



Entrepreneurial Attitude: Act and Its Emphasizing on Entrepreneurial Traits and Intention

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ABSTRACT

Entrepreneurial Intention (EI) influences many factors, including Entrepreneurial Traits (ET) and Entrepreneurial Attitude (EA). The aim research is to delve into the influence of ET on EI through the mediation EA of students Faculty Economic and Business Universitas Negeri Malang. This research used a quantitative descriptive method. Student Faculty Economic and Business Universitas Negeri Malang batch 2019 was determined to be a research population with 1.105 students. The collection samples used Slovin formulas with a standard error of 5%; the result was 294 students. The sample was taken through proportional sampling with distribution Management 140 students, Accounting 82 students, and Economic Development 72 students. This data analysis by SEM-PLS methods and using software SmartPLS 3. The result of ET positively and significantly influence EI. ET positively impact EA; EA positively impacts EI. ET positively and significantly affect EI is mediating EA.

Keywords: *Entrepreneurial Traits, Entrepreneurial Intention, Entrepreneurial Attitude.*

1. INTRODUCTION

The number of Indonesian entrepreneurs today still needs to grow. That number is about 3.47% of the total population of Indonesia, or only 9 million people are entrepreneurial. The government is encouraging young people to start a business. The government's target by 2024 is to raise the number of entrepreneurs to 4% from the initial 3.4%. This is a challenge for the government to succeed in the plan, especially after the Covid-19 pandemic. The government's mistaken attempt to support the rise in entrepreneurship ratio by providing currency loans at low-interest rates. Besides, the government also carries out many activities that support entrepreneurship, such as training and guidance to entrepreneurs. The Ministry of Cooperation and SMEs affirmed that being an entrepreneur is a strategic choice for the millennial generation and can potentially boost the national economy. The government also invited the generation of millennials to transform digitally so that UMKM's innovation strategy becomes robust and thrives on producing superior entrepreneurs.

According to [1], fear of failure is one factor causing a still low entrepreneurial ratio. However, if students want to make a big profit, the student has to be prepared for the risks. The courage to take risks is one of the few characteristics an entrepreneur must possess. If students

want to start a business, at least one person dares to take the risk of starting a business.

The Faculty of Economics and Business is one of the faculties of Universitas Negeri Malang, which has three departments: Management, Accounting, and Development Economics. The EI of students of the Faculty of Economics and Business of Universitas Negeri Malang still needs to be higher, as proved by the few students who have enterprises. Besides, there is a faculty-level business enthusiast organization that does not have a running business unit. This shows that the intensity of entrepreneurship among the Faculty of Economics and Business students still needs to improve. In contrast, in terms of material understanding, students of Faculty and Business have more access to materials related to business and management.

ET are both visible and hidden traits of entrepreneurship [2]. The EI [3] is an act of entrepreneurship carried out deliberately and immediately, choosing to become an entrepreneur by creating innovative products with economic value. EA [4] is a beneficial cognitive force that drives individual behavior toward entrepreneurship intentions and further action.

The research [5] states a significant favorable influence between ET and intentions. According to [6],

Innovativeness positively influences EI, but Locus of Control does not significantly impact ET. While research [7] mentions the positive influence of ET in predicting the formation of an entrepreneur attitude, positive entrepreneurship traits can form an optimistic attitude that contributes to the development of their business. According to [8], the influence of ET on entrepreneurship attitudes is not supported. The study noted that locus of control had no significant impact on EA, but the research also explained that risk-taking propensity substantially affected EA. Research [9] stated that EA significantly positively influenced Entrepreneurship Intention. However, [10] demonstrated that entrepreneur attitude had no significant positive impact on EI. Research managed [11] showed that EA's role can mediate ET's influence on EI. Unlike [12], the EA cannot mediate the results of ET on EI.

2. LITERATURE REVIEW

2.1 Entrepreneurial Traits

Entrepreneurial traits are an entrepreneur's characteristics to start, run, and maintain a business. According to [13] ET are characteristics of individuals in particular attitudes and behaviors with heroism. According to [2], ET or characteristics of entrepreneurship are particular characteristics that the entrepreneur has both visible and hidden properties that must be dug into. In this study, the researchers adopted research-based ET indicators [5]: Risk Taking Propensity, Locus of Control, and Innovativeness.

2.2 Entrepreneurial Intention

An EI can be understood as intending to obtain information that can be used to establish an enterprise [14]. A study [3] explains that an entrepreneur's intention is the ability of a person to undertake an act of entrepreneurship that is carried out deliberately and immediately implemented, in which such an action is to choose a career to become enterprising by creating an innovative product so that it has economic value.

2.3 Entrepreneurial Traits and Entrepreneurial Intention

The relation between the variable ET versus EI is supported in a study [5] that investigates the influence of ET on EI mediated by attitude and self-efficacy. The research states that ET, including risk-taking propensity, locus of control, and innovativeness, significantly influence entrepreneurship intentions. Later in the study [15] also explained that ET significantly influence EI, whereas risk-taking propensity significantly impacts EI. The study [16] mentions that innovativeness positively and substantially influences EI. Other research also supports the impact of ET on EI, as in the study [6] that discusses how innovativeness significantly affects enterprise intention. However, the variable risk-taking

influences EI but is not significant. The study also mentions that locus of control does not considerably influence EI. Given the relationship discussed above, the first hypothesis of this research is:

H₁: Entrepreneurial Traits have a positive influence on Entrepreneurial Intention.

2.4 Entrepreneurial Attitude

An *entrepreneurial attitude* is an attitude that relates to the business run by an entrepreneur. An EA is the tendency of a person to undertake a certain activity or action [5]. According to [4], an EA is reflect on a beneficial cognitive force that guide individual behavior toward EI and subsequent actions. According to [17], an EA represents a positive and a negative personal judgment of being a self-employed businessman.

2.5 Entrepreneurial Traits and Entrepreneurial Attitude

The relationship between risk-taking propensity and locus of control can significantly predict EA is supported by [18], which states that entrepreneurship traits significantly influence entrepreneur attitude. The study also states that risk-taking propensity and location of control are significant predictors of EA. However, the study [19] discusses factors that can influence EA and shows significant influences between EA and risk-taking attitudes. Nevertheless, this study also explains the influence of ET on enterprise attitude, which is not supported in the research [8]. According the relationship mentioned above, the second hypothesis of this study is:

H₂: Entrepreneurial Traits have a positive influence on Entrepreneurial Attitude.

2.6 Entrepreneurial Attitude and Entrepreneurial Intention

The research supports the relationship between the variable EA and the entrepreneur intention [9] that entrepreneurship attitude significantly influences EI. Then another study [20] also mentioned that EA has a positive and significant influence on entrepreneurship intention. However, the relationship between the variables of EA to entrepreneur intention is not supported in the research [10] that explains the results of the research EA does not have a significant positive influence upon entrepreneurship intentions. According the relationship mentioned above, the third hypothesis of this study is:

H₃: Entrepreneurial Attitude has a positive influence on Entrepreneurial Intention.

2.7 Entrepreneurial Traits to Entrepreneurship Intention Through Entrepreneurial Attitude

The relationship between the variable ET versus the entrepreneur intention mediated by the EA supported research [15] in the study explains that risk-taking propensity has a significant influence on entrepreneurship intention Mediated by EA. Then another study [11] mentioned that innovativeness and risk-taking propensity significantly influence EI mediated by enterprise attitude. However, the role of EA mediation is not supported in research [12] which states that entrepreneurship attitude cannot mediate the influence between risk-taking propensity and entrepreneur intention. According the relationship mentioned above, the fourth hypothesis of this study is:

H4: Entrepreneurial Attitude can mediate the influence of Entrepreneurship Traits on Entrepreneur Intentions.

3. RESEARCH METHODOLOGY

This method of research uses a quantitative approach. It uses the type of research explanatory research that explains the position of the variable studied as well as the relationship and influence between one variable with another variable and tests the hypothesis that has been formulated previously. In this study, four research hypotheses can be seen in Figure 1.

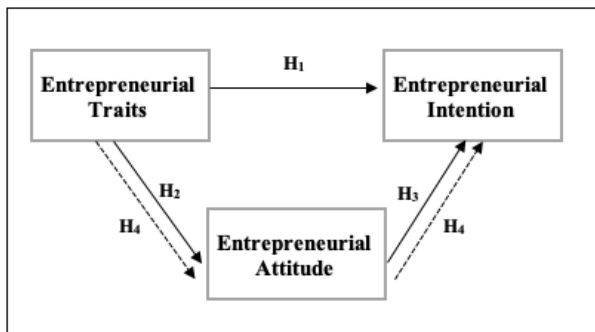


Figure 1 Research Framework.

The location of this research is the Faculty of Economics and Business of Universitas Negeri Malang, with 1.105 students as population, using a Slovin formula and a 5% standard of error sampling with proportional sampling. The sample was obtained from 294 students. Here is the sample determination:

$$n = \frac{N}{1 + N(e)^2}$$

$$n = \frac{1.105}{1 + 1.105(0,05)^2}$$

$$n = 294$$

After obtaining a sample of 294, then the number of samples for each department is determined by the following formula:

$$N = \frac{P}{S} \times n$$

- a. Department of Management

$$N = \frac{528}{1.105} \times 294 = 140$$

- b. Department of Accounting

$$N = \frac{294}{1.105} \times 294 = 82$$

- c. Department of Economics and Developmental Studies

$$N = \frac{269}{1.105} \times 294 = 72$$

The data collection in this study was distributed using a questionnaire with a Likert scale of 1-4. Then the results of disseminating the questionnaires were processed using the SEM PLS method with SmartPLS software 3. The researchers used two types of models used in the research, namely the outer model and the inner model. In the outer model, tests tested using the PLS Algorithm method, there are several tests to test validity and reliability. Items are considered valid when outer loading > 0.7 and AVE > 0.5. The reliability tests use composite reliability and Cronbach’s alpha > 0.7. The inner model tests are tested with the Bootstrapping method with various tests such as R-square, F-square, and Hypothesis Tests. The f-square values are 0.02 (small), 0.15 (moderate), and 0.35 (big). In the hypothesis tests, t-statistics > 1.96 means positive, and the P Values value < 0.05 means significant, so the hypothesis is accepted.

4. RESULT AND DISCUSSION

4.1 Respondent Profile

The data obtained from 294 students of the Faculty of Economics and Business of Universitas Negeri Malang class of 2019 by gender can be seen in Table 1.

Table 1. Distribution of Respondent Data

| Gender | Frequency | Percentage (%) |
|--------|-----------|----------------|
| Female | 206 | 70 |
| Male | 88 | 30 |

Based on Table. 1 above shows that there are more female respondents than male respondents. Female respondents totaled 206 students, and male respondents 88 students. The results of the table show that respondents are dominated by female students by 70% and male students by 30%.

Table 2. Respondents based on Study Program

| Study Program | Frequency | Percentage (%) |
|------------------------------------------|-----------|----------------|
| Management (S1) | 105 | 35,7 |
| Business Education (S1) | 10 | 3,4 |
| Office Administration Education (S1) | 25 | 8,5 |
| Accounting (S1) | 40 | 13,6 |
| Accounting Education (S1) | 42 | 14,2 |
| Economics and Developmental Studies (S1) | 39 | 13,2 |
| Economics Education (S1) | 33 | 11,2 |

Based on Table 2 above shows that most respondents of the Study Program come from the S1 Management study program with a total of 105 students, S1 Business Education 10 students, S1 Office Administration Education 25 students, S1 Accounting 40 students, S1 Accounting Education 42 students, S1 Economics and Developmental Studies 39 students, and S1 Economics Education 33 students.

4.2 Descriptive Statistics

Table 3. Respondent Frequency Distribution

| Item | | Mean | Grand Mean |
|------|-----------------------------------------------------------------------------------|------|------------|
| ET 1 | I am ready to take higher risks for higher returns. | 2,98 | 3,07 |
| ET 2 | I am always confident moving into new ventures I do not know about beforehand. | 3,00 | |
| ET 3 | My actions define my life. | 2,97 | |
| ET 4 | I can control my life. | 3,20 | |
| ET 5 | I often surprise people with my new ideas. | 3,20 | |
| ET 6 | I prefer job that requires original thinking. | 3,09 | |
| EI 1 | When it comes to talking about business, I have my excitement. | 3,20 | 3,15 |
| EI 2 | I prefer to be an entrepreneur after graduation rather than working in a company. | 3,16 | |
| EI 3 | I know many successful people because they set up their businesses. | 3,20 | |
| EI 4 | I will become a successful person through entrepreneurship. | 3,26 | |
| EI 5 | I expect to open my own business in 1-3 years. | 2,94 | |

| | | | |
|------|--------------------------------------------------------------------------|------|------|
| EA 1 | I feel good when I have worked hard for my business. | 3,18 | 3,19 |
| EA 2 | I always do every job to the best of my ability. | 3,25 | |
| EA 3 | I get satisfaction when my work is at its best | 3,19 | |
| EA 4 | I think that to be successful, you have to eliminate ineffectiveness. | 3,21 | |
| EA 5 | I believe in the importance of making an excellent first impression. | 3,21 | |
| EA 6 | I believe successful people handle themselves well in business meetings. | 3,22 | |
| EA 7 | I perform very well in business projects that I am involved in. | 3,07 | |

In Table 3, it can be seen that the grand mean of the three variables shows that the average respondent's answers agree with the items in this research questionnaire according to the grand mean assessment criteria with a range of 1.00 - 1.74 means Strongly Disagree, range 1.75 - 2.49 means Disagree, range 2.50 - 3.24 means Agree, and range 3.25 - 4.00 means Strongly Agree. Items 4 and 5 of the ET Variable have the highest mean value of 3.20, which states that respondents agree they can control themselves and often surprise others with new ideas. In item 4, the EI variable has a mean value of 3.26 which states that respondents agree that they will become successful people with entrepreneurship. In item 2, the EA variable has a mean value of 3.25 which states that respondents agree that they always do every job as much as possible.

4.3 Outer Model

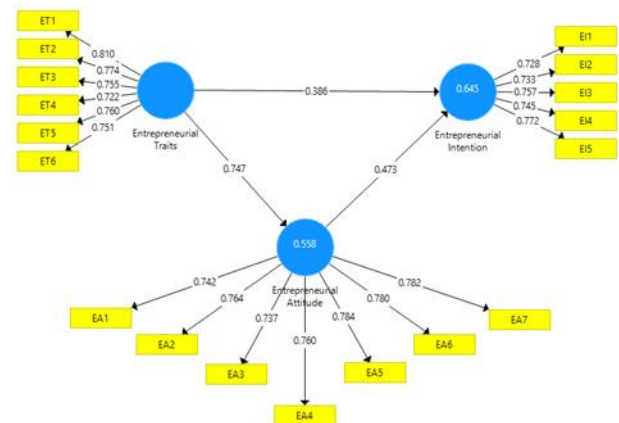


Figure 2. Outer Model

Figure 2 shows that all question items in each variable have outer loadings > 0.7, meaning all items are valid. In the ET variable, item 1 has a high validity value which states that respondents are willing to take higher risks for

higher results. In the EI variable, item 5 has a high validity value which states that they will open a business 1-3 years in the future. Item 5 of the EA variable has a high validity value which mentions the importance of making an excellent first impression.

Table 4. Average Variance Extracted (AVE)

| Variabel | AVE | Explanation |
|---------------------------|-------|-------------|
| Entrepreneurial Traits | 0,584 | Valid |
| Entrepreneurial Intention | 0,558 | Valid |
| Entrepreneurial Attitude | 0,584 | Valid |

Validity testing can also be done by looking at the AVE. The recommended AVE value is > 0.5. Based on Table 4. each variable ≥ 0.5 as recommended criteria so that all variables are valid.

Table 5. Reliability Test

| Variabel | Cronbach's Alpha | Composite Reliability | Explanation |
|---------------------------|------------------|-----------------------|-------------|
| Entrepreneurial Traits | 0,856 | 0,908 | Reliabel |
| Entrepreneurial Intention | 0,802 | 0,863 | Reliabel |
| Entrepreneurial Attitude | 0,881 | 0,908 | Reliabel |

In Table 5, all variables pass the reliability with Cronbach's alpha and composite reliability > 0.7. The ET variable has a value of 0.932 and 0.908. The EI variable has a value of 0.802 and 0.863. The EA variable has a value of 0.881 and 0.908.

4.4 Inner Model

Table 6. R Square Test

| Variabel | R Square |
|---------------------------|----------|
| Entrepreneurial Intention | 0,654 |
| Entrepreneurial Attitude | 0,558 |

In Table 6, the R-square value of the EI variable is 0.654 or 65.4%. This means that the ET variable can influence EI by 65.4%, the remaining 35.6% of other variables not included in the study. At the same time, the R-square value of EA is 0.558 or 55.8%. This means that the ET variable can influence EA by 55.8%, and the remaining 44.2% is another variable not included in the study.

Table 7. f-Square

| Variabel | Entrepreneurial Traits | Entrepreneurial Intention | Entrepreneurial Attitude |
|---------------------------|------------------------|---------------------------|--------------------------|
| Entrepreneurial Traits | | 0,185 | 1,264 |
| Entrepreneurial Intention | | | |
| Entrepreneurial Attitude | | 0,279 | |

In Table 7, it can be seen that ET have an f-square value of 0.185 on EI, which means that ET have a moderate influence on EI because it has a value of more than 0.15. ET has an f-square value of 1.264 on EA, meaning that ET has a significant influence on EA because it has a value of more than 0.35. EA has an f-square value of 0.279 on EI, which means that EA has a moderate influence on EI because it has a value of more than 0.15.

4.5 Hypothesis Testing

Table 8. Hypothesis Testing

| Hipotesis | Original Sample (O) | T Statistic (O/STDEV) | P Values | Explanation |
|--------------|---------------------|-----------------------|----------|-------------|
| ET → EI | 0,386 | 5,984 | 0,000 | Diterima |
| ET → EA | 0,747 | 7,452 | 0,000 | Diterima |
| EA → EI | 0,473 | 23,897 | 0,000 | Diterima |
| ET → EA → EI | 0,354 | 6,833 | 0,000 | Diterima |

Based on hypothesis testing in Table 8, it can be seen that the first hypothesis is accepted with a T Statistic value > 1.96 and p-value <0.005. This means that ET positively and significantly affect EI. The questionnaire results show that respondents have good ET and EI, as evidenced by the grand mean value of each variable which is 3.07 and 3.15. Most respondents agreed on the ET question items, such as taking high risks for high results, never being afraid to move into unknown businesses, their lives being self-determined, and often surprising others with new ideas.

ET owned by respondents can make good ET. This is evidenced by the average answer agreeing that they have fun when talking about business, choosing to become an entrepreneur rather than working in a company, and believing they will become successful people with entrepreneurship. The better the ET of students, the higher the EI. With good ET, students are increasingly encouraged to be interested in entrepreneurship. Although in contrast [6] mentioned that ET do not significantly positively influence EI. In line with the results of research [5], explaining that ET have a significant positive effect on EI.

The second hypothesis is accepted in testing with a T Statistic value > 1.96 and p-value <0.005. This means that ET have a significant positive effect on EA. The questionnaire results show that respondents have good ET and EA, as evidenced by the grand mean value of each variable, namely 3.07 and 3.19. Most respondents agreed on ET question items such as taking high risks for high results, never being afraid to move into unknown businesses, their lives being self-determined, and often surprising others with new ideas.

ET owned by respondents can create a good EA. It is proven by the average answers agreeing that they do the

work as much as possible, get satisfaction when the job is in the best position, the importance of making an excellent first impression, and so on. The better the ET, the higher the EA. With good ET, students' attitudes are getting better for entrepreneurship. Although different from research [8], which states ET do not significantly positively affect EA. In line with research [18], explaining ET significantly positively affects EA. Research [19] also mentioned that ET significantly positively affect EA.

In testing the third hypothesis, it is accepted with a T Statistic value > 1.96 and p -value < 0.005 . This means that EA has a significant positive effect on EI. The questionnaire results show that respondents have an excellent EA and EI, as evidenced by the grand mean value of each variable, namely 3.19 and 3.15. Most respondents agree on EA question items such as doing as much work as possible, getting satisfaction when the job is in the best position, and making an excellent first impression.

EA owned by respondents can make good EI. It is proven by the average answers agreeing that they have fun when talking about business, choosing to become an entrepreneur rather than working in a company, and believing they will become successful people with entrepreneurship. The better the EA of students, the higher the EI. With a good EA, students are increasingly encouraged to be interested in entrepreneurship. Although different from the research [10] state that EA has no significant positive effect on EI. In line with research [9], explaining that EA has a significant positive effect on EI. Research [20] states that EA significantly positively affects EI.

In testing the fourth hypothesis accepted Based on hypothesis testing, the t Statistic value > 1.96 and the p -value < 0.005 . This means that ET significantly positively affect EI through EA. The questionnaire results show that respondents have good ET, EI, and EA, as evidenced by the grand mean value of each variable, namely 3.07, 3.15, and 3.19. In this study, EA is one of the factors to increase the influence of ET on EI. With a good EA, the influence of ET on students' interest in entrepreneurial formation will increase. However, it differs from the research results [12], which state that EA cannot mediate the influence of ET on EI.

In line with research [15], explaining EA can mediate the influence of ET on EI. Research [11] also mentions EA as a mediating variable for the influence of ET on EI. The role of EA can increase the influence of ET on EI. With good ET coupled with good EA, students are increasingly encouraged to become entrepreneurs.

5. CONCLUSION

The conclusions that can be drawn based on the results of the analysis and discussion above are:

- a. Entrepreneurial Traits have a positive and significant effect on Entrepreneurial Intention.
- b. Entrepreneurial Traits have a positive and significant effect on Entrepreneurial Attitude.
- c. Entrepreneurial Attitude have a positive and significant effect on Entrepreneurial Intention.
- d. Entrepreneurial Traits positively and significantly affect Entrepreneurial Intention mediated by Entrepreneurial Attitude.

It is expected that future researchers to conduct a reassessment related to the variables of Entrepreneurial Traits, Entrepreneurial Intention, and Entrepreneurial Attitude by using indicators or other variables so that the results are more varied and diverse to perfect previous research. For future researchers, it is recommended to use objects different from the objects used now. Before conducting research, it is expected to understand the conditions in the field before deciding to use a particular object to get the appropriate research theme. For students, this research can encourage student interest in entrepreneurship.

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