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THE EFFECT OF ENTREPRENEURSHIP EDUCATION, THE LOCUS OF CONTROL, AND THE NEED FOR ACHIEVEMENT ON THE ENTREPRENEURSHIP INTENTIONS OF UNDERGRADUATE STUDENTS AND THE FACULTY OF ECONOMICS AND BUSINESS FOR THE CLASS OF 2017 AT RIAU UNIVERSITY

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ABSTRACT: *This study aims to determine the effect of entrepreneurship education, locus of control, and need for achievement on the entrepreneurial intentions of undergraduate students at the Faculty of Economics and Business, Riau University. The population in this study is the active undergraduate student class of 2017. The sampling technique was the purposive sampling method (85 students from 562 students based on criteria). To prove the study's findings, primary data were collected in this study using a questionnaire as a research instrument. Multiple regression analysis by the SPSS program was used to test the hypothesis in this study. The results show that: 1) there is an effect of entrepreneurship education on the entrepreneurial intentions of undergraduate students; 2) there is an effect of locus of control on the entrepreneurial intentions of undergraduate students; 3) there is an effect of the need for achievement on the entrepreneurial intentions of undergraduate students; and 4) there is an effect simultaneously of entrepreneurship education, locus of control, and the need for achievement on the entrepreneurial intentions of undergraduate students.*

Keywords: *Entrepreneurship Education, Locus of Control, Need for Achievement, Entrepreneurial Intention*

INTRODUCTION

These days, unemployment and poverty are serious challenges faced by the Indonesian people. The high number of unemployed is caused by the large workforce that wants to enter the world of work but not in proportion to the available jobs. Individuals face changing job markets, which result in more people competing for fewer vacancies, leaving many people unemployed.

Based on data from the Central Bureau of Statistics (BPS) in 2019, the number of unemployed workers until February 2019 was 5.01%, or 6.82 million people. The unemployment rate in February 2017 was 5.33 percent, down by 5.13 percent in

February 2018. Then it decreased to 5.01 percent in February 2019. Overall, from February 2017 to February 2019, the unemployment rate was constantly decreasing. The Central Bureau of Statistics (BPS) noted that based on education level, there was an increase in the unemployment rate for university graduates, namely unemployment in February 2017 by 4.98 percent, rising to 6.24 percent in February 2019. This condition shows that graduates with higher education do not guarantee employment.

Based on these conditions, one alternative to solving problems is to empower the community and educate groups through entrepreneurship. Entrepreneurship is crucial to developing the economy of a country. Entrepreneurship can decrease the unemployment rate and the social issues that are related to unemployment. Therefore, the active role of the community is needed to increase economic independence through entrepreneurship.

As one component of an educated society, university students are expected to be pioneers in developing the entrepreneurial spirit. To increase the number of students with an entrepreneurial spirit, forming and increasing the intention to become entrepreneurs is very important.

The theory of planned behavior by Ajzen describes the individual's intention to perform a particular behavior. Ajzen considers intention to be a component that influences behavior and demonstrates how hard people will work to perform certain behaviors. Intention is the best predictor when seeing behavior dynamics (Fishbein and Ajzen in Musdalifah & Baharuddin, 2015). The intention is the impetus that is the first step in starting entrepreneurship (Rasli *et al.*, 2013). Entrepreneurial intention is the combination of desires and expectations that influences a person's choice of entrepreneurship (Peng *et al.*, 2012). So, entrepreneurial intention is an individual's desire to create a business.

Based on the question that the author posed to 30 students who have entrepreneurial intentions at the Faculty of Economics and Business (FEB) Riau University regarding "What will they do after completing their education or after obtaining a bachelor's degree?", 16 people (53.3%) prefer to become employees, and the remaining 14 people (46.7%) intend to become entrepreneurs. This condition shows that, although students plan to become entrepreneurs, many factors still make them doubt their abilities, opportunities, and future in entrepreneurship.

A university, as one of the educational institutions, can help students overcome their fear of entrepreneurship by providing entrepreneurship education. Riau University, especially the Faculty of Economics and Business, has supported the creation of

entrepreneurship by providing entrepreneurship education to its students. Because education is a source of overall attitudes and intentions to become successful entrepreneurs in the future (Fatoki, 2014), entrepreneurship education is important in growing the desire, spirit, and entrepreneurial behavior among the younger generation. Researchers have found that entrepreneurship education has a positive and significant effect on entrepreneurial intentions in students (Adnyana & Purnami 2016; Aryaningtyas & Palupiningtyas 2017). Entrepreneurship education is expected to make students have an entrepreneurial mindset and dare to choose entrepreneurship as a career option.

Besides education, Suharti and Sirine (2012) point out that several individual factors motivate a person's decision to become an entrepreneur. These can generally be categorized as demographic variables and psychological factors. Studies conducted by Adnyana & Purnami (2016); Ermawati *et al.*, (2017); Karabulut (2016); Musdalifah & Baharuddin (2015) consistently reveal that the psychological factor of locus of control contributes to a person's intention to open a new business.

Another factor that is also widely studied by researchers related to interest in entrepreneurship is the need for achievement. Referring to McClelland's view, entrepreneurship is determined by the achievement motive (Sari & Rahayu, 2019). Furthermore, McClelland asserts that the need for achievement is one of the characteristics of a person's personality that will encourage someone to have entrepreneurial intentions. In many studies, the need to achieve also affects a person's high and low interest in doing business (Darmayanti & Suasana, 2018; Ermawati *et al.*, 2017; Ayub *et al.*, 2017).

This study focuses on entrepreneurship education and psychological factors that can impact entrepreneurial intention. Examining the motives that drive students to start a business enterprise is highly significant given the importance of entrepreneurship to job creation and economic growth. Based on the background described above, this study aims to analyze the effect of entrepreneurship education, locus of control, and the need for achievement on the entrepreneurial intentions of undergraduate students in the faculty of economics and business for the class of 2017 at the University of Riau.

LITERATURE REVIEW

Entrepreneurship

Druker states that entrepreneurship is the ability to create something new and different (Anwar, 2014). Entrepreneurship is an attitude, a soul and the ability to create

something new that is valuable and useful for oneself and others (Sari & Rahayu, 2019). Entrepreneurship employs creativity and innovation to solve problems and create opportunities (Fajrillah *et al.*, 2020). According to Anwar (2014) in his book, "Entrepreneurship is the ability to manage something within us to be used and optimized, increasing the standard of living in the future.

A person who runs a business is called an "entrepreneur." An entrepreneur has an idea about a product or service and then turns it into a business. Wibowo (2011) states that entrepreneurs are skilled at taking advantage of opportunities to develop their businesses to improve their lives. Entrepreneurs carry out a creative destruction process to produce added value and higher value (Anwar, 2014). The essence of entrepreneurship is the creation of something new through creative thinking and innovative action in order to create opportunities by utilizing all potentials to produce something useful for themselves and others.

Entrepreneurial Intention

In the theory's concept of planned behavior, the intention is to see the motivational factors that influence behavior. Ajzen assumes intention as a component that influences behavior and shows how hard people try to perform certain behaviors. Intention is the best predictor when seeing behavior dynamics (Fishbein and Ajzen in Musdalifah & Baharuddin, 2015).

Krueger stated that entrepreneurial intention reflects the 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 (Aryaningtyas and Palupiningtyas, 2017). We can say entrepreneurial intentions are desired, and expectations influence a person's choice of entrepreneurship (Peng *et al.*, 2012). Entrepreneurial intentions are efforts made by individuals to realize entrepreneurial behavior (Hurriyati *et al.*, 2020). Entrepreneurship intention is measurable using the following indicators: 1) becoming an entrepreneur, 2) preferring to be an entrepreneur rather than an employee, 3) having a really serious thought, and, 4) taking every effort to start and establish a firm eventually.

Entrepreneurship Education

Entrepreneurship education is defined as an educational process that applies principles and methodologies to the formation of life skills for students through an integrated curriculum developed at schools or universities (Mulyani, 2011). Lo Choi Tung (2011) in Hernawati & Yuliniar (2018) states that entrepreneurship education is the process of transmitting entrepreneurial knowledge and skills to students to help

them exploit a business opportunity. Entrepreneurship education fosters entrepreneurial tendencies and intentions. Through entrepreneurship education, students will recognize business opportunities and start new businesses. Entrepreneurship education will change the mindset and behavior of students towards entrepreneurial career choices (Fajrillah *et al.*, 2020). According to Linan in Manimala (2017) entrepreneurship education is a program designed to develop awareness about entrepreneurial career options.

Based on the foregoing, we employ the following indicators to assess the variable of entrepreneurial education: 1) Entrepreneurial desire is when, after taking entrepreneurship courses, students feel that their desire to be entrepreneurs grows; 2) The insight is that after completing entrepreneurship education, students will have increased their knowledge and insight into entrepreneurship, making them feel more knowledgeable in the field. 3) Raising awareness means that after taking entrepreneurship education, students are aware of existing business opportunities; 4) Changing the mindset; 5) Changing behavior.

Locus of Control

Julian Rotter first put forward the concept of locus of control in 1966. According to Rotter, locus of control is a general belief that a person can or cannot control his destiny (Amalini *et al.*, 2016). The basic concept of locus of control relates to how an individual accepts events as part of his own behavior. Individuals with an internal locus of control believe that they can control life events. Individuals with an external locus of control believe that life events result from external factors, such as chance, luck, or fate (Adolfina, *et al.*, 2018). This research will focus on the internal locus of control, which means the belief that success and failure are caused by themselves.

Mardianto (2014) stated that the internal locus of control could be seen from the ability and effort indicators in this study. This study also takes and develops indicators from Rotter's study instruments in Lefcourt (2014), namely: 1) becoming successful is a matter of hard work; luck has little or nothing to do with it; and 2) in my case, getting what I want has little or nothing to do with luck.

Need for Achievement

McClelland's theory that the need for achievement is a strong psychological driving force behind human action has been long proposed as a factor affecting entrepreneurial behavior. It is believed that individuals with the need for achievement have a strong desire to be successful and are more likely to act entrepreneurially (Ayub *et al.*, 2017). Maunah (2014) defines the need for achievement as the drive for

achievement with standards, grappling for success. Individuals with a need for achievement are moderate risk-takers and like things that provide feedback. The need for achievement also encourages individuals to do something better than others and achieve better results than before. In this study, the indicators used were: 1) achieving better results than before; 2) want to be better than other people. 3) Dare to take moderate risks. 4) Enjoy the feedback.

Research Framework

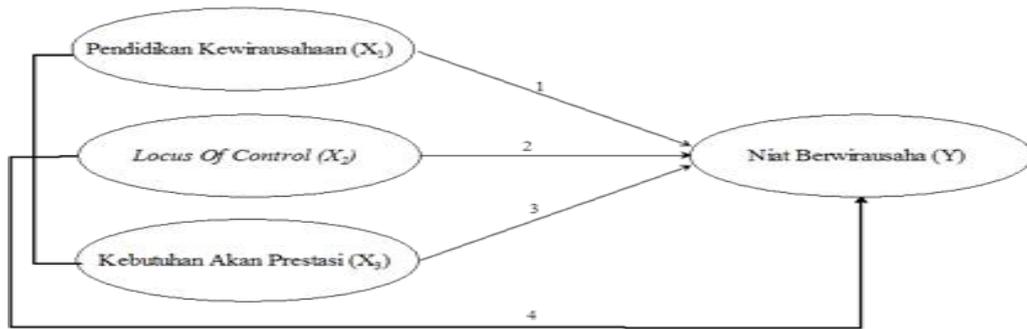
Entrepreneurship education is important for developing a desire, spirit, and entrepreneurial behavior. Entrepreneurship education can directly change the mindset and behavior of students to become entrepreneurs, which can later lead them to choose entrepreneurship as a career choice (Lestari & Wijaya, 2012).

The locus of control is an individual's belief in his own ability to control events in his life (Kutanis, Mesci, & Ovdur, 2011). This study directs the formulation of hypotheses on the internal locus of control. Internal locus of control is for individuals who believe that they have control over events that occur to them (Adolfina, 2018). Individuals with an internal locus of control will like to work hard, have high initiative, always try to find solutions to problems, think as effectively as possible, and always have the perception that effort must be made if you want to succeed. These characteristics are indispensable in establishing, running, and developing a business.

McClelland's Motivation Theory states that the need for achievement is a strong psychological driving factor behind a person's actions and has long been recognized as influencing entrepreneurial behavior. Someone with a prime condition for achievement has a strong desire to succeed and, as a result, will have entrepreneurial behavior (Koh in Chairy 2011: 248).

Based on the relevant research conducted by Anggraeni & Nurcaya (2016) on entrepreneurship education variables, Adnyana & Purnami (2016) on locus of control variables, and Darmayanti & Suasana (2018) on the need for achievement variable, it can be concluded that these three independent variables are predictors of the level of entrepreneurial intention simultaneously.

Research Model



Source: Adhyana & Purnami (2016), Indarti & Rostiani (2008)

Figure 1: Research Model

Research Hypothesis

Based on the problem statement and the research framework above, the research hypothesis can be formulated as follows:

1. Entrepreneurship education has an effect on the entrepreneurial intentions of undergraduate students in the Faculty of Economics and Business class of 2017 at Riau University.
2. The locus of control influences the entrepreneurial intentions of undergraduate students at Riau University's Faculty of Economics and Business in 2017.
3. The need for achievement has an effect on the entrepreneurial intention of undergraduate students in the Faculty of Economics and Business class of 2017 at Riau University.
4. Entrepreneurship education, locus of control, and the need for achievement all have an effect on the entrepreneurial intentions of undergraduate students in the Faculty of Economics and Business class of 2017 at Riau University.

METHOD

The population in this study is active undergraduate students of the Faculty of Economics and Business at Riau University, class of 2017, with 562 students. This study uses a purposive sampling method to choose a sample based on criteria, namely students from the 2017 class and those who have entrepreneurial intentions. The sample in this study numbered 85 respondents. The primary data covered information from observations and questionnaires. While secondary sources were collected from data from the Faculty of Economics and Business and literature, This study also uses multiple linear regression analysis to test the proposed hypothesis with the help of Statistical Package for Social Science (SPSS) 25 software.

RESULT AND DISSCUSSION

The sample in this study consisted of 69 female respondents (81.2%) and 16 male respondents (18.8%). Female characteristics predominate among gender-based respondents. This condition is because there are different views on work between men and women. Wedayanti & Giantari (2016) research states that most women prefer entrepreneurship because they think work is not essential. Women are still faced with the greater traditional demands of being wives and stay-at-home parents. Based on majors, most respondents were in accounting, which amounted to 37 people (43.5%), followed by management, which totaled 36 people (42.4%), and the last order was an economics major with 12 people (14.1%).

Before further analysis, the validity and reliability tests are carried out first. Validity test is intended to determine how valid indicator is used to measure research variables using pearson correlation score between statement scores and the overall score of respondent statements. Reliability test tests the consistency of measurement result of research instrument referring to Alpha-Cronbach ≥ 0.6 (Ghozali, 2013).

Table 1. Validity and Reliability Test Results

Variable	Correlation coefficient	Reliability (Cronbach's Alpha)
Entrepreneurship Education		0.817
1. Entrepreneurship education fosters my entrepreneurial desire	0.731	
2. Entrepreneurship education adds to my knowledge of entrepreneurship	0.836	
3. Entrepreneurship education adds to my knowledge of entrepreneurship	0.776	
4. Entrepreneurship education raises my awareness of business opportunities	0.706	
5. Entrepreneurship education changed my mindset about entrepreneurship	0.742	
6. Entrepreneurship education changed my attitude towards entrepreneurship	0.668	
Locus of Control		0.783
1. I feel that everything I achieve in life results from my efforts	0.728	
2. If I want to succeed in entrepreneurship, I must try first	0.664	
3. I never give up to achieve my goals and objectives for entrepreneurship	0.674	
4. I can be an entrepreneur depending on my ability	0.624	
5. I feel that success results from my hard work	0.821	
6. In my opinion, what I get is not because of luck	0.651	
Need of Achievement		0.836
1. I will try hard to achieve better results than before in the entrepreneurial activities I have been/are currently running	0.733	
2. I will try to do better than my friends in the entrepreneurial activities that I have been/are currently running	0.749	

Variable	Correlation coefficient	Reliability (Cronbach's Alpha)
3. I like to take opportunities in entrepreneurial activities	0.761	
4. I dare to decide with careful calculations in entrepreneurial activities that I have been/are currently running	0.714	
5. I accept criticism and suggestions from others	0.700	
6. I try to improve myself based on other people's input	0.680	
Entrepreneurial Intention		0.821
1. I choose to open my business	0.840	
2. I don't want to work for other people	0.612	
3. I choose entrepreneurship as my life goal	0.771	
4. I am seriously thinking about starting a business	0.819	
5. I am determined to make a business venture in the future	0.827	
6. I intend to start my business in the next five years	0.492	

Source: *Data Processed (2021)*

The validity test results showed that all instrument variables were positive and greater than $r = 0.1796$. The alpha coefficient of all variables shows an alpha above 0.6. This means that all instruments are valid and reliable and can be used for further data processing.

Classic Assumption Test Results

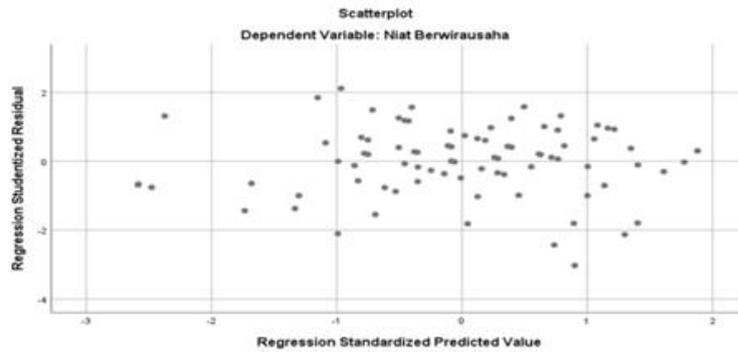
The results of the classical assumption test, which include the normality test, multicollinearity test, and heteroscedasticity test, are as follows:

Table 2. Classical Assumption Test Results

Variable	Normality	Multicollinearity	
		Tolerance	VIF
Entrepreneurship Education	0,200	0,627	1,595
Locus of Control		0,403	2,482
Need of Achievement		0,376	2,659
Entrepreneurial Intention			

Source: *Data Processed (2021)*

The normality test shows that the asymptotic value (sig., 2-tailed) of 0.200 is greater than the alpha value of 0.1. These results show that the regression equation model is normally distributed. The table shows the value of tolerance, the value of entrepreneurial education, the locus of control, and the need for achievement. This value indicates that the tolerance value for each variable is greater than 10% and the VIF value is less than 10, so the regression equation model is free from multicollinearity.



Source: Data Processed (2021)

Figure 2. Heteroscedasticity Test Result

The heteroscedasticity test shows that the points are spread randomly above and below the number 0 on the Y-axis. This indicates that the regression model does not have symptoms of heteroscedasticity, so there is no interference in the regression model.

Results of Multiple Linear Regression Analysis and Hypothesis Testing

Table 3. Results of Multiple Linear Regression Analysis and Hypothesis Testing

Variabel	Koefisien Regresi	Uji t		Uji F		R ²
		t	Sig.	F	Sig.	
Constant	4,852	1,962	0,053			
Entrepreneurship Education	0,231	2,190	0,031			
Locus of Control	0,290	2,202	0,030	23,110	0,000	0.461
Need of Achievement	0,294	2.021	0.047			

Source: Data Processed (2021)

An analysis of the coefficient of determination was conducted to see the effect of entrepreneurship education (X_1), locus of control (X_2), and the need for achievement (X_3) on students' entrepreneurial intentions (Y). From the table, it can be seen that the coefficient of determination R^2 is 0.461. This shows that 46.1% of students' entrepreneurial intentions are influenced by entrepreneurship education, locus of control, and the need for achievement. Other variables affect the remaining 53.9%.

The influence between the variables of entrepreneurship education (X_1), locus of control (X_2), and the need for achievement (X_3) on students' entrepreneurial intentions (Y) can be described in the regression equation: $Y = 4.852 + 0.231 X_1 + 0.290 X_2 + 0.294 X_3 + e$. This means that if there are no independent variables of entrepreneurship education, locus of control, or the need for achievement, then the magnitude of students' entrepreneurial intention is 4.852. The regression coefficient of 0.231 for entrepreneurship education on students' entrepreneurial intentions is positive, so each increase in the entrepreneurial education variable by one unit will increase

students' entrepreneurial intentions by 0.231 units. The t-statistic (2.190) > t table (df = 81) of 1.664 and a significance of 0.031 alpha (0.1) show that entrepreneurship education has an effect on students' entrepreneurial intentions. Thus, hypothesis 1 can be accepted.

The regression coefficient of 0.290 shows that locus of control has a positive effect on student entrepreneurial intentions, so each increase in the locus of control variable by one unit will increase student entrepreneurial intentions by 0.290 units. The value of t count (2.202) > t table (df = 81) of 1.664 and a significance of 0.030 show that locus of control has an effect on students' entrepreneurial intentions. Thus, hypothesis 2 can be accepted.

A regression coefficient of 0.294 shows that the need for achievement positively affects student entrepreneurial intentions, so each increase in the need for achievement variable by one unit will increase student entrepreneurial intentions by 0.294 units. The t-statistic value is 2.021, the t-table is 1.664, and a significance of 0.047 shows that the need for achievement affects students' entrepreneurial intentions. Thus, hypothesis 3 can be accepted.

From the simultaneous test (Test F), it was found that the calculated F statistic (23.110) > F table (2.15) with a significance level of 0.000, so the contribution of entrepreneurship education variables, locus of control, and the need for achievement simultaneously affect students' entrepreneurial intentions. Thus, hypothesis 4 can be accepted.

Discussion

The Effect of Entrepreneurship Education on Entrepreneurial Intentions

Entrepreneurship education is designed to develop awareness about entrepreneurial career choices (Manimala, 2017). Entrepreneurship education provides a theoretical foundation for the concept of entrepreneurship and shapes the behavior and mindset of an entrepreneur. When students have taken entrepreneurship education, they feel a growing desire for entrepreneurship, gain more knowledge and insight into entrepreneurship, and become aware of existing business opportunities. By getting an entrepreneurial education, students can foster their entrepreneurial intentions. Based on the results of the t-test, entrepreneurship education influences entrepreneurial intentions. This shows that entrepreneurship education at FEB is good. Thus, it can be said that entrepreneurship education has an effect on the entrepreneurial intentions of FEB Riau University students. The results are in line with previous research conducted by Adnyana & Purnami (2016), Anggraeni & Nurcaya

(2016), and Aryaningtyas & Palupiningtyas (2017), which stated that there was an effect of entrepreneurship education on entrepreneurial intentions.

The Effect of Locus of Control on Entrepreneurial Intention

Internal locus of control refers to a person's level of belief in events in his life that originate within him (Mardianto, 2014: 84). Entrepreneurship requires individuals with an internal locus of control because they believe that achieving success requires hard work with all abilities, always thinking positively, and believing what they experience because of their own behavior and actions. Students with a high locus of control will have high entrepreneurial intentions. Based on the results of the t-test, it appears that locus of control has an effect on entrepreneurial intentions. The results are in line with previous research conducted by Adnyana & Purnami (2016) and Ermawati *et al.* (2017), which found that locus of control influenced entrepreneurial intentions.

The Effect of the Need for Achievement on Entrepreneurial Intention

The need for achievement is the drive to excel in relation to a set of standards for success (Maunah, 2014). Individuals with a high need for achievement will have a strong desire to be better than others, encourage a tendency to take risks, and have a strong desire to get feedback on their performance. Based on the results of the t-test, shows that the need for achievement has an effect on entrepreneurial intentions. The results are in line with previous research conducted by Darmayanti & Suasana (2018); Ermawati *et al.*, (2017) namely, the need for achievement affect entrepreneurial intentions.

The Effect of Entrepreneurship Education, Locus of Control, and the Need for Achievement on Entrepreneurial Intentions

The F test results show that entrepreneurship education, locus of control, and the need for achievement simultaneously affect entrepreneurial intentions. Based on previous research conducted by Anggraeni & Nurcaya (2016) on entrepreneurship education variables, Adnyana & Purnami (2016) on locus of control variables, and Darmayanti & Suasana (2018) on the need for achievement variable, it can be concluded that the three independent variables affect entrepreneurial intentions.

CONCLUSION

Based on the results of the research conducted, the conclusions that can be drawn from this research are:

1. Entrepreneurship education has an effect on students' entrepreneurial intentions in the Faculty of Economics and Business class of 2017 at the University of Riau,

meaning that entrepreneurship education at FEB will increase students' entrepreneurial intentions.

2. Locus of control has an effect on students' entrepreneurial intentions in the Faculty of Economics and Business class of 2017 at the University of Riau, meaning that the higher the locus of control of FEB students, the greater their intention to become entrepreneurs.
3. The need for achievement has an effect on students' entrepreneurial intentions in the Faculty of Economics and Business class of 2017 at the University of Riau. The greater the student's desire to succeed, the more likely he or she is to pursue entrepreneurship.
4. Entrepreneurship education, locus of control, and the need for achievement have an effect on the entrepreneurial intentions of students in the Faculty of Economics and Business at Riau University in 2017. Entrepreneurship education, locus of control, and the need for achievement can together increase students' entrepreneurial intentions.

Suggestion

Based on the conclusions in this study, the authors provide the following suggestions:

1. The campus needs to continue to maintain entrepreneurship education at the Faculty of Economics and Business.
2. Students can increase entrepreneurial intentions by optimizing internal locus of control characteristics through seminars, counseling, training programs, talk shows about entrepreneurship, and modeling by learning directly from successful entrepreneurs. Increasing the level of locus of control can also be done by fostering student enthusiasm and discipline. Students need to realize the importance of enthusiasm and discipline in carrying out everything necessary to achieve their goals. They can apply discipline by setting priorities, scheduling activities, and committing to implement them. Students can learn this by reading time management books or attending seminars and self-development training.
3. The need for achievement can be increased by raising awareness among students not to feel satisfied quickly until using maximum effort. Students need to understand the importance of feedback, enjoy work, and do their best to achieve goals. The campus can facilitate by providing quick feedback to students on their work (assignments, exam results, etc.) and conducting motivational training.

4. For further researchers, this research is expected to encourage further research by expanding the research sample to get more accurate generalization data results and provide a more specific picture. Further research can also expand the research location, such as in schools, other faculties at the University of Riau, or other universities.
5. Some developments that can be done in further research include re-testing this research by adding other influential variables that have not been used in this study (such as the need for power, risk-taking, market awareness, self-efficacy, academic, environmental, independent, and creative support) or by using a different method to get a better understanding and more accurate results.

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