ABSTRACT. Entrepreneurship becomes a relevant topic for developing countries such as Indonesia in general and specifically for Tidar University as higher education institution that try to produce new entrepreneurs. Entrepreneurship gets individual attention from Tidar University because Tidar University has main goals to be the best in entrepreneurship. This research aims to determine the influence of attitude, subjective norm, and perceived behavioral control on the entrepreneurial intention from the student of department management at Tidar University. The population of this study was 118 students of the department of management of Tidar University. Respondents in this study were selected using simple random sampling. This research use multiple linear regression method by using SPSS. Research results shows that attitude, subjective norm and perceived behavioral control has simultaneous effect on entrepreneurial intention. Attitude and perceived behavioral control have partially positive and significant effects on entrepreneurial intention but subjective norm did not have any effect on entrepreneurial intention. Implication from this research can be used by Tidar University to develop attitude and behavioral control to student by doing entrepreneurial training based on soft entrepreneurial skills and hard skills enhancement.

Keywords: Entrepreneurial intention; academic entrepreneurship; attitude; subjective norms; behavioral control

INTRODUCTION

The growth in the number of entrepreneurs is important for Indonesia. Entrepreneurship is a very suitable instrument for increasing economic growth and development in this country (Rachmawan et al 2015). An increase in the number of entrepreneurs means an increase in the number of jobs. Available job opportunities are filled by the needy workforce. Entrepreneurship provide great income and large job opportunities (Harding, Friyanto, & Lukman, 2021). Economic development can grow well if it is supported by entrepreneurial activities (Wardooyo, Tasrif, & Bayu, 2016).

The Ministry of Research, Technology and Higher Education forms a strategy to increase young entrepreneurs, especially students, through entrepreneurial education programs in universities. Entrepreneurship education programs in universities in Indonesia are formal and non-formal. Formal entrepreneurship education takes the form of subjects, including: entrepreneurship, business basics, business planning, negotiations, business communication etc. Informal entrepreneurship programs take the form of Indonesian student business competitions, Entrepreneurship Student Creativity Week, entrepreneurship seminars or workshops organized by universities, etc. Entrepreneurship programs implemented by the private sector are very diverse and also encourage the increase of young entrepreneurs.

The limited quality of Indonesia’s human resources (HR) is one of the factors inhibiting the growth of entrepreneurship in Indonesia. These qualities include aspects of competence, skills, work
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Research conducted by Andika and Madjid (2014) because students have the knowledge and ideas that continue to evolve and look for a different, creative and innovative. Therefore it is necessary to know the factors that influence entrepreneurship through the views of the intentions of Ajzen’s theory of behavior. Entrepreneurship is the intention of a person’s concern or interest to things entrepreneurial. If you already know which factors affect entrepreneurial intentions then one can be motivated to become entrepreneurs through these factors. Theory of Planned Behavior (TPB) states the influence of age on the intention of master management students. Masters students are more required to have a stable life, so they prefer permanent work to entrepreneurship. Students’ doubts about becoming entrepreneurs are a reflection of students’ negative attitudes (Santi et al. 2017). Student intentions are low because students do not get encouragement from family or friends to become entrepreneurs (Andika & Madjid, 2012) because students have the knowledge and ideas that continue to evolve and look for a different, creative and innovative. Therefore it is necessary to know the factors that influence entrepreneurship through the views of the intentions of Ajzen’s theory of behavior. Entrepreneurship is the intention of a person’s concern or interest to things entrepreneurial. If you already know which factors affect entrepreneurial intentions then one can be motivated to become entrepreneurs through these factors. Theory of Planned Behavior (TPB). The similarity of these conditions is the focus of attention in this study.

Figure 1. Readiness to become an entrepreneur

Source: data processed by the author (2019)
affect entrepreneurial intentions then one can be motivated to become entrepreneurs through these factors. Theory of Planned Behavior (TPB) towards 100 students of the Faculty of Economics Unsyiah showed that there is a simultaneous and significant correlation between attitudes, subjective norms and behavioral control on students’ entrepreneurial intentions. Tjahjono et al (2013) in his research explained that the attitude of students in the form of belief in views of entrepreneurship has prospects and is productive for individuals to encourage them to become more willing to entrepreneurship. In research Handaru et al. (2014) states that the subjective norms of students are driven by families with entrepreneurial backgrounds. Families encourage students to become entrepreneurs by instilling values that show entrepreneurship is proven to be as successful as other professions. Behavior control that encourages students to be entrepreneurial is the belief that they are able to manage their own business, strong mentality and leadership abilities (Andika & Madjid, 2012) because students have the knowledge and ideas that continue to evolve and look for a different, creative and innovative. Therefore it is necessary to know the factors that influence entrepreneurship through the views of the intentions of Ajzen’s theory of behavior. Entrepreneurship is the intention of a person’s concern or interest to things entrepreneurial. If you already know which factors affect entrepreneurial intentions then one can be motivated to become entrepreneurs through these factors. Theory of Planned Behavior (TPB).

Based on the description above, this study aims to test the feasibility of designing an entrepreneurial attitude role model, subjective norms and behavioral control of entrepreneurial intentions. Specifically, this research aims to obtain the results of the analysis of the role between variables, namely the magnitude of the role of entrepreneurial attitudes, subjective norms and behavioral control on entrepreneurial intentions. This research is expected to be useful for the development of entrepreneurship in the world of education and the world of work. In addition, this research is expected to explain the entrepreneurial behavior formation model for students at Tidar University.

The collection of empirical research shows that there are many external variables that do not influence students’ entrepreneurial intentions. It is necessary to separate the most important and main variables in order to obtain variables that are able to describe the research conditions. External variables that do not affect entrepreneurial intentions, namely: field of study, gender, level of student participation in entrepreneurial education activities and support for the business environment (Suharti & Sirine, 2011). Internal factors are stronger in forming the foundation of student entrepreneurship. Internal factors that encourage students to be ready for entrepreneurship are Attitude toward behavior, Subjective Norms, and Perceived behavioral control. These three variables are Theory of Planned Behavior (TPB) initiated by Ajzen.

Theory of Planned Behavior explain how intention ultimately leads someone to do something. A person’s intention to create something new using the available and needed resources by looking at the opportunities that exist and without ignoring the risks that will be faced in the future. In addition, intention can be interpreted as a possibility or someone’s intention to create something new by using available and needed resources by looking at existing opportunities and without ignoring the risks that will be faced in the future (Sukmaningrum & Rahardjo, 2017).

Tornikoski and Adnane (2019) stated that prior to Theory of Planned Behavior, it was customary to measure general attitudes to predict relatively specific actions. TPB which only measures general attitudes results in a low level of attitude-behavior correlation, therefore Ajzen formulates the principle of compatibility. Compatibility states that a strong degree of attitude-behavior correlation is obtained only when measures of attitude and behavior are compatible in terms of their generality or specificity. In obtaining compatible measures of attitude and behavior the researcher must distinguish between two types of attitudes: general attitudes, and attitudes toward behavior.

Attitude toward behavior refers to the degree to which an individual has an evaluation or judgment of a favorable or unfavorable behavior, for example, begins to take steps to create a new business. The more positive a person’s perception, the stronger the intention to be involved in these activities (Tornikoski & Adnane, 2019). Wawan & Dewi (2010) add that attitude is the result of evaluation of attitude objects which are expressed in cognitive, affective (emotional) and behavioral processes. attitude is a pattern of behavior, tendency or anticipatory readiness, predisposition to adapt to social situations, or simply. Attitude is a response to social stimuli that have been conditioned by Azwar (2011). Mental readiness and positive attitude towards entrepreneurship is generated from environmental stimulation (Kadiyono, 2017).

Subjective norms refer to the perceived social pressure to perform or not perform certain behaviors. It is based on beliefs about whether an individual
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This research was conducted from September - October 2019 at Tidar University Magelang. The data used in this study consisted of primary data. The number of respondents in this study was 118 people consisting of undergraduate students in the Management Study Program of Tidar University.

Sampling was carried out on Management study program students who were still actively studying. Sampling in this study does not pay attention to the semester level of management study program students. In this study, researchers used probability sampling. Data were collected using simple random sampling technique. According to Sugiyono (2017) probability sampling is a sampling technique that provides equal opportunities or opportunities for each element or member of the population to be selected as samples “. Simple random sampling is the taking of sample members from a population that is done randomly without paying attention to the strata in that population.

Questionnaire data collected using a Likert scale. Likert scale starts from one to five with the following information: Weighted value = 5 (strongly agree); Weighted value = 4 (agree); Weighted value = 3 (neutral); Weighted value = 2 (disagree); Weighted value = 1 (strongly disagree). Operational definitions prove that there is a correlation between attitudes and subjective norms on the entrepreneurial intentions of Bogor Agricultural University students. A person who believes in the high probability of success from doing a behavior will have a positive impact on his business (Citra, 2010).

This study selects Untidar management students as respondents because the aim of the University is to be foremost in entrepreneurship and the goal of the graduates of the Management Study Program is the creation of entrepreneurial graduates.

From the description above it can be formulated a hypothesis that needs to be researched, namely:
1. There is a positive influence on attitudes towards the entrepreneurial intention of Tidar University management students
2. There is a positive influence of subjective norms on the entrepreneurial intention of Tidar University management students
3. There is a positive influence of behavior control on the entrepreneurial intention of Tidar University management students

METHOD
were derived into statements in the research questionnaire. The questionnaire was created as a tool to collect the desired data. The data is processed according to a model built on multiple linear regression analysis to answer the research objectives.

Methods of data analysis in this study using descriptive analysis and multiple linear regression analysis. The research framework can be seen in Figure 2. The dependent variables of this study are: Entrepreneurial Intention, while the independent variables consist of attitudes ($X_1$), subjective norms, ($X_2$) and behavior control ($X_3$) derived from Theory of Planned Behavior. Descriptive analysis was carried out on the characteristics of Tidar University management study program students on the variables of age, gender and entrepreneurship education. Based on the description above, the hypotheses to be answered in this study are:

H1: Attitude ($X_1$) affects students’ entrepreneurial intentions
H2: Subjective norms ($X_2$) affect students’ entrepreneurial intentions
H3: Behavioral control ($X_3$) affects students’ entrepreneurial intentions

**RESULTS AND DISCUSSION**

The results of the analysis using inferential and descriptive statistics will be comprehensively discussed in this chapter. The tests used are using classical assumption tests and regression analysis to prove the feasibility of the model and test variables that are assumed to affect other variables.

The respondents of this study were 118 students of the Management study program at Tidar University. Respondents are management study program students who are still actively attending lectures. The respondents consisted of 87 (73.7%) female students and 31 (26.3%) male students. Most of the respondents aged 20 years (38.1%) followed by respondents aged 19 years (23.7%), 18 years (21.2%), 21 years (13.6%) and ≤ 17 years (3.4%).

The results of descriptive analysis of students’ entrepreneurial education experiences aim to review how likely it is that educational experiences provide insight into students. The experience of entrepreneurship education in this study is divided into four, namely: have never attended entrepreneurship education, never attended informal education, have attended formal education and have attended formal-informal entrepreneurship education. The results of the descriptive analysis in Figure 3 show that most of the students have had formal entrepreneurship education experience (38%) then followed by having had formal-informal education experience (36%) informal education experience (17%) and have no experience of entrepreneurship education (9%).

The formal entrepreneurship education that students receive comes from the university. Several studies have shown that there is a relationship between entrepreneurship education and an increase in student entrepreneurial desire. Study proves that there is a positive and significant relationship between entrepreneurship education that students have received and entrepreneurial intentions (Rachmawan et al., 2015; Santi et al., 2017). The development of entrepreneurial skills and ideas is considered influential by students because entrepreneurship education will make students more trained and there will be confidence to start a business (Santi et al., 2017).

Entrepreneurship training and education that students need, namely training and education that can improve students’ soft skills and hard skills in entrepreneurship. Students want entrepreneurship training and education to suit their needs. Students express the importance of training and education according to the level of knowledge and skills they have. Students describe it with the statement “The training needed must be in accordance with the knowledge abilities of each person”. Students provide these suggestions so that entrepreneurship training and education are right on target.

Entrepreneurship training and education that can encourage student soft skills, one of which is motivation training. Students consider their entrepreneurial training needs revolve around motivation training and mental readiness. Students described needing motivation training with the statement: “The training needed is
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Motivational training provides entrepreneurial insights for students. Motivation strengthens students’ mental readiness in entrepreneurship and establishes a strong foundation in starting entrepreneurship. A good effort starts with a strong mentality.

Entrepreneurship training and education that can encourage students’ hard skills is digital marketing training or marketing through social media. Students need training and education in business management in general and risk management in particular. Students expect direct practical training and are directly guided by experts. The training and education are used as capital for building skills in running their business later.

The results of descriptive analysis of the student’s Grade Point Average (GPA) show that most of the management study program students have a GPA > 3.5 of 52% (Figure 4). The percentage of other students’ GPAs, starting from the largest, were: GPA 2.75-3.5 (44%), <2.75 (2%) and did not have a GPA (2%).

Training that can open the eyes of students to be able to be entrepreneurial, especially for management students”.

Students consider GPA not to be a factor preventing them from becoming entrepreneurs. Students mentioned that the GPA only described academic ability but did not predict entrepreneurial readiness. Experience, intention, effort, hard work and discipline are factors of student entrepreneurial readiness. Students describe it as follows:

a. “Entrepreneurship is about experience, not about the GPA.”

b. “Entrepreneurship requires more extensive readiness than the GPA value.”

c. “A strong mentality helps students’ readiness for entrepreneurship.”

d. “Entrepreneurship does not rely on values, but on intention, effort, hard work.

e. “Entrepreneurship must work hard, be disciplined with targets, be not proud and be smart in managing capital.”

GPA does not guarantee students will be successful in entrepreneurship. In entrepreneurship what is needed are: intention, will, readiness and action. In addition, entrepreneurship requires creative and innovative minds.

The validity test is to measure the validity of each question item as an appropriate measuring tool in measuring what we want to measure using the corrected item-total correlation approach. It can be seen in Table 1 which shows that the calculated r value for each question is greater than r table 0.1522. These results indicate that each research question used in this study really represents what will be measured.

Table 1. Validity and Reality Test of Variables

<table>
<thead>
<tr>
<th>Variable</th>
<th>Validity (r count)</th>
<th>r table</th>
<th>Cronbach’s Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitude</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Entrepreneurship is a good thing</td>
<td>0.453</td>
<td>0.1522</td>
<td>0.785</td>
</tr>
<tr>
<td>Entrepreneurship is important</td>
<td>0.594</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Entrepreneurship is a fun thing</td>
<td>0.673</td>
<td>0.1522</td>
<td>0.765</td>
</tr>
<tr>
<td>Entrepreneurship is an interesting thing</td>
<td>0.668</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subjective norms</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Families suggest me to be entrepreneur</td>
<td>0.569</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friends suggest me to be entrepreneur</td>
<td>0.682</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mentors / lecturers suggest me to be entrepreneur</td>
<td>0.428</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Close friends suggest me to be entrepreneur</td>
<td>0.599</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behavior control</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Entrepreneurship is an easy thing</td>
<td>0.230</td>
<td>0.1522</td>
<td>0.657</td>
</tr>
<tr>
<td>I decided to become entrepreneur</td>
<td>0.526</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I believe I can be entrepreneurial</td>
<td>0.584</td>
<td>0.1522</td>
<td>0.657</td>
</tr>
<tr>
<td>Entrepreneurship is something that is possible</td>
<td>0.527</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Entrepreneurial intentions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planning to own a business</td>
<td>0.619</td>
<td>0.1522</td>
<td>0.689</td>
</tr>
<tr>
<td>Trying to run a business</td>
<td>0.762</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trying to be an entrepreneur</td>
<td>0.762</td>
<td>0.1522</td>
<td>0.689</td>
</tr>
<tr>
<td>Intend to be entrepreneur</td>
<td>0.762</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: data processed by the author (2019)

A questionnaire is an instrument that can be used to obtain primary data which is declared valid if the respondent’s answers are consistent (Ghozali, 2016). The test used to see the reality of the respondents used the Cronbach Alpha test. In Table 1, it can be seen that the results of the reliability test on the variables of attitude, subjective norms, behavioral control and entrepreneurial intentions show that the Cronbach alpha value for each variable is greater than 0.600. These results indicate that all the variables studied meet the element of reliability.

The detection of deviations from the classical assumptions carried out in the regression model of this study consisted of the Residual Normality Test, the Multicollinearity Test and the Heteroscedasticity Test.
The Normality Test using the Kolmogorov-Smirnov Residual Normality Test concludes that there is no problem regarding the normality of the residual distribution. This statement is evidenced by value Asymp. Sig. (2-tailed) higher than the assumed significance level (α = 5%). The results of the residual normality test are summarized in the following table:

Table 2. Residual Normality Test

<table>
<thead>
<tr>
<th>Test Name</th>
<th>Asymp. Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kolmogorov-Smirnov</td>
<td>0.1202</td>
</tr>
</tbody>
</table>

Source: Data processed by the author (2019)

The variance inflation factor (VIF) value of each independent variable obtained through the Multicollinearity Test is 1.32, 1.17 and 1.39. The variance inflation factor (VIF) value of less than 10 indicates that there is no multicollinearity problem in the regression model. The multicollinearity test results are summarized in the following table:

Table 3. Multicollinearity Test

<table>
<thead>
<tr>
<th>Independent Variable (x)</th>
<th>Score Variance Inflation Factor (VIF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitude (X₁)</td>
<td>1.32</td>
</tr>
<tr>
<td>Subjective Norm (X₂)</td>
<td>1.17</td>
</tr>
<tr>
<td>Behavioral Control (X₃)</td>
<td>1.39</td>
</tr>
</tbody>
</table>

Source: Data processed by the author (2019)

The Heteroscedasticity test using the Breusch-Pagan/Cook-Weisberg concluded that there is a heteroscedasticity problem in the regression model. This statement is evidenced by the probability value obtained at 0.000 or lower than the assumed significance level of 5 percent. The results of the Heteroscedasticity Test of this study are summarized in the following table:

Table 4. Heteroscedasticity Test

<table>
<thead>
<tr>
<th>Test Name</th>
<th>Probability Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breusch-Pagan / Cook-Weisberg</td>
<td>0.0000</td>
</tr>
</tbody>
</table>

Source: Data processed by the author (2019)

The classic assumption deviation detection carried out in the regression model of this study concluded that there is a heteroscedasticity problem. The problem of heteroscedasticity causes the regression model to invalidate the model. The robust standard error mechanism is used to accommodate heteroscedasticity problems so that statistical conclusions can be drawn in this study. The final estimation results of the regression model in this study are summarized in Table 5.

Table 5. Final Estimates of the Regression Model

| Research variable | Predictor | Regression Coefficient | Robust Standard Error | t value | P>|t| |
|-------------------|-----------|------------------------|-----------------------|---------|------|
| Attitude (X₁)     | 0.5625    | 0.0909                 | 6.18                  | 0.000 * |
| Subjective Norms  | X₂        | -0.0738                | 0.0446                | -1.65   | 0.101|
| Behavioral Control| X₃        | 0.4923                 | 0.1164                | 4.23    | 0.000 *|

Source: Data processed by the author (2019)

The accuracy or feasibility of the regression model can be seen through the significance value of the F statistical test. The final estimation results show that the significance value obtained is 0.000. The value of 0.000 <0.05 represents that the regression model is feasible. The output of this research F Statistical Test is summarized in Table 5.

The coefficient of determination obtained through research data processing is 58.12% (see Table 5). This value explains that the variability of the entrepreneurial awareness variable can be explained by the variability of the attitude variable, subjective norms, behavioral control of 58.12%, while the remaining 41.88% is explained by other variables.

The results of the regression analysis illustrate how the influence of each independent variable affects the dependent variable. Below will be described how the influence of attitude variables on entrepreneurial intentions, subjective norms on entrepreneurial intentions and behavioral control on entrepreneurial intentions. The independent variables have their respective effects on the dependent variable. The results of the effect of each variable are obtained from the regression analysis presented in Table 5.

The results of the regression analysis show that the attitude variable has a positive and significant effect on entrepreneurial intentions. The significance value obtained is (0.000) <0.05. The magnitude of the influence of the attitude variable on entrepreneurial intentions with reference to the Beta Standardized Coefficient Value is 56.25% (0.5625x 100).

The results of the analysis show that students who have high entrepreneurial attitudes will have high entrepreneurial intentions. Javier et al. (2017); Nabilla et al. (2016) states the same thing that attitudes affect entrepreneurial intentions. A high entrepreneurial attitude means the foundation of students in high entrepreneurship. Untidar Management students have high entrepreneurial attitudes because they have a strong perspective on entrepreneurial utility.
Entrepreneurial attitudes are influenced by people’s perceptions of entrepreneurial utility (Javier, et al. 2017). People perceive their attitudes by estimating income, level of effort at work, business experience and business risk. Untidar Management students consider entrepreneurship important because entrepreneurship can open up new jobs for others and provide income for themselves. Entrepreneurship can provide experience for students. Students become more independent when they choose the path of becoming entrepreneurs. Besides that, entrepreneurship is also an interesting job because students feel they need work comfort.

The results of the regression analysis show that the subjective norm variable has no effect on entrepreneurial intentions. The magnitude of the influence of the subjective norm variable on entrepreneurial intentions with reference to the Standardized Coefficient Beta value is -7.38% (-0.0738x 100). The effect of -7.38% is not significant because the significance value obtained (0.101) > 0.05.

Subjective Norms do not affect the entrepreneurial intentions of Untidar Management students. These results are in line with the research Doanh and Bernat (2019) which states that subjective norms have no effect on entrepreneurial intentions. Subjective norms built by the opinions of those closest to students do not increase entrepreneurial intentions. Students’ entrepreneurial intentions come from their own will. Untidar Management students will do entrepreneurship based on their own choice which according to them is in accordance with their identity. Encouragement from the closest person to entrepreneurship is a positive thing, but it also needs to be considered whether the drive is in accordance with the student’s personality or not.

The results of the regression analysis show that the behavior control variable has a positive and significant effect on entrepreneurial intentions. The magnitude of the influence of the incentive variable on performance with reference to the Beta Standardized Coefficient Value is 49.23% (0.4923x 100). The effect of 49.23% is significant because the significance value obtained (0.000) <0.05.

High behavior control will also have high student entrepreneurial intentions. The results of this study are in accordance with the research (Doanh and Bernat 2019; Javier et al. 2017; Nabila et al. 2016). Behavior control is a reference to the difficulty or ease a person encounters when carrying out certain behaviors. Behavioral control is influenced by business experience, entrepreneurial training and the business environment (Javier et al. 2017). Untidar management students feel capable of entrepreneurship because basically they have entrepreneurial knowledge capital from entrepreneurship courses. Students feel capable of entrepreneurship because they have entrepreneurial experience. In addition to empirical reasons which are the reasons students are able to be entrepreneurial, students have confidence, creativity and strong mental.

CONCLUSION

There is a combined effect, namely the variability of entrepreneurial intentions which can be explained by the variability of the influence of attitudes, subjective norms and behavioral control. The results show that attitude and behavior control partially have a positive and significant effect on entrepreneurial intentions. Partially subjective norms have no influence on entrepreneurial intentions. The implication of this research can be used by the Tidar University to develop applicable actions and policies that can increase the entrepreneurial intention of Tidar University Management students. The applicable action that can be put into practice by Tidar University is developing training that allows students to gain real entrepreneurial experience. In addition, Tidar University can make training packages in the form of mentoring.

The training prepared must contain elements of competency-based training standards. Student-oriented training standards are adjusted to how much competence and experience students have. Then the training has a curriculum so that training is structured and has a coaching level that can gradually increase entrepreneurial skills.

ACKNOWLEDGEMENT

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