

ATHLETE'S ENTREPRENEURSHIP INTEREST A REVIEW OF THE PERSPECTIVE OF SPORTPRENEUR PROGRAM, PERSONALITY, AND SELF-EFFICACY

Christina Whidya Utami, Metta Padmalia, Christina Sudyasjayanti,
Yosef Evandro Ernantyo
School of Business and Management, Universitas Ciputra Surabaya,
Surabaya, Indonesia

JEE
10, 2
Received, August '21
Revised, September '21
Accepted, September '21

Abstract: The effort in developing the economy and reducing unemployment in Indonesia is through entrepreneurship. In order to conduct business well, entrepreneurs need to be motivated by several factors in order to have the interest for entrepreneurship. Luthje and Franke's model (LFM) argued that in order to spark the interest for entrepreneurship, it is affected by several factors, which are internal and external factor. Therefore, this goal of this research is to determine how big the impact of internal and external factor on interest for entrepreneurship. The aim of this research is to understand and analyze the effect of entrepreneurial education, consisting of sportpreneur program, personality and self-efficacy on interest for entrepreneurship. There are 4 variables in this study, which are: entrepreneurial education (X1), personality (X2), self-efficacy (X3) and entrepreneurship interest (Y). The research method used is quantitative method, whereby the data was obtained through online distribution of questionnaires. Research sample/subject is East Java KONI athletes that have participated in sportpreneur program in Institusi Surabaya. Based on the result of this research, it is shown that entrepreneurship interest is positively and significantly affected by Entrepreneur education consisting of sportpreneur program and self-efficacy, however, entrepreneurship interest is not affected by personality.

Keywords: entrepreneurial education, personality, self-efficacy, and entrepreneurship interest

INTRODUCTION

According to Statistic Bureau (BPS) on August 2019 the rate of unemployment in Indonesia reached 5.28%. Based on short calculation, from 100 people in the labor force, 5 of them are unemployed. Entrepreneurs are expected to create new employment opportunities, and can therefore reduce the number of job seekers that keeps on increasing every year.

In the year 2018, Indonesia Ministry of Industry stated that the number of entrepreneur in Indonesia is still low, around 3% out of the total population in Indonesia, and therefore

there was a need of around 4 million entrepreneurs in order to strengthen the economy. Indonesia needed effort and program to grow entrepreneurship interest. Entrepreneurship interest is an individual's interest in taking the available opportunity as well as starting a business independently through the creation of new product or service Utami (2017). On the other hand, there are several factors that can motivate an individual to grow their entrepreneurship interest (1) internal factor that comes from the individual self, (2) external factor that comes from outside the individual such as from family,

*Corresponding Author.
e-mail: whidyautami@ciputra.ac.id

society and education, as stated by (Purwanto & Sugiono, 2017). According to Alma (Chalik & Rahayu, 2018), it was explained that interest for entrepreneurship is affected by internal factors such as personality. (Ngunyen et al., 2016), stated that the support and role of university or educational institution in providing education on entrepreneurship is one of the external factors that can spark and individual's entrepreneurship interest. Institusi Surabaya, working with KONI East Java, held UC Sportpreneur Academy with the intention of developing entrepreneurship interest in athletes, especially athletes nearing their retirement, eventhough their age on average is still considered within the productive age in the normal human life cycle.

Entrepreneurship interest can be nurtured through several aspects, one of which is through entrepreneur education. Utami (2017) explained that entrepreneur education functions as a foundation to face various challenges and problems in entrepreneurship, capital that is built through entrepreneur education includes discipline in value, capability, and moral. However, research by Roxas (2014) stated that entrepreneurial education is considered to produce only “craftsman” and thinkers, and did not product many entrepreneurs. In entrepreneurship interest, self-efficacy is also an important aspect. According to Hutasuhut (2018) self-efficacy is a form of an individual's confidence in his/her capability in arranging as well as executing various actions needed to achieve certain expected goals. Whereby research by Rachmat (2012) stated that entrepreneurship intention is not positively affected by self-efficacy, but personality affects internal factor in entrepreneurship. According to (Israr & Hashim, 2017) personality also plays an important role in sparking entrepre-

neurship interest, and personality also has its own characteristic such as proactiveness, having creativity and consistent vision. Therefore, the research questions of this study are: (1) Does entrepreneurial education have significant impact on athlete's entrepreneurship interest? (2) Does personality have significant impact on athlete's entrepreneurship interest? (3) Does self-efficacy have significant impact on athlete's entrepreneurship interest?

Literature Review

Entrepreneurship is defined as 2 different things by (Kalyoncuođlu et al., 2017), the first being “venture entrepreneurship”, which means creating new business, creating new organization in a business, or expanding existing business. In the second definition, there is “innovation entrepreneurship”, whereby there is more emphasis on new invention and offering uniqueness in the business being conducted. Two different definitions above can be concluded as follows: entrepreneurship is the process of organized effort in order to pursue existing opportunity that can be done by an individual or group (Kalyoncuođlu *et al.*, 2017).

Creating new business value and idea in entrepreneurship is entrepreneurship interest (Kusmintarti et al., 2018). According to Baskara (2018) there are 2 motivating factors in entrepreneurship interest, the first is personal factor such as having high interest towards business, age factor, not having income and not satisfied with the current job. Second factor is environmental factors such as having tight competition, have strong source of funding, received entrepreneurship education and having facilities available.

Utami (2017) stated that entrepreneur education is the learning in discipline of value,

capability, and moral in facing various challenges in order to pursue an opportunity with the various problems that may arise. According to Aladejebi (2018), the main goal of entrepreneurial education in university is for the graduates of the university to have the competency that will give them a chance to be involved in entrepreneurship that can yield income.

An individual's thoughts, emotion and trait is the overall characteristics in an individual called personality (Baskara, 2018). Personality characteristics can be defined as a set of attributes that guides a person's way of thinking, way of acting and how a person feels when facing the things he/she faces. Aside from that, personality characteristic plays a role in increasing interest for entrepreneurship and will be useful for entrepreneurship graduates (Tapkyn *et al.*, 2018).

Self-efficacy is a person with the ability to achieve what he/she wants (Moraes *et al.*, 2018). Implementing self-efficacy in entrepreneurship requires planning in entrepreneurship, therefore entrepreneurship capability is required to accomplish the task (Li, 2017). In addition, according to (Usman & Nia, 2019) self-efficacy is a form of an individual's confidence in facing problems.

Previous research conducted by (Voda & Florea, 2019) intended to verify the relationship between personality and entrepreneurial education with entrepreneurship interest shows that entrepreneurial education has positive and significant impact towards entrepreneurship interest. Previous research done by (Tapkyn *et al.*, 2018) intended to explain the characteristics of personality that have impact towards entrepreneurship interest shows that personality has positive and significant impact towards entrepreneurship interest. Research result by Li

(2017) intended to verify the relationship between entrepreneurial education and self-efficacy on entrepreneurship interest shows that self-efficacy has positive and significant impact towards entrepreneurship interest.

Relationship Between Entrepreneurial Education and Entrepreneurship Interest

Aladejebi (2018) stated that entrepreneurial education, firstly, will strengthen student's positive attitude towards entrepreneurship interest. Secondly, the level of student's dependency towards the social reference group will decrease, which will give them opportunity to make a clearer decision. Thirdly, entrepreneurial education is intended to help the education participants to develop skills and competency in order to take advantage of entrepreneurship opportunity, therefore, entrepreneur education is often seen as having positive impact towards entrepreneurship interest (Voda & Florea, 2019). Based on the relationship between the variables, therefore the following hypothesis on entrepreneurial education is formulated as follows,

H₁: Entrepreneurial education has a positive and significant impact on athlete's entrepreneurship interest

Relationship between Personality and Entrepreneurship Interest

According to Baskara (2018) personality is the overall characteristics in a person that can be in the form of a person's feeling, thoughts, emotion and trait. In order to do entrepreneurship, good personality is needed, thus creating positive push to conduct entrepreneurial activities. Therefore, personality is often discovered

to have positive impact towards entrepreneurship interest (Taþkn et al., 2018). Based on the relationship between the variables, the hypothesis on personality variable is formulated as follows,

H₂: Personality has a positive and significant impact on athlete's entrepreneurship interest

Relationship between Self-Efficacy and Entrepreneurship Interest

According to (Saraih et al., 2018) self-efficacy in entrepreneurship is the ability to modify a person's belief in accomplishing the tasks needed in order to succeed in a business. A person with self-efficacy will feel more challenged in doing business and will have higher entrepreneurship interest compared to a person with no self-efficacy. Therefore, self-efficacy is often seen as having positive impact on entrepreneurship interest (Li, 2017). Based on the relationship between the variables, the hypothesis on self-efficacy variable is formulated as follows,

H₃: Self-efficacy has a positive and significant impact on athlete's entrepreneurship interest

From the explanation above, the research model is proposed as follows:

METHOD

Type of Research

The type of this research is quantitative research with data processing in the form of numbers, producing systematic data. According to (Almeida et al., 2017), quantitative data needs to have data that can be quantified through taking several samples that represent the population.

Sample and Population

The population of this research is athletes that are chosen to participate in the Sportpreneur Institution Program. The technique used in this study is saturated sampling technique by using the overall members of the population, which is 31 members.

Data Type, Data Source and Measurement Scale

Data used in this research are primary and secondary data. Primary data is data that is produced independently by conducting independent measurement in the form of observa-

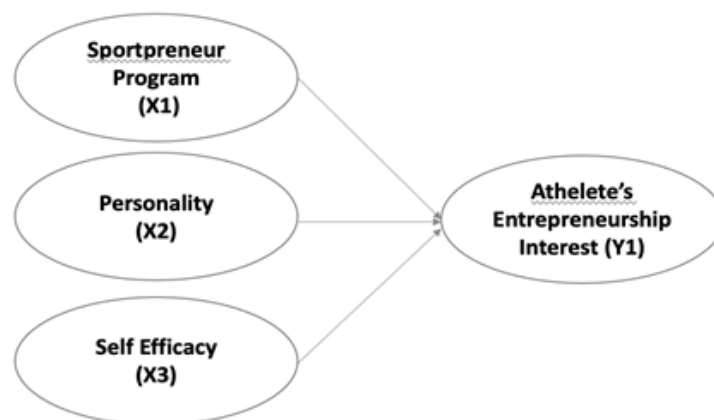


Figure 1 Research Model
Source: Researcher's data processing, 2021

Table 1 Research Operational Variable Definition

Variable	Conceptual Definition	Questionnaire Question Items
Entrepreneurship interest (Y ₁) (Moraes et al., 2018)	According to (Moraes et al., 2018) entrepreneurship interest is a condition whereby an individual gives his/her attention towards certain situation with the intention of reaching the goal in doing business	I am willing to do various things in order to become an entrepreneur Eventhough I am working in another company, I will not abandon my dream to open my own business My biggest achievement is having my own business I will try my best to preserve my business I would like to open a business in the future
Entrepreneurial Education (X ₁) Utami (2017)	According to Utami (2017) entrepreneur education is the education in discipline of value, capability and behavior in facing various challenges to pursue the opportunity with the various risks that may arise.	The education given by the university sparks entrepreneurship interest The education given by the university helps students to discover opportunity in doing business The university's education helps athletes to gain more knowledge on entrepreneurship
Personality (X ₂) (Taşkın et al., 2018)	According to (Taşkın et al., 2018) personality is a set of attributes that guides a person's way of thinking, way of acting, and a person's feeling about what's happening to them.	Other people often ask for my assistance in doing activities that require creativity I always put in my all in doing my tasks/ assignments I think of new opportunities for my business in my spare time I achieve what I expected because I'm lucky
Self-efficacy (X ₃) (Moraes et al., 2018)	According to (Moraes et al., 2018) self-efficacy is a person with the ability to achieve what he/she wants.	I feel that I have the ability to see business opportunities I feel that I am more persistent compared to others I always find the solution towards the problem that I'm facing I always do my tasks well and complete them on time

Source: Researcher's data processing, 2021

tion, questionnaire, interview, and others (Ahyar *et al.*, 2020). In this research, primary data is obtained through online distribution of questionnaire with the measuring variable using likert scale with five options, which are strongly disagree, disagree, moderately agree, agree, and strongly agree.

Definition of Operational Variable and Questionnaire Question Items

Data Analysis Method

This research used SPSS analytical tool by using multiple linear regression to analyze in

depth in order to determine how far the impact of entrepreneurial education, personality and self-efficacy are on entrepreneurship interest (Priyatno, 2014).

RESULTS

Respondent Characteristic

There are 31 respondents in this research. Based on the questionnaire distributed, the data obtained from the respondents is as follows: male respondents took up majority of the research respondents, amounting to 60.79%, and female respondents 26%. Aside from that, in

terms of the respondent's age categories, there are 18.16% of respondents aged 20 years old, 65.39% of respondents aged 21 years old, 10.82% of respondents aged 22 years old and 5.63% of respondents aged 23 years old.

Research Descriptive Variable Analysis

According to Priyatno (2014), descriptive analysis is used to illustrate the data statistics. Subsequently, in order to know respondents' mean, class interval is used as Table 2.

The result of this research shows that the respondents' responses mean on entrepreneurship interest variable is 4.5, which means that all respondents strongly agree to the statements given. The mean for responses on entrepreneurial education variable is 4.51, which means all respondents strongly agree with all the statements given. Respondents' mean on personality variable is 4.14, which means all respondents agree with all the questions given and the mean of respondents' responses on self-efficacy variable is 4.1, which means all respondents agree with all the statements given.

Validity and Reliability Test

According to Juliandi et al. (2018), validity test is a test used to measure the accuracy and precision of a measuring tool in carrying out its measuring function. Validity criteria can be seen

from comparing the person correlation coefficient with the significance level. If the $\text{sig} < 0.05$, then the questionnaire question will be deemed valid. Based on the research result of the four variables, which are entrepreneurship interest, entrepreneurial education, personality, and self efficacy all have sig values < 0.05 , therefore all items are deemed valid.

According to Juliandi et al. (2018), reliability test is the test to measure how reliable a measurement result is and whether it has good consistency. According to Priyatno (2014), in order to determine whether or not an instrument is reliable can be seen from whether the Cronbach's alpha is more than 0.6, then it will be deemed reliable. The result of the four variables in the research, which are entrepreneurship interest, entrepreneurial education, personality and self-efficacy have Cronbach's alpha of more than 0.6, therefore the variable is deemed reliable.

Multiple Linear Regression

The result of the multiple linear regression calculation in this research is:

$$Y = 10.296 + 0.314 X_1 + 0.029 X_2 + 0.372 X_3 + e$$

The interpretation of the regression model above is as follows:

1. Constant of 10.296 shows the magnitude of the dependent variable, which is entrepreneurship interest.

Table 2 Interval Scale

Category	Likert Scale Weight	Interval Scale
Strongly Agree (ST)	5	4.29-5.00
Agree (S)	4	3.47-4.28
Moderately Agree (CS)	3	2.65-3.46
Disagree (TS)	2	1.83-2.64
strongly disagree (STS)	1	1.00-1.82

Source: Sugiyono (2017)

2. Regression coefficient X_1 (Entrepreneurial education) is 0.314, which shows the magnitude of the contribution of entrepreneurial education variable towards entrepreneurship interest. Entrepreneurial education (X_1) variable coefficient has a positive sign, which means entrepreneurial education has positive impact towards entrepreneurship interest (Y), with the assumption that other independent variables are constant. This means that the higher entrepreneurial education, the higher entrepreneurship interest.
3. Regression coefficient X_2 (personality) is 0.029, which shows the magnitude of the contribution of personality variable towards entrepreneurship interest. Personality (X_2) variable coefficient has a positive sign, which means personality has positive impact towards entrepreneurship interest (Y), with the assumption that other independent variables are constant. This means that the higher personality, the higher entrepreneurship interest.
4. Regression coefficient X_3 (self-efficacy) is 0.372, which shows the magnitude of the contribution of self-efficacy variable towards entrepreneurship interest. Self-efficacy (X_2) variable coefficient has a positive sign, which means self-efficacy has positive impact towards entrepreneurship interest (Y), with the assumption that other independent variables are constant. This means that the higher self-efficacy, the higher entrepreneurship interest.

Classical Assumption Test

In order to check the independent as well as dependent variables is normally distributed (Juliandi et al., 2018), this research used nor-

mality test. The criteria to determine whether or not it's already normally distributed can be seen through comparing if its *komlogorov smirnov* > 0.05 , then the data is already normally distributed. The result of this research has *komlogorov smirnov* value of $0.076 > 0.05$, therefore it can be concluded that the data is normally distributed.

Then, heteroscedasticity test is a testing to examine whether there is variance difference in the residual of one study with the other (Juliandi et al., 2018). If the significance value of each variable is above 0.05, then it can be said as having no heteroscedasticity. The result of this research is that all variables have significance value of above 0.05, therefore it can be concluded that there is no heteroscedasticity.

After that, multicollinearity test is a testing to determine whether there is a strong correlation between the regression model and the independent variable (Juliandi et al., 2018). The criteria do determine whether there is multicollinearity can be through the result of the variance inflation factor (VIF). Multicollinearity can be tolerated if the VIF is less than 10. The research result shows that all variables examined have VIF of less than 10, therefore it can be concluded that there is no multicollinearity on all variables.

Correlation Coefficient (R) and Determination Coefficient (R^2) Test

Coefficient correlation (R) test is used to measure the magnitude of the independent variables (entrepreneurial education, personality and self-efficacy) towards the dependent variable (entrepreneurship interest) (Juliandi et al., 2018). Determination coefficient (R_2) shows the level of tightness between the independent

variable and dependent variable. If the R is closer to 1, then the relationship is stronger. Vice versa if the value is closer to 0, then the relationship is weaker. The result of this research shows calculated R of 0.493. This suggests that the correlation between entrepreneurial education (X_1), personality (X_2), and self-efficacy (X_3) is moderate and positive. The impact of independent variable (X) towards dependent variable Y can be seen through the R square result, whereby R square in this research is 0.243. This means that the impact of entrepreneurial education, personality, and self-efficacy variables contribute to 24.3% of entrepreneurship interest, whereby 75.7% of the remaining percentage is affected by other variables outside of this research such as demography, family background, previous entrepreneurship experience, and other factors (Nguyen. et al., 2016).

F-Test

F test is used to test the significance in order to know whether independent variable (X) have significant impact towards dependent variable (Y). If the sig of F test < 0.05 , then H_0 is rejected and H_1 is accepted, which means that the independent variable simultaneously have impact towards the dependent variable (Priyatno, 2014). Aside from that, F test is also used for goodness of fit. The sig value result in the F-test research is $0.000 < 0.05$, therefore it can be concluded that the test model used in this study is fitting.

t-Test

t-test is the significance test used to determine whether the independent variables of the

regression model (X_1 , X_2 and X_3), which are entrepreneurial education, personality, and self-efficacy, partially have significant impact towards the dependent variable (Y), which is entrepreneurship interest. If the t-test is < 0.05 , then H_0 is rejected and H_1 is accepted, which means that the independent variables partially have significant impact towards the dependent variable. The result of this research shows that the variables entrepreneurial education and self-efficacy have sig values of < 0.05 , therefore H_1 and H_3 of this research is accepted, whereby personality variable has sig value of $0.741 > 0.05$, therefore H_2 is rejected.

DISCUSSION

Impact of Entrepreneurial Education on Entrepreneurship Interest

From the result of t-test, it can be concluded that the first research hypothesis, which is that entrepreneurial education has a positive and significant impact towards athlete's entrepreneurship interest, and therefore it can be accepted. Institutions highly motivate athlete's entrepreneurship interest since entrepreneurship curriculum is given by the university from semester 1 to semester 7. Aside from that, institution pushes its athletes, especially start-up guild, to do direct business practice on the field, and provided facility to accommodate the development of the athletes' businesses that are on-going. Due to the curriculum and real business practice experience given, it has succeeded in motivating athletes in their entrepreneurship interest, especially IBM-RC major that took part in start up guild. This is in accordance with Li (2017), which is that an individual's entrepreneurship can be strengthened with individual education and training.

Impact of Personality on Entrepreneurship Interest

From the result of t-test, it can be concluded that the second research hypothesis, which is that personality has positive and significant impact on athlete's entrepreneurship interest, so that it can be accepted. (Supratman, 2018) stated that entrepreneurship interest is relevant and impacted by personality, which is formed from athletes that tend to have more stable emotion and sportive nature with regards to their relatively young age. Aside from that, gender is deemed to have impact on personality factor, whereby men tend to be more creative compared to women (Febryana, 2018). Therefore, the result from the respondents of the research that the majority is male, should relevantly be impacted by personality in terms of the development of entrepreneurship interest.

Impact of Self-Efficacy on Entrepreneurship Interest

From the result of t-test, it can be concluded that the third hypothesis of the research, which is self-efficacy has positive and significant and positive impact on entrepreneurship interest, can be accepted. The result of this research supports the results obtained by (Moraes et al., 2018), whereby athletes from IBM-RC major of the 2017 class and the start-up guild that can increase entrepreneurship interest due to having self-efficacy, which means that the athletes have ability to seize opportunity, have high persistence, good ability to solve problem and to accomplish tasks.

Managerial Implication

The result of this research can be used by institutions to evaluate the entrepreneurial edu-

cation that they provide. Based on the result of this research, it can be seen that the entrepreneurship interest is highly impacted by entrepreneurial education. The benefit of having athletes with high entrepreneurship interest can increase the number of existing entrepreneurs in Indonesia, therefore, the number of jobs in Indonesia will also increase and can absorb more labor force. Institutions that provide entrepreneurial education can make this their competitive advantage, since not all competitors have entrepreneurial education curriculum. The variable "having entrepreneurial education makes athletes realize business opportunities" becomes the lowest indicator, therefore the athlete's capability can be further improved by the institution so that they are more sensitive towards business opportunities, for example, by giving athletes additional material on theories about how to identify new business opportunities, responsive in looking at business opportunities or invite guest speakers that can give business opportunity insights for the athletes so that their ability to see business opportunities can be improved.

Personality is supposed to be a factor that can encourage entrepreneurship interest, unfortunately, based on the result of this research, it was found that personality is not a factor that significantly affects athlete's entrepreneurship interest. The result of this research shows that personality indicator receives low score in "ability to innovate". Therefore, various steps and ways can be taken by institutions so that personality can increase entrepreneurship interest, one of which through improving athlete's ability to innovate through business case study on business innovation ideas.

Self-efficacy plays an important role in encouraging entrepreneurship interest in athletes. If the athlete has high self efficacy, then

the athlete's entrepreneurship interest and conducting business will be more optimal. Therefore, the athlete's entrepreneurship interest and business being conducted can help the institution to preserve and achieve the athlete's business target. Based on the research result, self-efficacy indicator that obtained the lowest score

is "having high perseverance". Therefore, in order to improve students' perseverance, institutions can set challenging targets for the athletes through theoretical or practical business assignments, so that the athlete's perseverance in doing entrepreneurship activities can improve.

REFERENCES

- Baskara, A. Z. H. (2018). Kata kunci: Motivasi, Kepribadian, Lingkungan dan Minat Berwirausaha. *Pendidikan Ekonomi Akuntansi*, 6(1).
- Ahyar, H., Maret, U. S., Andriani, H., Sukmana, D. J., Mada, U. G., Hardani, S.Pd., M. S., Nur Hikmatul Auliya, G. C. B., Helmina Andriani, M. S., Fardani, R. A., Ustiawaty, J., Utami, E. F., Sukmana, D. J., & Istiqomah, R. R. (2020). *Buku Metode Penelitian Kualitatif & Kuantitatif* (Issue March).
- Aladejebi, D. O. (2018). The Effect of Entrepreneurship Education on Entrepreneurial Intention among Tertiary Institutions in Nigeria. *Journal of Small Business and Entrepreneurship Development*, 5(2), 1–14. <https://doi.org/10.15640/jsbed.v6n2a1>.
- Almeida, F., Superior, I., Gaya, P., Queirós, A., & Faria, D. (2017). Strengths and Limitations of Qualitative and Quantitative Research Methods. *European Journal of Education Studies*, 3(9). 369–387. <https://doi.org/10.5281/zenodo.887089>.
- Bps.go.id.(Agustus, 2019). *Survei Angkatan Kerja Nasional*. Diakses pada 13 Desember 2019, dari <https://www.bps.go.id/publication.html?Publikasi%5BtahunJudul%5D=2019&Publikasi%5BkataKunci%5D=Angkatan+Kerja&Publikasi%5BcekJudul%5D=0&yt0=Tampilkan>.
- Chalik, I. & Rahayu, S. (2018). Faktor-Faktor yang Memengaruhi Minat Mahasiswa Berwirausaha (Studi Kasus Mahasiswa Prodi Akuntansi UISU). *Seminar Nasional Sains & Teknologi Informasi (SENSASI)*. 26–32.
- Febryana, D. (2018). Profil Kreativitas Siswa dalam Menyelesaikan Soal Segitiga dan Segiempat Ditinjau dari Gender. *Suska Journal of Mathematics Education*, 4(1), 50–58.
- Hutasuhut. (2018). The Roles of Entrepreneurship Knowledge, Self-Efficacy, Family, Education, and Gender on Entrepreneurial Intention. *Dinamika Pendidikan*, 13(1).
- Israr, A. & Hasyim, N. (2017). Impact of Personality on Entrepreneurial Intentions: A Proposed Framework. *Asian Journal of Multidisciplinary Studies*, 5 (3), 67–73.
- Juliandi, A., Manurung, S., & Satriawan, B. (2018). *Mengolah Data Penelitian Bisnis dengan SPSS*. Medan: Lembaga Penelitian dan Penulisan Ilmiah AQLI.
- Kalyoncuođlu, S., Aydyntan, B., & Göksele, A. (2017). The Effect of Entrepreneurship Education on Entrepreneurial Intention: An Experimental Study on Undergraduate Business Students. *Journal of Management Research*, 9(3), 72–91. <https://doi.org/10.5296/jmr.v9i3.11282>.

- Kusmintarti, A., Anshori, M. A., Sulastri, Ayu, & Ismanu, Sidik, (2018). Student's Entrepreneur Profile: A Cluster of Student's Entrepreneurial Characteristics. *Journal of Entrepreneurship Education*, 21(Special Issue), 1–12.
- Li, Y.-B. (2017). *The Entrepreneurial Education and Self-Efficacy on Entrepreneurial Intention*, 131(Icoi), 304–306. <https://doi.org/10.2991/icoi-17.2017.35>.
- Moraes, G. H. S. M., Iizuka, E. S., & Pedro, M. (2018). Effects of Entrepreneurial Characteristics and University Environment on Entrepreneurial Intention. *Revista de Administração Contemporânea*, 22(2), 226–248. <https://doi.org/10.1590/1982-7849rac2018170133>.
- Nguyen Dung H., Sander de Leeuw, & Wout E. H. Dullaert. (2016). Consumer Behaviour and Order Fulfilment in Online Retailing: A Systematic Review. *International Journal of Management Review*, 20(2). <https://doi.org/10.1111/ijmr.12129>.
- Purwanto, N. & Sugiono, D. (2017). Pengaruh Faktor Internal, Eksternal dan Motivasi dan Terhadap Minat Berwirausaha pada Mahasiswa Jurusan Akuntansi (Studi Mahasiswa Stie Malangkecewara Malang). *Jurnal Pengembangan Informatika dan Komputer*. 8(2).
- Priyatno, D.(2014). *SPSS 22: Pengolahan Data Terpraktis*. Yogyakarta: Penerbit Andi.
- Rachmat, M. (2012). *Entrepreneur sebagai Pilihan Karier Mahasiswi Maluku Utara: Peran Efikasi Diri dan Kepribadian*, 1(3).
- Roxas, B. (2014). Effects of entrepreneurial knowledge on entrepreneurial intentions: A longitudinal study of selected South-east Asian business students. *Journal of Education and Work*, 27(4), 432–453. <https://doi.org/10.1080/13639080.2012.760191>.
- Saraih, U. N., Zin Aris, A. Z., Abdul Mutalib, S., Tunku Ahmad, T. S., Abdullah, S., & Harith Amlus, M. (2018). The Influence of Self-Efficacy on Entrepreneurial Intention among Engineering Students in Malaysia. *MATEC Web of Conferences*, Vol. 150 (January). <https://doi.org/10.1051/mateconf/201815005051>.
- Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Supratman, D. (2018). Prevalensi Usia Pemuda dan Ketahanan Nasional (Narkotika dan Ancaman Lost Generation). *Jurnal Litbang Sukowati: Media Penelitian dan Pengembangan*, 1(2), 118–127. <https://doi.org/10.32630/sukowati.v1i2.29>.
- Tabkyn, Ç., Karadama, A. A., & Ozturk, O. (2018). The Influence of Entrepreneurial Personality on Entrepreneurial Intention. *Journal of Kırklareli University Faculty of Economics and Administrative Sciences*, 7(3), 21–34.
- Usman, O. & Nia, S. T. (2019). *The Impact of Entrepreneurship Education, Self Efficacy, Creativity, and Gender on Entrepreneurial Intentions*.
- Utami, C. W. (2017). Attitude, Subjective Norms, Perceived Behaviour, Entrepreneurial Education and Self-efficacy toward Entrepreneurial Intention University Student in Indonesia. *Ercj*, 20(2A), 475–495. <http://dspace.uc.ac.id/bitstream/handle/123456789/1020/UC-17050013.pdf?sequence=6&isAllowed=y> 23–03.
- Voda, A. I. & Florea, N. (2019). Impact of Personality Traits and Entrepreneurship Education on Entrepreneurial Intentions of Business and Engineering Students. *Journal Sustainability*, Vol.11, 1–34. <https://doi.org/10.3390/su11041192>.

