



## THE INFLUENCE OF ATTITUDE AND INDIVIDUAL CHARACTERISTICS ON ENTREPRENEURIAL INTENTIONS OF STUDENTS, FACULTY OF ECONOMICS, JAKARTA STATE UNIVERSITY

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### Abstract

This study aims to determine and analyze the influence of attitudes and individual characteristics on entrepreneurial intentions among students at the Faculty of Economics, Universitas Negeri Jakarta. In this research, the Proportional Random Sampling technique was used which resulted involved 399 active students from the Faculty of Economics, Universitas Negeri Jakarta, class of 2019, as the research sample. The research method employed in this study is quantitative research with a survey research design. The data analysis technique used is multiple regression analysis with IBM SPSS 27 software. The results of this study indicate that attitude has a positive and significant effect on entrepreneurial intentions among students, and individual characteristics also have a positive and significant effect on students' entrepreneurial intentions. Additionally, both attitude and individual characteristics have a simultaneous effect on students' entrepreneurial intentions. Attitude and individual characteristics have an influence of 82.8% Against Student Entrepreneurial Intentions.

**Keywords:** Attitude, Individual Characteristics and Entrepreneurial Intentions

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### INTRODUCTION

Indonesia is one of the developing countries with an economic condition that is experiencing rapid growth. Indonesia has 17,000 islands with a total area of 1.9 million square kilometers, making it the largest archipelagic country in the world. Indonesia's dense population reaches 275.36 million people according to BPS data in 2022. Currently, Indonesia is in demographics because there is a dominance of productive age (15-64) compared to productive age. However, this excess number is not offset by sufficient employment opportunities, resulting in high unemployment rates.

According to the Head of BPS Margo Yuwono, employment conditions in Indonesia in 2021 have not fully recovered to what they were before the pandemic. Even though there has been a decrease in the number of unemployed (TPT), as of August 2021 the condition has still not reached the level before the Covid-19 crisis. The number of open unemployed among university graduates increased from February to August 2020. This increase reached 824,912 people to 981,203 people. Students are interested in starting businesses to reduce unemployment, but most are still looking for work after graduating. Many students prefer to look for work with a steady salary, according to their skills, and receive allowances and bonuses, because entrepreneurship is considered to have a level of difficulty, high risk, and unstable income. One of the collaborations between the government and universities is Jakarta State University, which has an urgency in providing efforts to increase interest in entrepreneurship, especially among students. The Faculty of Economics at Jakarta State University prioritizes students gaining an understanding of entrepreneurship and risk management through entrepreneurship courses.

In this research, the author wants to explore the entrepreneurial intentions of students at the Faculty of Economics, Jakarta State University. Researchers conducted research on 34 students from the Faculty of Economics class of 2019. Pre-research results show that the 2019 class of students' interest in entrepreneurship is relatively low with a percentage of 29.4% who have the mindset to build jobs, while the other 70.6% have the mindset to be better off looking for work than building jobs. Pre-research results also show that students from the Faculty of Economics, Jakarta State University Class of 2019 are more interested in working as Civil Servants (PNS) (38.2%), followed by Private Employees (20.6%), continuing their studies (17.6%), being a teacher (11.8%), and other professions (2.9%). This shows that these students prefer professions that offer a fixed monthly salary and allowances, considering that income as an entrepreneur tends to be unstable. This reason provides an understanding of why interest in entrepreneurship among students at the Faculty of Economics, Jakarta State University Class of 2019 is relatively low. This shows the potential to increase awareness and interest in entrepreneurship among students, in accordance with the faculty's mission of preparing human resources that are adaptive to technological change and meaningful. Analysis of the types of work of alumni of the Faculty of Economics, Jakarta State University can provide an overview of trends in entrepreneurial intentions among students and graduates. Efforts to increase interest in entrepreneurship among students can be more focused and effective with this understanding.

The majority of students at the Faculty of Economics, Jakarta State University Class of 2019 tend to look for work rather than create employment opportunities, based on pre-research data. Analysis of the types of work of alumni of the Faculty of Economics, Jakarta State University can provide an overview of trends in entrepreneurial intentions among students and graduates. Efforts to increase interest in entrepreneurship among students can be more focused and effective with this understanding.

The reasons a person chooses entrepreneurship can vary, including financial needs, the desire to be successful, or as a way to express a hobby. The urgency of entrepreneurial activities is that it can provide more encouragement to grow the economy, expand employment opportunities, and be able to improve welfare. The process starts from innovation and is influenced by factors such as education, culture, environment, and individual attitudes and character.

Attitudes can influence a person's actions. Attitude is a person's mental or emotional response to an object, which is based on the individual's beliefs and stance. According to Trow in Julio Hartono (2019), attitude is a response to preparing for mental or emotional maturity towards various objects. Allport in Julio Hartono (2019) suggests that attitudes are the result of experiences that shape a person's mental and nervous readiness, which then influences how the individual responds to related objects or situations. Attitude also plays a role in shaping a person's behavior, including in entrepreneurship, where a positive and proactive attitude is needed to face challenges and risks in business. The desire for entrepreneurship not only provides benefits for individuals in achieving

financial independence, but also makes a positive contribution to the economy as a whole, through job creation, innovation and economic growth (Kusumawijaya, 2018).

## **LITERATURE REVIEW**

### **Theory of Planned Behavior (TPB)**

Theory of Planned Behavior (TPB) is a theory developed by Ajzen in 1991, based on the Theory of Reasoned Action by Ajzen and Fishbein (2017). The TPB explains the reasons behind a person's actions. Applied in various disciplines, such as economics by Cook, Kerr, and Moore, health research by Pellino in 1997, and human resources by Weithoff in 2004. TPB has three main concepts: behavioral evaluation, social pressure, and perceived controllability . Behavioral evaluation reflects a positive/negative view of behavior. Social pressure refers to environmental influences, while perceived controllability focuses on an individual's belief in his or her abilities. In entrepreneurship, TPB is used to understand entrepreneurial interest (Hendrawan, 2017).

### **Entrepreneurial Event Model (EEM) Theory**

Based on research conducted by Tuatul Mahfud, Mochamad Bruri Triyono and Putu Sudira (2020), there is another theory that is often used to predict entrepreneurial intentions, namely the Entrepreneurial Event Model (EEM), which was first put forward by Shapero & Sokol in 1982. Similar to TPB, the model EEM offers three concepts to predict entrepreneurial intentions consisting of perceived desirability, perceived feasibility and propensity to act. These two theories have made significant contributions to the study of entrepreneurial intentions, and they are related and similar. The two models do have differences; in particular, the EEM model does not consider the role of social factors. EEM theory proposes that the intention to create a new venture is supported by perceived desirability (perceived attitude) and high perceived feasibility. However, EEM theory does not explicitly discuss the role of social aspects in developing entrepreneurial intentions, unlike TPB theory. Referring to two theories, namely TPB and EEM, it appears that attitudinal, social and psychological aspects are important to foster entrepreneurial intentions.

### **Entrepreneurial Intention**

Entrepreneurial intention, as an individual's desire to engage in entrepreneurial behavior, is a key factor in establishing a new business (Nguyen et al., 2019). This intention includes the motivation to take initiative, face risks, and take advantage of opportunities (Liñán, F., & Fayolle, 2015). This is reflected in the desire to achieve financial independence, personal satisfaction, and develop potential through the business being founded (Krueger, in Tuatul Mahfuda, et al., 2020). Krithika and Venkatachalam (2017), explain that intentions are hopes, desires, ambitions, ideals, plans or goals that a person wants to achieve in the future. This intention plays an important role in directing a person's

actions. According to Liñán, F., & Fayolle (2015), entrepreneurial intentions include individual motivation to take the initiative in the intention to start a business, commitment to entrepreneurship, and taking advantage of readiness to take opportunities in the context of entrepreneurship. Meanwhile, Krueger in Tuatul Mahfuda, et al., (2020) states that entrepreneurial intentions reflect an individual's desire and commitment to achieve financial independence, achieve personal satisfaction, and develop potential and creativity through the business they establish. Based on the explanation above, students will be motivated to become entrepreneurs if they have strong intentions. This intention encourages them to act in accordance with their entrepreneurial goals and ideals. This drive brings pleasant satisfaction when the ideals or desire for entrepreneurship are achieved (Violin, 2021). Therefore, it can be concluded that intention can be interpreted as an individual's intention to become an entrepreneur. This intention can be reflected in efforts to search for information that is useful for forming entrepreneurial commitment. Before starting entrepreneurship, a person needs a commitment. This commitment is applied in entrepreneurial intentions, that there is an intention, desire, interest and willingness to carry out planned entrepreneurial actions. Internal factors such as individual characteristics which include self-confidence, love for business, openness to opportunities, and a strong work ethic also influence the success of an entrepreneur (Aditya Wardhana, 2022). Successful entrepreneurs pay attention to external factors such as financial management, positive customer relationships, and selecting the right employees and business partners for sustainable business growth (Beatti, 2016; Xing Zhang, 2020; Yusof et al., 2017; De Hoyos-Ruperto et al., 2013).

## **Attitude**

Entrepreneurial attitude, as an evaluation of entrepreneurial behavior, influences individual entrepreneurial intentions (Liñán, F., & Fayolle, 2015). This attitude includes an assessment of aspects such as creativity, innovation, risk taking, and financial independence, reflecting an individual's view of the potential for entrepreneurial success. Attitude is also mental readiness that is formed through experience, influencing responses to certain situations or objects (Mirawati, et al., 2016). Entrepreneurs have consistent attitudes in characteristics such as self-confidence, leadership, interest in challenges, ability to take risks, ability to predict the future, and ability to complete tasks and achieve results (Dewi, 2016; Utami, 2017). Attitudes are also influenced by internal factors (the individual's understanding of the environment) and external (stimulus from outside the individual), where experiences from the environment such as family and school play an important role in forming attitudes (Hurlock, in Nurrofi, 2016). Based on several expert opinions mentioned above, it can be concluded that attitudes are all actions and actions carried out based on the beliefs and beliefs held. Attitudes do not appear suddenly or are inborn, but are structured and formed through experience, whether from the family environment, school environment, or community environment. Attitude is an

important component in the human soul that will influence a person's behavior. Attitudes influence all the decisions we take or choose.

### **Individual Characteristics**

Sirec and Monic in Eliana (2013) stated that individual characteristics are psychological aspects that can explain a person's motivation to become an entrepreneur. Individual character refers to the basic traits that are inherent from birth or the characteristics that a person has. This character has an important role in the decision-making process and can also influence a person's interest in various things. A person's character can also be developed and educated (Fadillah, 2015). Dalimunthe, in Iskandar's (2017) research, explains that individual characteristics are attributes that show differences between individuals, including initiative, the ability to complete tasks diligently, and adaptation to changes influenced by the environment. Therefore, individual characteristics are a behavior or attribute that is superior and becomes a characteristic of an individual from birth and becomes a separation between them and other people, and can influence them in making decisions around them. This includes things like courage to take risks, decision-making ability, discipline, leadership, and others.

Individual characteristics, such as Risk-Taking Tendency, Locus of Control, Empathy, Prior Experiences, and Self-Efficacy, have a significant impact on a person's motivation to become an entrepreneur (Eliana, 2013; Md. Uzzal Hossain, 2021). This reflects the basic characteristics inherent in individuals from birth, which can develop and be influenced by experience and education (Fadillah, 2015). The ability to adapt to change, initiative, persistence in completing tasks, and readiness to face new experiences are the main factors in forming interest in entrepreneurship (Iskandar, 2017). Individual characteristics also influence a person's ability to make decisions, leadership and discipline, which are important attributes in the world of entrepreneurship. Thus, individual characteristics not only influence a person's interest in entrepreneurship, but also prepare them to face challenges and manage risks that may arise in running a business.

### **Framework of Thinking**

The theoretical framework is the rationale that will guide the development of the study. This research focuses on the relationship between Entrepreneurial Attitude ( $X_1$ ), Individual Characteristics ( $X_2$ ), and Entrepreneurial Intentions (Y) as the variables studied.

#### **1. Attitude and Entrepreneurial Intentions**

Attitude, as an individual's evaluation of entrepreneurship, is influenced by the individual's experience, knowledge, values and beliefs (Santi, et al., 2017). Positive attitudes toward entrepreneurship reflect appreciation for opportunity, independence, creativity, and potential for economic success, while negative attitudes reflect skepticism, fear of risk, and lack of confidence

in one's abilities (Krueger et al., 2017). Students with positive attitudes towards entrepreneurship tend to have a higher interest in collaborating in entrepreneurial activities. In addition, research highlights the importance of attitudes towards risk in influencing entrepreneurial intentions. Students who have a positive attitude towards risk in the context of entrepreneurship are more likely to have a higher interest in running a business (Liñán & Chen, 2009).

$H_1$ : Attitude has a positive effect on entrepreneurial intentions of students at the Faculty of Economics, Jakarta State University.

## 2. Individual Characteristics and Entrepreneurial Intentions

Individual characteristics as defined by Sirec and Monic in Eliana (2013) and by Fadillah (2015), reflect the basic traits inherent in individuals from birth and influence their interests and decisions, including entrepreneurial interests. Individual characteristics are key in increasing interest and desire for entrepreneurship, especially in facing pressure and coercion from other parties. Characteristics such as empathy, moral obligation, social support, self-efficacy, personality traits, and previous experience determine entrepreneurial intentions.

The research considers individual and situational factors to measure entrepreneurial intentions, highlighting that while someone may consider entrepreneurial opportunities, not everyone is able to convert those prospects into success in entrepreneurship. An individual's willingness to accept new experiences in entrepreneurship is reflected in the interest they show. Therefore, individual characteristics are the main factor in developing interest in entrepreneurship and in making decisions regarding entrepreneurship.

$H_2$ : Individual characteristics have a positive effect on entrepreneurial intentions of students at the Faculty of Economics, Jakarta State University.

## 3. Attitude, Individual Characteristics and Entrepreneurial Intentions

Entrepreneurial interest, which involves managing resources, exploiting opportunities, and readiness to take risks, is an individual's drive to engage in entrepreneurial action (Fernandez et al., 2018). The importance of developing an entrepreneurial attitude, especially strong intentions, in carrying out the role as an entrepreneur is very prominent. Attitude, as an individual's evaluation of entrepreneurship, is formed through individual experience, knowledge, values and beliefs (Santi, et al., 2017). Individual characteristics, including personality traits, characteristics, attitudes and morals, differentiate individuals from each other (Md.Uzzal Hossain, 2021), and are key factors in growing and increasing individual interest in entrepreneurial activities.

$H_3$ : Attitude and individual characteristics have a positive effect on entrepreneurial intentions of students at the Faculty of Economics, Jakarta State University.

Research by Krueger et al., (2017) shows that positive attitudes towards entrepreneurship influence interest in collaborating in these activities. Likewise, research by Md. Uzzal Hossain (2021) states that individual characteristics influence interest in entrepreneurship.

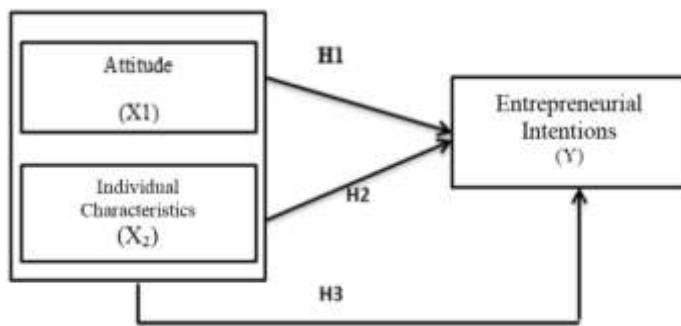


Figure 1. Theoretical Framework

## METHOD

### Research methods

This research uses survey methods and multiple regression analysis within a quantitative research framework. Surveys are a research method for searching for data directly using questionnaires. A quantitative approach is research that uses data in the form of numbers or statements which can be analyzed using statistical analysis (Sugiyono, 2018). Surveys, as part of quantitative methods, are used to obtain historical and contemporary data and analyze the characteristics, beliefs, behavior and correlation between variables from a certain population sample (Sugiyono, 2018).

In this study, samples were taken using the Proportional Random Sampling method, which is included in the balanced proportional sampling technique by selecting the class of 2019, Faculty of Economics, Jakarta State University and a sample of 399 of the 616 students of the class of 2019 was obtained. The data collection technique was a questionnaire in the form of a list of statements. closed via the Google form link data analysis using validity tests, reliability tests, normality tests, linearity tests, and Multiple Regression Analysis with IBM Statistics 27.

## RESEARCH RESULTS AND DISCUSSION

### Research result

The results of this research are divided into several important stages which include descriptive statistical tests, validity and reliability tests, classical assumption tests, multiple linear regression analysis, and hypothesis testing. Through the results of descriptive statistical tests, an in-depth understanding of the data characteristics for each variable is obtained, such as Attitude (X<sub>1</sub>), Individual Characteristics (X<sub>2</sub>), and Student Entrepreneurial Intentions (Y). The variability of respondents' answers is reflected in the average value, standard deviation, and distribution of answers for each variable.

Validity and reliability tests confirm that all variables in this study are valid and reliable, with values that reach the required standards. Furthermore, classic assumption tests such as normality, linearity, multicollinearity and heteroscedasticity tests verify that the data used in regression analysis meets the necessary basic assumptions. Multiple linear regression analysis shows that there is a

significant relationship between the variables Attitude ( $X_1$ ) and Individual Characteristics ( $X_2$ ) and Student Entrepreneurial Intentions (Y).

Table 1. Multiple Linear Regression Analysis

Model		Coefficients <sup>a</sup>			T	Sig.	Collinearity Statistics	
		Unstandardized Coefficients		Standardized Coefficients			Beta	Tolerance
1	(Const ant)	1.818	.637		2.855	.005		
	X1	.280	.029	.486	9.553	.001	.266	3.760
	X2	.249	.032	.399	7.858	.021	.266	3.760

a. Dependent Variable: Y

The results of the hypothesis test confirm that the two independent variables, Attitude ( $X_1$ ) and Individual Characteristics ( $X_2$ ), individually have a significant effect on the dependent variable, Student Entrepreneurial Intention (Y). In addition, the coefficient of determination test revealed that the regression model used was able to explain 82.8% of the variability in Student Entrepreneurial Intention (Y), indicating a strong influence between the independent and dependent variables in the model.

Table 2. Coefficient of Determination Test Results

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change
1	.953 <sup>a</sup>	.828	.826	1.897	.828

a. Predictors: (Constant), X<sub>2</sub>, X<sub>1</sub>

The overall results of this study are consistent with previous findings and provide an important contribution to the understanding of the factors that influence students' entrepreneurial intentions. These findings can provide a strong foundation for educational policies and practices aimed at increasing students' interest and readiness to become entrepreneurs.

### **The Influence of Attitude ( $X_1$ ) Influences Entrepreneurial Intentions (Y)**

Data collection uses a questionnaire that has passed validity and reliability tests. The feasibility test of the instrument produced an attitude questionnaire that met the validity test requirements with a reliability result of 0.908, then an entrepreneurial intention questionnaire that met the validity test requirements with a reliability of 0.836. The results of the reliability test are presented in the table below

Table 3. Reliability Test Results

Variable	Cronbach's Alpha	N of Item	Information	Level
Attitude (X <sub>1</sub> )	0,908	14	Reliable	Very Hight
Individual Characteristics (X <sub>2</sub> )	0,982	13	Reliable	Very Hight
Entrepreneurial Intention (Y)	0,836	8	Reliable	Very Hight

The regression coefficient for attitude (X<sub>1</sub>) is 0.280, which indicates its positive impact on students' entrepreneurial intentions (Y). Attitude (X<sub>1</sub>) has  $t_{\text{count}} > t_{\text{table}}$ , namely  $9.553 > 1.667$ . It can be concluded that  $H_0$  is rejected and  $H\alpha$  is accepted and the sig value is  $0.001 < 0.05$ . This means that testing the hypothesis of the attitude variable (X<sub>1</sub>) has a significant effect on students' entrepreneurial intentions (Y) by 16%. The results of the Regression Coefficient test are presented in the table below

Table 4. Regression Coefficient Test Results

Model		Coefficients <sup>a</sup>						
		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Const ant)	1.818	.637		2.855	.005		
	X1	.280	.029	.486	9.553	.001	.266	3.760
	X2	.249	.032	.399	7.858	.021	.266	3.760

a. Dependent Variable: Y

So this research concludes that attitude (X<sub>1</sub>) has a positive and significant effect on entrepreneurial intentions (Y). Students' positive attitudes towards entrepreneurship (such as self-confidence, student perceptions of achievement, self-esteem, personal control, and innovation) must be developed during the learning process on campus. "Real" learning, which involves students in business activities, can help instill individual entrepreneurial attitudes and increase students' intentions to create entrepreneurial opportunities. These results are consistent with previous research by Krueger et al. (2017) who also found that students who have a positive attitude towards entrepreneurial activities will be more dominant in having an interest or intention to be involved in entrepreneurial activities. So it can be concluded that a significant positive attitude towards entrepreneurship can increase a person's possibility of developing entrepreneurial intentions and actions. Thus, the more positive a student's attitude towards entrepreneurship, the higher their intention to become an entrepreneur. Individuals who have good self-efficacy, self-confidence, optimism, hope and resilience will integrate motivation, cognition and action to achieve the success they plan.

### **The Influence of Individual Characteristics (X<sub>2</sub>) on Student Entrepreneurial Intentions (Y)**

The feasibility test of the instrument produced an individual characteristics questionnaire that met the validity test requirements with a reliability result of 0.982, then an entrepreneurial intention questionnaire that met the validity test requirements with a reliability of 0.836. The regression

coefficient for the individual characteristic variable ( $X_2$ ) is 0.249, which indicates a positive influence on students' entrepreneurial intentions (Y). This means that when the value of the individual characteristic variable ( $X_2$ ) increases by one unit, students' entrepreneurial intentions (Y) will also increase by 0.249, assuming other variables remain constant. Individual characteristics ( $X_2$ ) have  $t_{\text{count}} > t_{\text{table}}$ , namely  $7,858 > 1,667$ . It can be concluded that  $H_0$  is rejected and  $H_a$  is accepted and the sig value is  $0.021 < 0.05$ . This means that hypothesis testing of individual characteristic variables ( $X_2$ ) has a significant and influential effect on students' entrepreneurial intentions (Y) by 35.7%. The results of the reliability test and regression coefficients can be seen in tables 3 and 4 above. Based on the results of descriptive statistical tests, the highest average value for individual characteristic indicators is risk-taking tendency, meaning that the average respondent has high risk-taking character or behavior which then influences entrepreneurial intentions. As a student who will face a professional career path in the future, entrepreneurship is one option to have a job as well as create new jobs to help the government reduce unemployment. By paying attention to risk taking, students who have entrepreneurial intentions can think about business strategies to reduce the level of risk that will occur. Risk taking really needs to be considered by students to build entrepreneurial intentions within students.

### **The Influence of Attitude ( $X_1$ ) and Individual Characteristics ( $X_2$ ) Influence the Entrepreneurial Intentions**

The instrument feasibility test produces an attitude and individual characteristics questionnaire that meets the validity test requirements. In the linearity test, if the significance value is  $\geq 0.05$ , then the null hypothesis ( $H_0$ ) is rejected, which means the relationship between variables X and Y is linear. Conversely, if the significance value is  $\leq 0.05$ , then  $H_0$  is accepted, which means the relationship between variables X and Y is not linear. The results obtained were  $3589.265$  ( $3589.265 > 0.071$ ), which leads to the conclusion that the relationship between variables X and Y is linear. The results of the linearity test are presented in the table below

Table 5. Linearity Test Results

ANOVA Table							
			Sum of Squares	Df	Mean Square	F	Sig.
Y * X	Between Groups	(Combined)	3850.748	30	128.358	34.072	.001
		Linearity	3589.265	1	3589.265	952.764	.071
	Deviation from Linearity		261.483	29	9.017	2.393	.121
		Within Groups	1386.334	368	3.767		
			Total	5237.083	398		

Attitude ( $X_1$ ) and individual characteristics ( $0.000 < 0.05$ ). Because  $F_{\text{count}}$  is greater than  $F_{\text{table}}$ , it can be concluded that the attitude variable ( $X_1$ ) and individual characteristics ( $X_2$ ) together

have a positive and significant influence on students' entrepreneurial intentions (Y). The results of the Simultaneous F Test are presented in the table below

Table 6. Simultaneous F Test Results

ANOVA <sup>a</sup>					
Model		Sum of Squares	Df	Mean Square	F
1	Regression	3811.533	2	1905.766	529.398
	Residual	1425.550	396	3.600	
	Total	5237.083	398		
a. Dependent Variable: Y					
b. Predictors: (Constant), X <sub>2</sub> , X <sub>1</sub>					

Based on the calculation results of the summary model, the R square value is 82.8%, this value is at the threshold of 0.80 - 1,000, which means it has a very strong influence between variables. The results of the Coefficient of Determination Test are presented in the table below

Table 7. Coefficient of Determination Test Results

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change
1	.953 <sup>a</sup>	.828	.826	1.897	.828
a. Predictors: (Constant), X <sub>2</sub> , X <sub>1</sub>					

A positive attitude towards entrepreneurship together with supporting individual characteristics such as the need for achievement, self-efficacy, and readiness to take risks, will encourage the formation of strong entrepreneurial intensity. Attitude values and important characteristics of entrepreneurship are self-confidence, task and results oriented, courage to take risks, leadership, and future orientation.

## CONCLUSION

The conclusions of this research can be described in three important points: *First*, the research results confirm that individual attitudes, especially in the context of entrepreneurship, have a significant impact on students' entrepreneurial intentions as evidenced by the value of  $t_{count} > t_{table}$  ( $9,553 > 1,667$ ). Attitude (X<sub>1</sub>) has a significant effect on students' entrepreneurial intentions (Y) by 16%. These findings are consistent with previous research highlighting the relationship between positive attitudes toward entrepreneurship and intentions to engage in entrepreneurial activities. *Second*, individual characteristics (X<sub>2</sub>) have a positive and significant effect on students' entrepreneurial intentions (Y) by 35.7% with a calculated  $t_{value} > t_{table}$  ( $7,858 > 1,667$ ). These findings provide an important contribution to the understanding of the factors that influence students' entrepreneurial intentions. *Third*, the results of the analysis show that both individual attitudes and individual characteristics together have a significant influence on students' entrepreneurial intentions

at the Faculty of Economics, Jakarta State University with a value of 82.8%. The regression model used in this research is able to explain most of the variability in students' entrepreneurial intentions as evidenced by the  $F_{\text{test}}$  results which show that it has a calculated  $F$  of  $529,398 > F_{\text{table}}$  of 2,350 and a significance value of 0.000 ( $0.000 < 0.05$ ) and confirms the importance of considering these factors in designing educational programs and policies aimed at increasing student interest and readiness to engage in entrepreneurial activities.

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