

The Role of Entrepreneurship Education and Subjective Norms on the Intention of Entrepreneurship

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Abstract — This study was conducted in order to analyze the role of the entrepreneurship education and subjective norms on the intention of entrepreneurship. The respondents of this study were 80 students of the Faculty of Economics, Universitas Pendidikan Ganesha, Singaraja, Bali, Indonesia. The sampling technique used was convenience sampling technique. The primary data of this study were in the form of questionnaires with a Likert scale of 1-5. The analytical model used was the multiple regression. As the results of this study, it was indicated that entrepreneurship education and subjective norms significantly influenced students' interest in entrepreneurship.

Keywords—*entrepreneurship, education, subjective norms*

I. INTRODUCTION

One of big problems faced by Indonesia today is unemployment. It means that the number of people who are ready to work is greater than the number of job vacancies. At this time, people still focus on how to find a job in formal sector. Meanwhile, when the formal sector is declining, they do not try to create their own job in non-formal sector or private sector. The Central Statistics Agency (BPS) reported the level of open unemployment (TPT) of university graduates in February 2018 increased by 1.13% compared to February 2017%. From 5.18 percent to 6.31%. Kristiadi (2016) stated that, in fact Indonesian people tend to choose professions as private employees or civil servants rather than entrepreneurs. So indirectly, formal and non formal educations in Indonesia are still not oriented towards the independence of graduates as well as the formation of prospective entrepreneurs.

Jaya (2010) explained that negative perspectives that come from people's mind about entrepreneur made them were unmotivated to open their own businesses. They thought that being entrepreneurs made them get unstable income, get a lot of risks, and high failure rate. These negative perspectives made them unconfident and felt pessimist.

These thoughts tend to be inherent among the people so that many people do not want their children creating or making their own business, then they lead their children to divert their attentions become civil employees, especially if their children have been graduated from colleges. The opinion of "what is the function of high education, if they only want to be merchants or sellers". These

conditions and views encourage the government trying to reduce the number of educated unemployed, where the entrepreneurship is considered as a solution to reduce the number of unemployed.

Most of the people who have an entrepreneurial spirit will be able to be great entrepreneurs. The more entrepreneurs or businessman, there will be more jobs. Increasing the number of jobs means that make it easier for other people to choose the most preferred jobs which match to their expertise, also choose companies that are able to provide the best service and welfare. Kristiadi (2016) confirmed that entrepreneurs had important roles in economic growth, both of micro as they can reduce the number of unemployment and macro per capita income of a country, therefore the current role of government in promoting entrepreneurship programs. The benefits of entrepreneurship are to increase the number of entrepreneurs while increasing individual and state income, reducing economic and social inequality in the country, as well as creating prosperous society (Darmawan, 2016).

Not all people have the talent to be entrepreneurs as well in social life, not everyone needs to be an entrepreneur (Garavan & O-Chinneide, 1994). However, there is preliminary evidence that some entrepreneurial attributes can be positively influenced by educational programs (Athayde, 2009). Santi et al (2017) confirmed that entrepreneurship is someone's framework of thought who intends to make a new business or encourage the creation of new values outside an existing organization. The students' thinking framework should be built from college to increase their entrepreneurial intentions. So some universities try to integrate entrepreneurship education into higher education curriculum.

Entrepreneurship-based education is the process of learning to instill entrepreneurial values through habituation and maintenance of behavior and attitudes (Kurniawan, 2014). Entrepreneurship education is an attempt to learn about the values, abilities and behavior of a person and one's behavior in creation and innovation (Cahyono, 2014). Therefore, the object of entrepreneurial study is the people's values and abilities manifested in the form of attitudes.

Based on the observations that have been done, it was shown that all higher education institutions in Bali have already applied entrepreneurship education courses. One of them is Universitas Pendidikan Ganesha which consists of nine faculties. The most appropriate faculty that requires the students to take entrepreneurship courses is the faculty of economics. The Faculty of Economics consists of five study programs, one of them is Diploma III Program of Accounting. "Entrepreneurship" Course is one of the

Basic Courses in the Diploma III Accounting Study Program that must be taken by students in the fifth semester in which the student can pass this course if they can passing grade which is consisted of 30% independent assignment, 30% of mid test examination and 35% of final test examination (Entrepreneurship Syllabus, 2017). Its practices include surveying the micro, small and medium enterprises (MSMEs) and then reporting the survey results. Bustarosa (2018) emphasizes that the aim of entrepreneurship education for students is to let them know how an entrepreneur develops his business from the establishment, development, and being recognized by the wider community. At the end, it is expected that the students are able to have entrepreneur spirit and passion, so after they finish their study, they are able to open a business and open employment.

However, the obtained data collected from the respondent of this study as the result of interview showed that lack of entrepreneurship due to certain factor such as when they are graduated from college, they do not decide themselves as entrepreneurs. Based on this problem, the students are prioritized to look for work experience as an effort to prepare them developing their skills so that when they decide to be entrepreneurs, they already have wide insight and readiness.

The factors that influence students to be interested in entrepreneurship are external and internal factors. External factors consist of friendly political policies and good business environment. Meanwhile, the internal factors consist of individual psychology to motivate themselves to be entrepreneurs (Shook & Bratianu, 2010). One of the internal factors that influence entrepreneurial intentions is subjective norms. Jaya (2010) mention that subjective norms are individual perceptions toward certain behaviors influenced by significant others judgments. Subjective norms are one of the factors in the Teaching Planned Behavior (TPB) that affect entrepreneurial intentions, subjective norms have the meaning of an individual's belief to meet the direction or advice of people around to participate in entrepreneurial activities (Kristiadi, 2016). Therefore subjective norms (support of people around) greatly affect the intentions (intentions) of student entrepreneurship.

Besides subjective norms (support of people around), there is a component of self-efficacy in the Theory Planned Behavior (TPB) that affects entrepreneurial intentions (intentions). Self-efficacy means the beliefs (perceptions) of individuals regarding the ability to form an entrepreneurial behavior (Kristiadi, 2016). Subjective norms are determined from the beliefs of people who are considered important and influential in the behavior of an entrepreneur and the motivation of an entrepreneur to follow what is suggested by people who are important to him. Related to subjective norms, it was needed to conduct research about the role of entrepreneurship education and subjective norms on entrepreneurial intentions. The purpose of this study is to determine the effect of self-efficacy, subjective norms, behavioral attitudes, and entrepreneurship education on entrepreneurial intentions in the Faculty of Economics Students at Universitas Pendidikan Ganesha.

II. LITERATURE REVIEW

2.1 Entrepreneurship

Kusmintari et al (2017) explain that entrepreneurship is an important role holder in economic growth, productivity improvement and social development. Entrepreneurship can be put together creative businesses that are built based on innovation to produce something new, have added value, benefit members, create jobs and the results are useful for others. in building a business someone has the intention to do entrepreneurship from the internal side of a person that is the sense of confidence to start a business. Santi et al. (2017) Intention is a direct antecedent of real behavior; and the stronger the intention to

behave, the greater the success in predicting the actual behavior or behavior.

Wilson's (2007) confirmed that the decision to become an entrepreneur and create a new business is a deliberate and conscious decision that requires time, as well as considerable planning and level of desire. Thus, entrepreneurial career decisions can be considered as planned behavior that can be explained by the intention model. In order to understand the entrepreneurial phenomenon, the entrepreneurial intentions of studying individuals based on the socio-cognitive model become a suitable approach for analyzing new ventures of creation (Zhao, Seibert, & Hills, 2015).

2.2 Subjective Norms

Several studies and theories state that if entrepreneurship attitudes, subjective norms can affect the variable student entrepreneurship intentions. Subjective norm is to receive direction or input from people around about entrepreneurship, so that motivation can provide mental pressure for students to be interested in and interests in entrepreneurship arise. Subjective norms are one of the factors in Planned Behavior Theory (TPB) that affect entrepreneurial interests, subjective norms mean an individual's beliefs to fulfill the direction or advice of people around to participate in entrepreneurial activities (Kristiadi et al. 2016). Subjective norms are individual beliefs about the surrounding environment and individual motivation to follow these norms (Feldman, 1995). Subjective norms can affect entrepreneurial intentions from the external side in the form of support for the environment, both of family, friends, lecturers, and successful entrepreneurs.

In subjective norms, the support of people around and seeing people who are already successful is very influential in shaping students' intentions so that they are able to be encouraged by entrepreneurs and those around them. Subjective norms give confidence to individuals to get support from friends, family roles, entrepreneurs who have been successful so that individuals feel confident about what individuals have done when entrepreneurship. Students who have the support of friends and family roles tend to have higher entrepreneurial intentions than students who do not have support from friends, family roles and those around them.

2.3 Entrepreneurship Education

Higher education through entrepreneurship education is an important factor in a country to encourage growth (Zimmerer, 2002) When a university teaches knowledge and provides adequate inspiration about entrepreneurship it is possible to increase entrepreneurial desires among young people.

Entrepreneurship education is a teaching and learning activity about entrepreneurship which includes the development of personal knowledge, skills, attitudes and character in accordance with students' age and development. The results of previous studies that examined entrepreneurship education stated that students who had experience developing various technical skills and training were more confident being entrepreneurs (Chen et al. 2010). However, the results of research by Cheng et al. (2009) states that entrepreneurial knowledge and interest in starting a business are not significantly related, because the entrepreneurial learning methods used are not effective.

To increase growth, one of them is through entrepreneurship education. Kusmintari et al (2017) in general entrepreneurship education aims to increase awareness that entrepreneurship as a career choice and increase understanding of the process of establishing and managing a new business venture. Trisnawati (2011) asserted that the entrepreneurship package will form students to pursue students which are manifested in the form of

attitudes. Students who can be said are the elite who are expected to develop the economy in Indonesia by opening or making creative and innovative businesses that have been given in entrepreneurship learning on campus.

2.4 Entrepreneurial Intent

Entrepreneurial intention can be interpreted as the initial step of a business establishment process that is generally long-term (Walipah & Naim, 2016). It was further explained that entrepreneurial intention reflects one's commitment to starting a new business and is a central issue that needs to be considered in understanding the entrepreneurial process of establishing a new business. Entrepreneurial intentions have recently begun to receive attention for research because it is believed that an intention related to behavior has been proven to be a reflection of actual behavior. Theory of planned behavior is a theory developed by Ajzen (.....) which is a refinement of the reason action theory put forward by Fishbein and Ajzen (...).

III. RESEARCH METHODS

3.1 Research Methods

In the design of a study will be explained about the initial steps to the end of the procedure for doing this research to form processes and outcomes that are objective, effective, valid, and efficient. This study begins by setting a goal where this study has the aim to obtain statistical evidence of the effect of entrepreneurship education and subjective norms on entrepreneurial intentions. This study uses three variables namely entrepreneurial intention as the dependent variable, two independent variables namely entrepreneurship education, and subjective norms. Based on these research variables can be determined indicators, research instruments and sample design used. The next step is collecting data with a research instrument in the form of a questionnaire. The collected data is then tested first with the validity and reliability test. Quantitative analysis technique used is multiple regression analysis techniques (multiple regression analysis).

3.2 Research Location

This research was conducted at the Faculty of Economics, Universitas Pendidikan Ganesha in Singaraja, Bali. This research is a type of quantitative data research in which data is in the form of numbers (Sugiyono, 2009). Quantitative data in this study includes the results of a questionnaire given by researchers to the auditor in several KAP in Bali in the form of answers that are measured by a Likert scale. While the data source used in this study is primary data that is data sources that directly provide data to data collectors (Sugiyono, 2009). The data intended are the answers given by respondents to the statements in the questionnaire related to research.

3.3 Population and Samples

3.3.1 Population

Population is a generalization area consisting of objects or subjects that have certain qualities and characteristics determined to be studied and then drawn conclusions (Sugiyono, 2008). The populations in this study were diploma III program students of accounting at the Faculty of Economics who have taken entrepreneurship courses. It was taken 152 students as the population in this study. Sample is part of the number and characteristics possessed by the population (Sugiyono, 2008). The technique used to determine the sample in this study was purposive sampling method. The consideration of choosing the population was the Diploma III program of accounting students of the Faculty of Economics who have already taken entrepreneurship courses. Respondents from this study were diploma III students in accounting at the Faculty of

Economics who have taken entrepreneurship courses. So that the number of respondents used was 80 respondents.

3.4 Operational Definitions of Variables and Research Variables

This study used six variables consisting of independent variables and dependent variables. The dependent variable in this study was entrepreneurial intention. Entrepreneurial intentions are defined as the first step of a business establishment process that is generally long-term (Lee & Wong, 2004). According to Krueger (1993), entrepreneurial intention reflects one's commitment to start new business and it is a central issue that needs to be considered in understanding the entrepreneurial process of establishing a new business.

The independent variable is an independent variable that influences another variable. In the other words, it is the cause of the dependent variable. The independent variables in this research were subjective norms which are defined as individual beliefs about the surrounding environment and individual motivations to follow these norms (Feldman, 1995). Subjective norms can affect entrepreneurial intentions from the external side in the form of support for the environment, family, friends, lecturers, and successful entrepreneurs. Higher education through entrepreneurship education is an important factor in a country to encourage growth (Zimmerer, 2002). When a university teaches knowledge and provides adequate inspiration about entrepreneurship it is possible to increase entrepreneurial desires among young people. Duygu & Selcuk (2008). All statement items were measured by using a Likert scale, namely score 1 means strongly disagree, score 2 means disagree, score 3 means agree, and score 4 means strongly agree.

3.5 Data Collection Methods

Data collection methods used in this study was questionnaire methods in the form of series of statements given to the respondents (Sugiyono, 2008: 135). The questionnaire distribution was in the form of a list of written statements given to the respondents regarding the effects of entrepreneurship education, subjective norms, and entrepreneurial intentions. The results of the answers were measured by using a modified Likert scale, where the respondent's choice of answers was rated on 1-4 point scale, the highest score was 4 and the lowest score was 1. This was done to avoid bias answer when using a 5-point scale, where respondents tended to choose answers that were neutral for doubtful questions or statements for respondents. If they were given a answer choice which categories the middle answer, the research data would be lost a lot so that it would reduce the amount of information that couldn't be captured from the respondents (Hadi, 1991 in Badera, 2008). Respondents' answers were given a score of 1 (one) for the Strong Disagree (STS) option, a score of 2 (two) for the Disagree (TS) option, a score of 3 (three) for the Agree (S) option, and a score of 4 (four) for the choice Strongly Agree (SS).

3.6 Data Analysis Methods

3.6.1 Descriptive Statistical Analysis

Descriptive statistical tests provide a description or description of a data that was seen from the average value (mean), standard deviation, variance, maximum, and minimum (Ghozali, 2009).

3.6.2 Testing Instruments

In this study, the seriousness of respondents in answering questionnaire questions was very important, so it needed the validity. The results of this research were determined by measuring instruments used in the data obtained. Based on these considerations, in this study a test was conducted whether the research instruments and data in the form of respondents' answers were answered correctly

or not. The test included validity and reliability testing (Sugiyono, 2008: 86).

Validity test was used to measure the validity or validity of a questionnaire. A questionnaire could be stated to be valid if the questions on the questionnaire were able to reveal something that would be measured by the questionnaire. Validity measurements were used to measure the correlations between each indicator score with the total construct score (Ghozali, 2011).

A questionnaire could be stated to be reliable if someone's answers to the question were consistent or stable over time. Measurement of reliability in this study using the one shot method or it was measured only once. The measurement of the question was a measurement that was done only once and then the results were compared with the results of questions or measured the correlation between answers to questions. For reliability measurement, SPSS provided facilities to measure reliability with the Cronbach Alpha statistical test. Ghozali (2011: 48) states that the instrument can be stated to be reliable if it has an alpha > 0.70. The higher alpha coefficient, the higher consistency of reliability measured. The reliability test was performed by using the Cronbach Alpha method through the SPSS 19.0 for windows program.

3.6.3 Classical Assumption Test

In this study, the classic assumption test was used. (1) Normality test aimed at testing whether in the regression model, the dependent and independent variables both had normal distribution or not (Ghozali, 2012). A good regression model is having normal or near normal data distribution. The data normality test can be done in 3 ways, namely using the Kolmogorof-Smirnov Test (K-S Test), histogram graphs and the P-Plot distribution curve. For the K-S Test, if the K-S Test results are bigger when it is compared to a significant level of 0.05, the data distribution does not deviate and the normal curve is a normality test. While through the spread pattern has a normal line, it can be said that the data is normally distributed. (2) Multicollinearity Test is intended to detect symptoms of correlation between one independent variable with another independent variable. In a good regression model there should be no correlation between independent variables. Multicollinearity test can be done in 2 ways, namely by looking at VIF (Variance Inflation Factors) and tolerance values. If $VIF > 10$ and tolerance value < 0.10 , there will be symptoms of multicollinearity (Ghozali, 2012: 105).

Heteroscedasticity test aims to test whether in the regression model residual variance inequality occurs from observation to other observations. If the variance from one observation residual to another observation is fixed then it is called homoscedasticity and if different is called heteroscedasticity (Ghozali, 2012). Heteroscedasticity testing is done by the Glejser test, namely by regression the absolute residual value of the model estimated against independent variables.

The data analysis technique used in this study is a quantitative analysis technique. This analysis includes multiple linear regression analysis. The analysis can be calculated using computer aids, namely the Statistical Package for the Social Sciences (SPSS) program.

Hypothesis testing by using multiple linier analyses was used to find out the influence of entrepreneurship education (X1) and subjective norms (X2) toward the entrepreneurship intention (Y). The pattern of multiple linier analyses is as follow.

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + e$$

Information:

Y: Entrepreneur intention

α : Constanta

X1: Entrepreneurship Education

X2 : Subjective Norms

β_1 : coefficient regression variable X1

β_2 : coefficient regression variable X2

e : error

3.6.4 Model Test (Goodness Fit of Model)

3.6.4.1 Hypothesis Test t (t test)

The statistical test t was used to determine the relationship of each independent variable to the dependent variable in order to determine whether there is an influence of each independent variable. The dependent variable used a significant level of 0.05. If t value is smaller than the t table value at the level significant 0.05 then H_a is rejected, whereas if the t value is greater than t table then H_a is accepted (Ghozali, 2005).

3.6.4.2 Hypothesis F Test (F test)

The F statistical test shows whether all independent or independent variables entered in the model have a joint influence on the dependent or dependent variable. The F statistical test was used to determine the effect of all the independent variables included in the regression model together on the dependent variable tested at a significance level of 0.05 (Ghozali, 2005).

3.6.4.3 Determination Coefficient Test R2 (Adjusted R Square)

The coefficient of determination (R2) was a measure of the suitability or accuracy of the regression line to the data, or shows the proportion of the total variation of the dependent variable explained by the independent variables together (Wirawan, 2002). A small value (R2) means the ability of independent variables to explain the variation of the dependent variable is very limited. A value (R2) close to one means that the independent variables provide almost all of the information needed to predict the variation of the dependent variable.

IV. RESULTS AND DISCUSSION

4.1 RESULT

4.1.1 Test the Validity and Reliability of Instruments

Testing the validity of each item on the questionnaire used item analysis, which correlates the score of each question item with the total score which is the sum of each question item score. Validity test in this study was carried out using Pearson's Correlation Product Moment correlation techniques with the help of SPSS 19.0 for Windows. Criteria for validation of the questionnaire were stated if the Sig. (2-tailed) Pearson's Correlation Product Moment was smaller than the 0.05 significance level. Based on the output, the Sig. (2-tailed) correlations for all items were smaller than 0.05 so that all statement items were declared to be valid. This meant that all statements in the questionnaire were able to reveal the variables to be tested.

The reliability of the research instrument was assessed through the magnitude of the Cronbach Alpha coefficient, which showed the internal consistency of the items that underlie a variable. The value of an instrument was stated to be reliable if the Cronbach Alpha value is greater than 0.70 (Ghozali, 2007). The reliability test results in Table 4.5 showed that all variables have Cronbach's alpha greater than 0.70. So, it could be concluded that the instruments of all variables were reliable.

4.1.2. Classical Assumption Test

Before testing a hypothesis, it must be met the prerequisite tests. Prerequisite tests include normality test, multicollinearity test, and heteroscedasticity test.

1. Data Normality Test

Data distribution normality test was performed on data from all variables. Based on Table 4.10, it was shown that the Asymp value. Sig. (2-tailed) of 0.647. Asymp Value Sig. (2-tailed) was greater than 0.05 for One-Sample Kolmogorov-Smirnov statistics. Based on the normality test criteria, the data are normally distributed if the Asymp value. Sig. (2-tailed) is greater than 0.05. It was shown that the data distribution was normally distributed.

2. Multicollinearity Test

Multicollinearity test aims at determining whether there is a relationship between one independent variable with another variable. A good model should not have a high correlation between independent variables. Multicollinearity test can be tested using Variance Inflation Factor (VIF). Based on the Variance Inflation Factor (VIF) and tolerance, then if VIF exceeds 10 or tolerance is less than 0.10, it is stated that there are multicollinities. Conversely, if the VIF value is less than 10 or tolerance is more than 0.10, then there will be no symptoms of multicollinearity. VIF values for each study variable were as follows.

1. VIF value for the entrepreneurship education variable was 2.078 <10 and tolerance value was 0.482 > 0.10 so that the entrepreneurship education variable was stated not to occur with multicollinearity symptoms.

2. VIF value for subjective norm was 2,855 <10 and tolerance value was 0,351 > 0,10 so that the subjective norm variable was stated that occur multicollinearity symptoms did not occur.

3. Heteroscedasticity Test

Heteroscedasticity test aims at testing whether in the regression model there is an inequality in variance from residuals of one observation to another. If the variance from one observation residual to another is different, it is called heteroscedasticity. A good regression model is a model that does not occur heteroscedasticity. To test heteroskedastisitas used Glejser test. Based on the test results it was known that the significance value between the independent variables with absolute residuals was greater than 0.05. So, it could be concluded that the heteroscedasticity problem was not found in the regression model.

4.1.3 Results of Regression Analysis and Hypothesis Testing

1. Partial Hypothesis Test (t Test)

This test was used to determine the analysis of the effect of entrepreneurship education, subjective norms on entrepreneurial intentions partially, which can be seen from the magnitude of the probability value on the t test.

Based on the calculation of multiple linear regressions, the results of the regression equation were obtained as follows.

$$\hat{Y} = 0,110 + 0,241X_1 + 0,162X_2 + \varepsilon.$$

2. Coefficient of Determination (R²)

The coefficient of determination shows how much influence the independent variable (X) has on the dependent variable (Y), which is indicated by the value of Adjusted R Square. Based on the results of data processing, it was known that the results of the calculation of the coefficient of determination amounted to 0.902. This was found that that 90.2% of auditor performance variables were influenced by independent variables, while 9.8% were influenced by other factors.

4.2 Discussion

4.2.1. Effects of entrepreneurship education on entrepreneurial intentions

The results showed that there was a positive and significant influence between entrepreneurship education and entrepreneurial intentions. Regression equation had a positive coefficient direction. The positive influence showed that the relationship between entrepreneurship education and entrepreneurial intentions was unidirectional. There was a significant influence of entrepreneurship education on entrepreneurial intentions, as indicated by the t-test probability value for leadership style was 0,000 less than 0.05.

Based on the results of multiple linear regression analysis, a justification could be taken that the development of entrepreneurial skills and ideas was considered influenced by Kuningan University students, where the existence of entrepreneurship education would make the students become increasingly trained and confidence would appear to start a business. Turker & Sonmez Selcuk (2009) found that entrepreneurship education had a positive effect on students in Turkey.

4.2.2. Effect of subjective norms on entrepreneurial intentions

The results showed that there was a positive and significant influence between subjective norms on entrepreneurial intentions. Regression equation had a positive coefficient direction. Positive influence showed that the relationship between subjective norms and entrepreneurial intention was unidirectional. If subjective norms were higher, entrepreneurial intentions would also be higher. There was a significant influence of subjective norms on entrepreneurial intentions, which was indicated by the probability value of the t test for job satisfaction was 0.003 less than 0.05.

Based on the results of multiple linear regression analysis, it could be taken justification that the subjective norm was a belief from a person of the support of the surrounding environment. In this study, the environment influences the formation of perception and belief in Universitas Pendidikan Ganesha students. The support from lecturers was one indicator that was considered influential by students of Universitas Pendidikan Ganesha. Previous research was also conducted by Astuti and Martianty (2012). They found that subjective norms had a strong influence between self-efficacy and attitude towards behavior. The results of this study were supported by Widayoko (2016) in his research stated that self-efficacy, subjective norms, behavioral attitudes, and entrepreneurship education have a significant effect on entrepreneurial intentions, meaning that in order to achieve a better welfare, life must be creative and innovative in starting entrepreneurship so that they can become successful entrepreneurs. Qoyyimah (2016) states that the perception of self - efficacy and entrepreneurship education have a positive effect on entrepreneurial intentions.

V. CONCLUSIONS AND SUGGESTIONS

Based on data obtained from the results of the analysis, several conclusions can be drawn as follows. Entrepreneurship education (X1) had a positive and significant effect on entrepreneurial intentions (Y) on Universitas Pendidikan Ganesha Students. Subjective Norms (X2) had a positive and significant influence on Entrepreneurship Intentions (Y) on Students of Universitas Pendidikan Ganesha.

Based on the results of research, discussion, and conclusions obtained, the suggestions that can be given are as follows. For Universitas Pendidikan Ganesha, it is better to approach students through an internal approach that is the main foundation in starting being an entrepreneur. Based on respondents' assessment, in this study the actual level of internal student foundation such as subjective norms, is still lacking so that only a few students intend to

become entrepreneurs. The university should pay more attention to the formation of an entrepreneurial mentality on each individual so that when they will be given lessons or direction on entrepreneurial activities students will be more interested in cultivating the field of entrepreneurship. In addition, entrepreneurship education must be further optimized as a forum for students to find solutions toward the problems of the entrepreneurial world they face, such as by doing program intentions. For Further Researchers, it is suggested to develop this research by further investigating the level of action for entrepreneurship because this study was more focused on the level of intention or intention in entrepreneurship.

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