and Hermawan, 2017) follow the definition form Robinson et al. (1991).

**Change in Perceived Behavioral Control**

According to Ajzen and Madden (1986), perceived behavior control (PBC) is the ability of a person to predict their own behavior in the future based on their past experiences. Their study has been the basis for entrepreneurship or entrepreneurial intention by various studies (Rida, Burhanuddin, dan Wahyu, 2017; Sahinidis, Stavroulakis, Kossieri, and Varelas, 2019; Chung and Lee, 2020). In much simpler, Sahinidis et al. (2019) state that PBC is the
perception of a person towards a task whether it is difficult or easy to be done. In similar quotes by Nguyen, Do, Vu, and Dang (2019), PBC is generally the capability of a person to conduct a task where they can predict what obstacle might block them in performing it. A more entrepreneurial meaning of PBC was defined by Al-Shammari and Waleed (2018) as the perceived easiness or difficulty of becoming an entrepreneur. It can be concluded that PBC is how an individual performs or represents his/her particular behavior act to solve the problem or toward the object based on their own experiences of becoming an entrepreneur.

Change in Subjective Norms

Solesvik et al. (2012) stated that subjective norm is an opinion that comes from any important members such as family, close friends, teachers, advisors, etc. whom we can believe to build the formation of the subjective norm. Solesvik (2013) mentioned that subjective norms and perceived social pressure are related to each other to commit the action that needed to be observed. Lakovleva et al. (2011) stated that subjective norm is a response for reference people to accept the decision to become an entrepreneur. Gerba (2012) stated that subjective norms are the experience from the family that supports not only the person who had started businesses but also explains the meaning of entrepreneurial intentions which is become many countries study as a strong and consistent predictor of intentions. Shittu et al. (2011) define subjective norms as the person’s opinions about what should or should not to perform of the behavior that might be changed or influenced by the important people for him or her.

Entrepreneurial Intention

According to Koe, Sa’ari, Majid, Ismail (2012), entrepreneurial intention is defined as a process in which people recognize the opportunities through the invention and innovation with the effort to perform the behavior to gain satisfaction from it. Koe, Omar, Sa’ari (2014) stated that entrepreneurial intention is the degree in which a person is attracted to an entrepreneurial event and put an effort to perform a behavior that is influenced by perceived desirability. Papulová and Papula (2015) mentioned that entrepreneurial intention is the ability and willingness of individuals to create new economic opportunities and introduce it to the market with the uncertainty and obstacles by making decisions on location, form, and the use of resources and institutions. Yurtkoru, Kuşcu, and Doğanay (2014) stated that entrepreneurial intention is an activity that involves the discovery, evaluation, and exploitation of opportunities to create new goods and services and introduce it into the market with the efforts that previously had not existed. Izquierdo and Buelens (2011) stated that entrepreneurial intention is an activity of individuals about willingness to create a new product development and introduce it into the market which is influenced by attitudes, age, gender, education, and experience.
The 4th International Conference on Family Business and Entrepreneurship

Figure 1. Theoretical Framework Based on the literature provided, this study proposes:

H1: Entrepreneurship Pedagogy influences change in Entrepreneurial Attitude
H2: Entrepreneurship Pedagogy influences change in Perceived Behavioral Control
H3: Entrepreneurship Pedagogy influences change in Subjective Norm
H4: Change in Entrepreneurial Attitude influences Change in Entrepreneurial Intention
H5: Change in Perceived Behavioral Control influences Change in Entrepreneurial Intention
H6: Change in Subjective Norm influences Change in Entrepreneurial Intention

Research Method

The instruments that used for this research is a questionnaire which was distributed among the corresponding potential respondents that could support this research with the reference for each statement measured by using a seven-point likert scale, where a score of 1 stated “strongly disagree”, 4 stated “neither agree or disagree”, and a score of 7 stated “strongly agree”. The questionnaire was adopted from various previous studies, such as five statements relating to entrepreneurship pedagogy adopted from previous studies (Moberg, 2014; Hansemak 1998; Solesvik et al., 2012; Karlsson and Moberg, 2013), five statements relating to entrepreneurial attitude adopted from previous studies (Gibson, et al., 2011; Robinson, et al., 1991; Aloulou, 2016), six statements relating to perceived behavioral control (Ajzen and Madden, 1986; Soomro, 2015; Muhammad et al., 2015; Solesvik, et al., 2012) and three statements relating to subjective norm (Solesvik, 2013; Gerba, 2012), and five statements relating to the intention to become an entrepreneur (Koe, Omar, Sa’ari, 2014; Papulová and Papula, 2015; Yurtkuru, et al., 2014; Solesvik et al., 2012). Purposive Sampling techniques was implemented in order to collect the information about the data of final-year students in Greater Jakarta universities (Prasetya Mulia, Trisakti, Atma Jaya, Tarumanagara, and Pelita Harapan) by sending them the questionnaire through digital media directly to the students that can be collected at that time. The respondents were focused on students who were on the final-year of study and majoring in business. The total respondents of 204 participated of this study with the total of 55.9% respondents were male and the average age was between 19-21 years old from business major.

Results and Discussion
Respondents’ Profile
The data is collected using an online questionnaire with a total of 205 respondents. The sample size of this research is acceptable for Structural Equation Modelling. From 205 respondents, 44.1% are females and 55.9% of them are male. For age, most of them are around 18-25 years old. From all of the respondents, 49.5% are 20 years old, 35.3% are 25 years old, 8.3% are 19 years old, and the other is residual. As for the major, all of them are from business administration majors.

Data Analysis

Table 1. Construct Validity and Reliability Result

| ITEM STATEMENTS | FACTOR LOADING | RELIABILITY |
|-----------------|----------------|-------------|
| EP1             | .866           |             |
| EP2             | .858           |             |
| EP3             | .866           |             |
| EP4             | .859           |             |
| EP5             | .853           |             |
| PBC4            | .819           |             |
| PBC5            | .786           |             |
| PBC6            | .754           | .919        |
| PBC1            | .681           |             |
| PBC2            | .627           |             |
| PBC3            | .617           |             |
| SN2             | .843           |             |
| SN3             | .820           | .921        |
| SN1             | .784           |             |
| EA1             | .796           |             |
| EA2             | .789           | .877        |
| EI1             | .898           |             |
| EI2             | .843           |             |
| EI3             | .906           |             |
| EI4             | .885           |             |
| EI5             | .898           | .931        |

Source: SPSS output

Before data were analysed, they were tested for construct validity and reliability. The results showed all indicators loaded and had high correlation towards its measured variable (Table 1), hence, it can be concluded that the data are valid. As for the reliability, all variables were getting value more than 0.7 as the cut-off value, hence, it can be inferred that the data are reliable. However, there were three indicators (EA3, EA4, and EA5) were deleted since they were loaded not only on the variable measured but also on other variables as well. Hence, all data are eligible for hypothesis testing.

Inferential Analysis
This study applied structural equation modelling looking at the complexity of the framework. The first thing to do is to check on the model fit. The results showed CMIN was 2.175, while the GFI and AGFI values indicated 0.817 and 0.761, respectively. The IFI, TLI, and CFI values were higher than 0.90 (0.933; 0.918; and 0.932, respectively). Last but not the least, the RMSEA showed value of 0.076 which is below the cut-off value of 0.080. Hence, it can be concluded that, the model is in good fit since there are 5 criteria being fulfilled out of seven. Thus, the next procedure, which is hypothesis testing, can be
The 4th International Conference on Family Business and Entrepreneurship

The hypothesis results showed:

H1: Entrepreneurship Pedagogy influences change in Entrepreneurial Attitude ($\beta = 0.988; CR = 11.143; p = 0.0001$).
This result is in line with the previous studies (Moberg et al., 2017; Liguori et al., 2019; Hägg and Gabrielson, 2019) that in order to increase students' attitude to become an entrepreneur, education is the most important factor.

H2: Entrepreneurship Pedagogy influences change in Perceived Behavioral Control ($\beta = 0.938; CR = 10.545; p = 0.0001$).
This result is in line with the previous studies (Rida et al., 2017; Sahinidis, et al., 2019; Chung and Lee, 2020) that experiences that students got from having entrepreneurship simulation at universities increase their knowhow about entrepreneurship.

H3: Entrepreneurship Pedagogy influences change in Subjective Norm ($\beta = 0.229; CR = 9.688; p = 0.0001$).
This result is line with the previous studies (Lakovleva et al., 2011; Gerba, 2012; Shittu et al., 2011; Solesvik, 2013) that students need advises from somebody they know well, in this case friends, family members, teachers, etc., to make them believe that entrepreneurship is another choice of their career path.

H4: Change in Entrepreneurial Attitude influences Change in Entrepreneurial Intention ($\beta = 0.856; CR = 11.143; p = 0.032$).
This result is in line with the previous studies (Nguyen et al., 2019; Gibson et al., 2011; Nguyen, P.M., 2020; Aloulou, 2016) which stated that the attitude of students will change in time based on in which environment they exist. Especially, getting adequate knowledge regarding entrepreneurship will certainly change their mind to have the intention to become one.

H5: Change in Perceived Behavioral Control influences Change in Entrepreneurial Intention ($\beta = 0.399; CR = 2.565; p = 0.01$).
This result is in line with the previous studies (Rida et al., 2017; Sahinidis et al., 2019; Chung and Lee, 2020; Al-Shammari and Waleed, 2018) which stated that the changing behavior due to entrepreneurial pedagogy while on campus. This in return will increase their ability in perceiving easiness or difficulty in becoming an entrepreneur, hence, increases the intention to become an entrepreneur.

H6: Change in Subjective Norm influences Change in Entrepreneurial Intention ($\beta = 0.244; CR = 2.521; p = 0.012$).
This result is in line with the previous studies (Solesvik et al., 2012; Solesvik, 2013; Lakovleva et al., 2011; Gerba, 2012; Shittu et al., 2011) which stated that though in becoming an entrepreneur not merely the choice of everybody, however, the influence of some closed person, especially teacher, will increase the courage to become an entrepreneur.

**Conclusion and Implications**

Overall, entrepreneurial pedagogy has proven to be the driver of changes among university students, especially the changes in entrepreneurial attitude, perceived behavioral control, and subjective norm. At the end, this study has also proven that entrepreneurial attitude, perceived behavioral control, and subjective norm are still the major drivers in
increasing the intention of becoming an entrepreneur among university students in Indonesia. Hence, this study contributes the body of knowledge regarding the factors influencing entrepreneurial intention based on entrepreneurial pedagogy, entrepreneurial attitude, perceived behavioral control, and subjective norm to the university students of business faculty, especially in Indonesia.

This study can be used by universities in changing the way in teaching entrepreneurship, especially those who teach entrepreneurship based on theory only. Here, the study has proven that the right pedagogy will increase the attitude which in return will increase the intention in becoming an entrepreneur. Hence, providing the theory of entrepreneurship without giving some life experiences to the students, it will only be considered as another subject by the students. The experiences can be done in many ways, one of them is creating an entrepreneurship project where the students will really create the project, in this case create a business, and try to run it. It doesn’t need to be a very sophisticated project, as long as the creation process is there for the project, it will help students to understand what entrepreneurship is all about. Students are also needed to be encouraged to follow certain business plan competition to find out whether they have a genuine idea that might work for their future business. Students are also needed to be introduced what is called as the angel investor to whom they need to pay interest but company stock instead. They are also needed to be taught how to present their ideas in front of the angel investors, bankers, etc. convincingly. Most universities fail in performing entrepreneurial students because they do not prepare the right environment for them. Hence, it is strongly recommended that universities try to build the entrepreneurship environment to support their students, such as angel investors, bankers, entrepreneurs, etc.

There are some limitations that this study would address. First, even though the sample size was big enough, however, the respondents were gathered only in Jakarta and limited Universities, where Jakarta is the home of at least 280 universities. Hence, a better representation is required for further study. Second, the students who filled up the questionnaire were not an entrepreneur yet and there is a possibility that they wouldn’t become one. Hence, a longitudinal study would be an appropriate method of data collection to ensure their becoming in the future. Third, there is also a possible drawback in using the web survey method in regards to the quality which is not able to be controlled. However, to overcome the bias, this study has asked specifically whether they are from the business schools and have the intention to become an entrepreneur after graduating. Fourth, in becoming an entrepreneur, there are other factors to be considered such as attitude towards finance, cultural values, attitude towards self-enhancement, social stability, lack-of employment opportunity especially for minority and immigrants which need more attention for future studies.

REFERENCES

Acheampong, G. and Tweneboah-Koduah, E.Y. (2018), "Does past failure inhibit future entrepreneurial intent? Evidence from Ghana", Journal of Small Business and Enterprise Development, Vol. 25 No. 5, pp. 849-863. https://doi.org/10.1108/JSBED-03-2017-0128

Ajzen, C. and Madden, T.J. (1986). Prediction of Goal-Directed Behavior: Attitudes, Intentions, and Perceived Behavioral Control. Journal Of Experimental Social Psychology, 22, 453-474. https://doi.org/10.1016/0022-
Akpan, E. I., Effiong, S. A., Ele, A. A. (2012). Entrepreneurship Education Policy: An Intervention Strategy For Economic Development In Nigeria. Business and Entrepreneurship Journal, 1(1), 101-110.

Aloulou, W.J. (2016), "Predicting entrepreneurial intentions of final year Saudi university business students by applying the theory of planned behavior", Journal of Small Business and Enterprise Development, 23(4), 1142-1164. https://doi.org/10.1108/JSBED-02-2016-0028

Al-Shammari, M. and Waleed, R. (2018), "Entrepreneurial intentions of private university students in the kingdom of Bahrain", International Journal of Innovation Science, Vol. 10 No. 1, pp. 43-57. https://doi.org/10.1108/IJIS-06-2017-0058

Aminin, T. A., and Kumar, S. (2020). Antecedents And Consequences Of Entrepreneurial Quality Among Graduate Entrepreneurs In Jakarta. CV. Rasi Terbit.

Anwar, I. and Saleem, I. (2019), "Exploring entrepreneurial characteristics among university students: an evidence from India", Asia Pacific Journal of Innovation and Entrepreneurship, Vol. 13 No. 3, pp. 282-295. https://doi.org/10.1108/APJIE-07-2018-0044

Bandera, C., Collins, R., and Passerini, K. (2018). Risky business: Experiential learning, information and communications technology, and risk-taking attitudes in entrepreneurship education. The International Journal of Management Education, 16, 224-238. https://doi.org/10.1016/j.ijme.2018.02.006.

Bandura, A. (1982). The Assessment And Predictive Generality Of Self-Percepts Of Efficacy. Journal of Behavioral Theory and Experimental Psychology, 13(3), 195-199.

Barber III, D., Ghouse, S.M., Batchelor, J., Chafer, F., Harris, M.L. and Gibson, S.G. (2019), "An investigation of Indian student attitudes towards entrepreneurs and managers", Journal of Entrepreneurship in Emerging Economies, Vol. 12 No. 3, pp. 377-398. https://doi.org/10.1108/JEEE-09-2018-0091

Beck, L. and Ajzen, I. (1991). Predicting dishonest actions using the theory of planned behavior. Journal of Research in Personality, 25(3), 285-301. https://doi.org/10.1016/0092-6566(91)90021-H

Chaudhary,R. (2017),"Demographicfactors,personalityandentrepreneurialinclination:Anst udymong Indian university students", Education + Training, Vol. 59 No. 2, pp.171-187. https://doi.org/10.1108/ET-02-2016-0024

Chung, CY., and Lee, SY. (2020). The Effect of Entrepreneurship Education for Seniors on Entrepreneurship Intention: Integrating the Theory of Planned Behavior and Self-determination Theory, Asia-Pacific Journal of Business Venturing and Entrepreneurship, 15(4), 69-81.

Durán-Sánchez, A., Del Río-Rama, M.d.l.C., Álvarez-Garcia, J. and García-Vélez, D.F. (2019), "Mapping of scientific coverage on education for Entrepreneurship in Higher Education", Journal of Enterprising Communities: People and Places in the Global Economy, Vol. 13 No. 1/2, pp. 84-104. https://doi.org/10.1108/JEC-10-2018-0072
Gerba, DT. (2012), "The context of entrepreneurship education in Ethiopian universities", ManagementResearch Review, Vol. 35 No. 3/4, pp. 225-244. https://doi.org/10.1108/01409171211210136

Gerry, C., Marques, C.S., and Nogueira, F. (2008). Tracking student entrepreneurial potential: personal attributes and the propensity for business start-ups after graduation in a Portuguese university. Problems and Perspectives in Management, 6(4).

Gibson, S.G., Harris, M.L., Mick, T. D., and Burkhalter, T. M. (2011) "Comparing the Entrepreneurial Attitudes of University and Community College Students," Journal of Higher Education Theory and Practice, Vol.11, Iss. 2, pp. 11 - 19

Günzel-Jensen F., Moberg K., Mauer R., Neergaard H. (2017) Self-Efficacy and the Entrepreneurial Mindset Revisited. In: Brännback M., Carsrud A. (eds) Revisiting the Entrepreneurial Mind. International Studies in Entrepreneurship, vol 35. Springer. https://doi.org/10.1007/978-3-319-45544-0_20

Hadi, C., Wekke, I.S., Cahaya, A. (2015). Entrepreneurship and Education: Creating Business Awareness for Students in East Java Indonesia. Procedia - Social and Behavioral Sciences, 177, 459 – 463. doi: 10.1016/j.sbspro.2015.02.396.

Hägg, G. and Gabrielson, J. (2019), "A systematic literature review of the evolution of pedagogy in entrepreneurial education research", International Journal of Entrepreneurial Behavior andResearch, Vol. 26 No. 5, pp. 829-861. https://doi.org/10.1108/IJEBR-04-2018-0272

Hansemark, O.C., (1998), "The effects of an entrepreneurship programme on Need for Achievement and Locus of Control of reinforcement ", International Journal of Entrepreneurial Behavior andResearch, Vol. 4 No. 1, pp. 28-50. https://doi.org/10.1108/13552559810203957

Izquierdo, E. and Buelens, M. (2011). Competing models of entrepreneurial intentions: the influence of entrepreneurial self-efficacy and attitudes. International Journal of Entrepreneurship and SmallBusiness, 13(1). https://doi.org/10.1504/IJESB.2011.040417

Joensuu-Salo, S., Varamäki, E., and Viljamaa, A. (2015). Beyond intentions—What makes a student start a firm? Education and Training, 57(8-9), 853–873. https://doi.org/10.1108/ET-11-2014-0142

Joensuu-Salo, S., Viljamaa, A. and Varamäki, E. (2020), "Do intentions ever die? The temporal stability of entrepreneurial intention and link to behavior", Education + Training, 62(3), 325-338. https://doi.org/10.1108/ET-03-2019-0053

Johny, J. and Katherin, M.S. (2017). Entrepreneurial Attitudes and Their Influence on the Entrepreneurial Intention. Asian Journal of Research in Business Economics and Management. 7(8). 10.5958/2249-7307.2017.00143.8.

Karlsson, T. and Moberg, K. (2013). Improving perceived entrepreneurial abilities through education: Exploratory testing of an entrepreneurial self efficacy scale in a pre-post setting. The International Journal of Management Education, 11, 1-11. http://dx.doi.org/10.1016/j.jime.2012.10.001

Kumar, S., and Kurniawan, D. (2019). The Relationship between Entrepreneurial Education, Family Background, Innovativeness, and Entrepreneurial Capabilities Toward Entrepreneurial Intention. In The 3rd International Conference on Family Business and Entrepreneurship (pp. 631–642).
Liguori, E., Corbin, R., Lackeus, M. and Solomon, S.J. (2019), "Under-researched domains in entrepreneurship and enterprise education: primary school, community colleges and vocational education and training programs", Journal of Small Business and Enterprise Development, Vol. 26 No. 2, pp. 182-189. https://doi.org/10.1108/JSBED-04-2019-402

Iakovleva, T., Kolvereid, L. and Stephan, U. (2011), "Entrepreneurial intentions in developing and developed countries", Education + Training, Vol. 53 No. 5, pp. 353-370. https://doi.org/10.1108/00400911111147686

Mahendra, AM., Djatmika, ET., Hermawan, A. (2017). The Effect of Entrepreneurship Education on Entrepreneurial Intention Mediated by Motivation and Attitude among Management Students, State University of Malang, Indonesia. International Education Studies, 10(9). 61-69.

Möberg, K. (2014). Two approaches to entrepreneurship education: The different effects of education for and through entrepreneurship at the lower secondary level. The International Journal of Management Education. http://dx.doi.org/10.1016/j.ijme.2014.05.002

Muhammad, A.D., Aliyu, S., and Ahmed, S. (2015). Entrepreneurial Intention Among Nigerian University Students. American Journal of Business Education (AJBE), 8(4).

Nitu-Antonie, R. D. and Feder, E.S. (2017). Exploratory Study on Student’s Entrepreneurial Intentions in Developed and Emerging Countries. Revista de Management Comparat International, 18(1), 31-43

Nguyen, AT., Do, THH., Vu, TBT., and Dang, KA. (2019). Factors affecting entrepreneurial intentions among youths in Vietnam. Children and Youth Services Review, 99, 186-193. https://doi.org/10.1016/j.childyouth.2019.01.039

Okoke, F. and Edikpa, E. C. (2014). Entrepreneurship Education In Nigeria: Prospects, Challenges And Strategies. Multidisciplinary Journal of Research Development, 22 (2).

Papulova, Z., and Papula, J. (2015). Entrepreneurship in the Eyes of the Young Generation, 841-850. Sharaf, A., El-Gharbawy, A. and Ragheb, M. (2018) Factors That Influence Entrepreneurial Intention within University Students in Egypt. Open Access Library Journal, 5, 1-14. doi: 10.4236/oalib.1104881

Pepin, M. and St-Jean, E. (2019), “Assessing the impacts of school entrepreneurial initiatives: A quasi- experiment at the elementary school level”, Journal of Small Business and Enterprise Development, Vol. 26 No. 2, pp. 273-288. https://doi.org/10.1108/JSBED-07-2018-0224

Nguyen, P.M., Dinh, V.T., Luu, T.M.G and Choo, Y. (2020). Sociological and theory of planned behaviour approach to understanding entrepreneurship: Comparison of Vietnam and South Korea. Cogent Business and Management, 7(1). 10.1080/23311975.2020.1815288

Ridha, R.N., B. and Wahyu, B.P. (2017), "Entrepreneurship intention in agricultural sector of young generation in Indonesia", Asia Pacific Journal of Innovation and Entrepreneurship, Vol. 11 No. 1, pp. 76-89. https://doi.org/10.1108/APJIE-04-2017-022

Sahinidis A., Stavroulakis D., Kossieri E., Varelas S. (2019) Entrepreneurial Intention Determinants Among Female Students. The Influence of Role Models, Parents’ Occupation and Perceived Behavioral Control on Forming the Desire
to Become a Business Owner. In: Kavoura A., Kefallonitis E., Giovanis A. (eds) Strategic Innovative Marketing and Tourism. Springer Proceedings in Business and Economics. Springer, Cham. https://doi.org/10.1007/978-3-030-12453-3_20

Shah, N. and Soomro, B.A. (2017), "Investigating entrepreneurial intention among public sector university students of Pakistan", Education + Training, 59 (7/8), 841-855. https://doi.org/10.1108/ET-11-2016-0168

Santoso, S. and Oetomo, B.S.D. (2016). Pengaruh Karakteristik Psikologis, Sikap Berwirausaha, Dan Norma Subyektif Terhadap Niat Berwirausaha. Jurnal Manajemen, 20(3).

Sondari, M. C. (2013). Examining Job Description to Develop Job Performance Indicators for Higher Education Institution Based on MBNQA Education Criteria. Journal of Education and Vocational Research, 4(4), pp. 101-108. https://doi.org/10.22610/jevr.v4i4.107

Soomro, B.A. and Shah, N. (2015), "Developing attitudes and intentions among potential entrepreneurs", Journal of Enterprise Information Management, 28(2), pp. 304-322. https://doi.org/10.1108/JEIM-07-2014-0070

Solesvik, M.Z., Westhead, P., Kolvereid, L. and Matlay, H. (2012), "Student intentions to become self-employed: the Ukrainian context", Journal of Small Business and Enterprise Development, Vol. 19 No. 3, pp. 441-460. https://doi.org/10.1108/14626001211250153

Solesvik, M.Z. (2013), "Entrepreneurial motivations and intentions: investigating the role of education major", Education + Training, Vol. 55 No. 3, pp. 253-271. https://doi.org/10.1108/00400911311309314

Soomro, A.A., Breitenecker, R.J. and Shah, S.A.M. (2018), "Relation of work-life balance, work-family conflict, and family-work conflict with the employee performance-moderating role of job satisfaction", South Asian Journal of Business Studies, 7(1), 129-146. https://doi.org/10.1108/SAJBS-02-2017-0018

Soomro, B.A., and Shah, N. (2019), "Determining the impact of entrepreneurial orientation and organizational culture on job satisfaction, organizational commitment, and employee’s performance", South Asian Journal of Business Studies, 8(3), 266-282. https://doi.org/10.1108/SAJBS-12-2018-0142

Stiefanie and Kumar, S. (2020). The Roles of Education and Social Networks on Opportunity Development Business (A Survey of Young Entrepreneurs in Jakarta). President University.

Shittu, T.S., Basha, M.K., Rahman, S.N.A., and Ahmad, B.T. (2011), "Investigating students' attitude and intention to use social software in higher institution of learning in Malaysia", MulticulturalEducation and Technology Journal, Vol. 5 No. 3, pp. 194-208. https://doi.org/10.1108/17504971111166929

Vaicondam, Y., Subramaniam, M., and Aliyu, M. (2020). Hypermarkets” E-commerce
Adoption among Youth in Puchong, Malaysia. *International Journal of Psychosocial Rehabilitation*, 24(1). DOI: 10.37200/IJPR/V24I1/PR200180

Varamäki, E., Joensuu, S., Tornikoski, E. and Viljamaa, A. (2015), "The development of entrepreneurial potential among higher education students", *Journal of Small Business and Enterprise Development*, 22 (3), 563-589. 
https://doi.org/10.1108/JSBED-02-2012-0027

Yurtkoru, E.S., Kuscu, Z. K., and Doganay, A. (2014). Exploring the antecedents of entrepreneurial intention on Turkish university students. *Procedia - Social and Behavioral Sciences*, 150, 841- 850. 
https://doi.org/10.1016/j.sbspro.2014.09.093