The effect of entrepreneurship motivation and subjective norms on entrepreneurship intention through entrepreneurship education

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ABSTRACT

The purpose of the study is to explore the influence of motivation and subjective norms towards the entrepreneur’s intention through entrepreneur education. The sampling technique was based on probability sampling using Slovin formula. The study involved 132 from 198 population from XI and XII OTKP class which have
taken entrepreneur education in SMK Kawung 1 Surabaya. The analysis used Structural Equation Modelling – Partial Least Square (SEM – PLS) through Smart PLS software version 3. The research using 2 PLS calculation models, namely the Measurement Model (Outer Model) and Structural Model (Inner Model). The study found that motivation has a positive significant effect on the entrepreneur’s intention, subjective norms has a positive significant effect on the entrepreneur’s intention, entrepreneur education has a positive significant effect on the entrepreneur’s intention, subjective norms has a positive significant effect on the entrepreneur education and entrepreneur education that mediated subjective norms on entrepreneur’s intention has a significant effect on the entrepreneur’s intention. This research provides evidence against debated research that motivation, subjective norms, and entrepreneurial education can positively and significantly influence entrepreneurial intentions. These findings also provide important insights related to SMK students who can be prepared to work independently by doing entrepreneurship.

INTRODUCTION

Entrepreneurial intention, according to Santoso & Oetomo (2017), is one’s interest and strong will to be independent or efforts to fulfill one’s needs, showing courage and persistence over failures. It involves desires and will, and is influenced by internal and external factors. Pratiwi & Wardana (2016) maintain that internal and external factors can influence one’s entrepreneurial intention, where internal factors are self-efficacy and external factors are the family environment.

Being unemployed, which means a person does not have a job, is unwanted by everyone. The more the new graduates, the fiercer the competition is in the workforce. Graduates of Vocational High Schools (SMK) education in Indonesia in 2019/2020 reached 1,584,858, with 238,507 graduates in East Jawa Province (Kementerian Pendidikan dan Kebudayaan, 2020). On top of this, there are also graduates of other education levels. Data from Badan Pusat Statistik (2020) shows the open unemployment rate (TPT) in August 2020 increased to 5.84% of the total workforce of 22.26 million people, while previously in August 2019, the total TPT was 3.92% with a workforce of 21.50 million people. Vocational High Schools (SMK) contributed the highest number in the TPT, that is 11.89%, compared to Diplomas (6.56%) and Bachelors (6.08%). While vocational schools are expected to deliver ready-to-work graduates, the fact that they contribute most to the unemployment rate has caused exceptional concerns.

Entrepreneurship is an effort to minimize the increasingly high unemployment rate. This is also explained by Saputri et al. (2016), that entrepreneurship can reduce unemployment. The government's effort to decrease the unemployment rate among SMK graduates is by revitalizing Vocational Schools, with the Presidential Instruction
(Inpres) No. 9 of 2020, which aims to improve the quality and competitiveness of human resources in Indonesia (Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2018). By this instruction, SMK graduates are also expected to become self-employed, assuming that an increased number of entrepreneurs will improve the national economy. Therefore, SMK students are required to be able to make their own business based on the knowledge and skills obtained at school. Instead of getting jobs from people or government institutions, they are supposed to create jobs for other people. Having an entrepreneurial intention is not easy, but in shaping human resources with an entrepreneurial spirit, especially for vocational students, they must first install the intention to be entrepreneurial (Agusmiati & Wahyudin, 2019).

Motivation affects a person's success in achieving goals, including in entrepreneurial actions, while support from the family is an external driver of a person's consideration to act. Motivation is a form of encouragement given to someone to increase a sense of enthusiasm to carry out a particular activity. According to Saputri et al. (2016) motivation is a must for an entrepreneur, because motivation drives students to be creative and innovative in finding opportunities to enter the world of business or entrepreneurship.

Support from the family environment is one of the external drivers in a person's perception to take an action; It has the same meaning as subjective norms. According to Darmawan & Warmika (2016) subjective norms are norms that exist in the environment around the individual: the role of gender, family, close friends, and the experiences of surrounding individuals can have an influence on a person's entrepreneurial intentions. According to Pratana & Margunani (2019), an entrepreneur must have subjective norms to be enthusiastic and have strong confidence to start a business. Accordingly, students require family support in order to further develop their intentions and beliefs in entrepreneurship.

A person will become an entrepreneur only if there is a triggering factor. Fostering entrepreneurship intention, therefore, can be obtained by entrepreneurship education, in which, according to Farida & Nurkhin (2016), students will be provided with theories about entrepreneurship and entrepreneurial practices that will support them to become entrepreneurs. Entrepreneurship education is expected to increase students' entrepreneurial intentions and spirit, so that students will tend to go for an entrepreneurial career. Students are also equipped with theoretical foundations, knowledge, understanding, and abilities in relation to entrepreneurship. Entrepreneurship education is very important for entrepreneurial cadres. However, it does not mean that entrepreneurship education delivers entrepreneur-graduates (Anggraeni & Nurcaya, 2016).

Based on research by Pratana & Margunani (2019), subjective norms have a positive and significant effect on entrepreneurial intentions. This is different from the research conducted by Santoso & Oetomo (2017) which shows that there is no positive
and significant effect of subjective norms on entrepreneurial intentions. Regarding education, research by Wedayanti & Giantari (2016) shows that entrepreneurship education has a positive and significant influence on entrepreneurial intentions, but in contrast, Solesvik (2013b) found that there was no positive and significant effect of entrepreneurship education on entrepreneurial intentions. Previous research conducted by Saputri et al. (2016) shows that motivation has a positive and significant influence on interest in entrepreneurship, while research by Rosmiati et al. (2015) shows that motivation does not significantly affect the interest in entrepreneurship. The differences in the results of the studies indicate a research gap to fill in.

Entrepreneurship education provides understanding to students in preparing a business. The curriculum equips the students with knowledge and skills to run a business, so it will encourage them to complete entrepreneurship learning process. Entrepreneurship trainings as an effort at school level have been carried out in the form of product creating, in which the product is then marketed in the school environment so that students learn to become entrepreneurs. This is an implementation of the curriculum through the subjects of Craft and Entrepreneurship.

However, the information obtained during observations at SMK Kawung 1 Surabaya shows that there are very few of its graduates work as entrepreneurs, instead, most go for other careers. Based on the data obtained from school tracer studies, 15 percent of the 2019 and 2020 alumni became entrepreneurs. The lack of student enthusiasm for entrepreneurship is the reason for the researchers to see whether there is a significant influence of motivation on entrepreneurial intentions, subjective norms, and entrepreneurship education on entrepreneurial intentions. The researchers also want to know whether the programs that have been implemented as curriculum implementation have an impact or influence on students' entrepreneurial intentions. This study is to provide information about several factors that influence entrepreneurial intentions, which can guide the schools in making entrepreneurial programs that will be able to develop students' entrepreneurial intentions even higher.

The novelty of this study is the use of entrepreneurship education as a mediating variable. The relationship between the variables of motivation, subjective norms, and entrepreneurial intentions is further analysed in this study to determine the impact of implementing entrepreneurship programs organized by the vocational school on its students' entrepreneurial intentions. The implementation of comprehensive entrepreneurship education is expected to be able to mediate subjective norms on entrepreneurial intention.

The results of tests conducted by Wedayanti & Giantari (2016) show that education plays a role in mediating the effect of subjective norms on entrepreneurial intentions. This research is valuable since the subject area has not been much studied. Therefore, it is to examine "The Effect of Entrepreneurial Motivation and Subjective Norms on Entrepreneurial Intentions through Entrepreneurship Education". The
subject of the research is students majoring in OTKP at SMK Kawung 1 Surabaya. Theoretically, the results of this study can be utilized as study material in entrepreneurship education, as a reference for future research, and as a learning source in schools. The practical benefit of this research is that expected it can be a source of information and input in optimizing the role of entrepreneurship education during the learning process in schools.

**LITERATURE REVIEW AND HYPOTHESES FORMULATION**

**Entrepreneurial Motivation**

The Theory of Planned Behavior (TPB) suggests that internal factors in the form of motivation can influence entrepreneurial decisions: the stronger the entrepreneurship motivation, the greater the entrepreneurship intention is (Agusmiati & Wahyudin, 2019). Solesvik (2013b) maintains that motivation is an urge arising from a person to do something that interests him. Motivation is a drive within oneself to do something creative and innovative (Wardhani & Rachmawati, 2019). Entrepreneurial motivation is a student’s internal aspects that determines their success in becoming entrepreneurs (Agusmiati & Wahyudin, 2019). This implies that motivation is a drive that can increase a person's enthusiasm to carry out the desired activity.

According to Aidha (2016), entrepreneurship motivation is like fuel driving a machine, where sufficient motivation in entrepreneurship will induce entrepreneurial actions. Motivation also plays a role in influencing entrepreneurial intentions. High motivation can have an impact on a person's behavior and success. An entrepreneur of a new business is required to have motivation besides self-confidence, competence, skills and opportunities (Amadea & Riana, 2020). Therefore, if someone has an entrepreneurial intention, motivation is needed to do the business

**Subjective Norms**

Subjective norms are people's perceptions of social encouragement and pressure of whether an attitude should be displayed or not (Darmawan & Warmika, 2016). According to Ajzen (2011), subjective norms are defined as social incentives that a person gets when he chooses to become an entrepreneur. These include encouragement or rejection given to individuals by people who are considered important. Based on experts’ opinions, it can be concluded that subjective norms are encouragement from the closest people to individuals to give an influence on what will be carried out.

Based on the theory of planned behavior, subjective norms include social factors; An entrepreneur must have subjective norms so that they have more confidence and are eager to start a business (Pratana & Margunani, 2019). Subjective norms have a very important position in increasing entrepreneurial intentions, because
subjective norms are encouragement from significant others, namely parents, companions, friends, co-workers, or others, which in this context, is an impetus for entrepreneurship. According to Suprapti (2010) subjective norms are reflected in students’ feelings about how meaningful their role models (family, friends in class, or friends at work) are in approving or disapproving the actions they will take.

**Entrepreneurship Education**

Entrepreneurship education is a science that focuses on values, skills and attitudes in experiencing all kinds of life challenges (Alfiyan et al., 2019). According to Hamdani (2010), entrepreneurial-minded learning practices principles in shaping students' life skills through a curriculum that is integrated with the real world. That way, entrepreneurship education can be introduced through entrepreneurial values to shape personality and attitudes in the hope that students would be independent in their future work in business.

Entrepreneurship education can increase knowledge, shape mindsets, and change behavior to become an entrepreneur as a profession. According to Lestari & Wijaya (2012), several factors that can influence entrepreneurial learning are: changing students' views on becoming a true entrepreneur, changing students’ behavior toward a true entrepreneur, and changing students’ attitudes toward becoming a true entrepreneur. Entrepreneurship education must instill values of creativity to seize opportunities, as well as to implement skills and knowledge in entrepreneurship. Entrepreneurship education can equip students to build their entrepreneurial intention ability to open job vacancies for other people.

Alma (2013) mentions that entrepreneurship education aims to: 1) understand the characteristics and processes of entrepreneurship; 2) understand product planning and development; 3) analyze and identify business opportunities, foster creativity, and build organizations; 4) understand the basics of entrepreneurship. Entrepreneurship education also has a goal to influence a person's attitudes, behavior, values and intentions to understand a concept of independent business as a career that can be achieved in the community (Hasan, 2020). Therefore, there is a need for entrepreneurial education to support the implementation of entrepreneurship, foster entrepreneurial intentions, and prepare an independent business owner.

**Entrepreneurial Intention**

Entrepreneurial intention is defined as a desire to be able to create and carry out a business. Dusak & Sudiksa (2016) define entrepreneurial intention as a person's strong determination to start a business. Entrepreneurial intention also means a person's seriousness in carrying out an entrepreneurial activity that is planned and executed without delay, where the entrepreneurial activity is a career choice of making new products with economic value (Pratana & Margunani, 2019). Experts state that entrepreneurial intention incorporates several motivational factors that influence a person's behavior. A person's intention can show how hard a person makes an effort;
the intention also shows how much someone wants to execute plans; and the intention is most closely related to the behavior of what to do next (Lestari & Wijaya, 2012).

The seriousness of intentions must first be instilled in carrying out entrepreneurial actions because it precedes all attitudes and actions. According to Ajzen (2011) intentions are called motivational factors that can influence a person's behavior, an indication of how strong and hard a person is to try and how much effort a person expends in carrying out his behavior. The point is that the stronger the intention in entrepreneurship, the stronger the person will act in choosing to be entrepreneur. Intentions or interests in individuals are based on three things, namely thinking and understanding about something (cognitive), having feelings of pleasure (affective), and having a desire to act (conative) (Santoso & Oetomo, 2017). This means that someone who has the intention to become an entrepreneur cognitively has an understanding of the benefits, challenges, and risks that will occur and has a positive feeling about his choice and determination.

According to Alma (2013), to be an entrepreneur one must be prepared by having a resilient attitude as well as skills, because the more skills a person has and master, the stronger and higher the desire for entrepreneurship, and the more opportunities there will be in entrepreneurship.

**Relationship between Entrepreneurial Motivation and Entrepreneurial Intention**

Alfaruk (2017) and Wardhani & Rachmawati (2019) assert that an individual's persistence in achieving goals can have a big impact when starting a business. This means the greater the students’ motivation, the greater their entrepreneurial intention is. Strong motivation can drive students to achieve what they want by doing entrepreneurial activities; It also empower them and challenged them to achieve higher. SMK Kawung 1 Surabaya implements the concept by providing knowledge and understanding regarding opportunities for entrepreneurship to boost the students’ motivation and build a sense of desire in entrepreneurship. Another study conducted by Giantari & Ramantha (2019) on students of the Accounting Department, said that interest in entrepreneurship was positively and significantly influenced by motivation. Based on these studies, this research is to find out whether students’ motivation has the ability to influence entrepreneurial intentions. The hypothesis, therefore, is formulated as follows:

**H1:** Entrepreneurial motivation has a positive effect on entrepreneurial intentions.

**Subjective Norms Relationship and Entrepreneurial Intention**

Research results from Ridha et al. (2017) and Sampedro et al. (2014) show that encouragement from family and the surrounding environment will have a greater impact on someone who wants to be an entrepreneur. It can be interpreted that the
The effect of entrepreneurship motivation and ….(Safitri, Nugraha)

higher the subjective norms, the greater the entrepreneurial is. Students will have a desire to become entrepreneurs when they are influenced by the people around them, or they believe that the people around them will fully support what they are going to do. Meanwhile, other research conducted by Darmawan & Warmika (2016) also shows that subjective norms have a positive and significant influence on entrepreneurial intentions. The implementation of subjective norms at the school is through peer encouragement and teacher’s encouragement to students during entrepreneurship learning process to enhance entrepreneurial intentions.

Based on the research results and the implementation at school, the research hypothesis proposed is:

**H2:** Subjective norms have a positive effect on entrepreneurial intentions.

**Relationship between Entrepreneurship Education and Entrepreneurial Intention**

The results of the research by Adu *et al.* (2020) and Paray & Kumar (2020) show education has a positive and significant influence on entrepreneurial intentions, which means that good entrepreneurship education at school can affect students’ entrepreneurial intentions. An understanding of entrepreneurship before going directly to start a business is important in increasing entrepreneurial intentions. This is because with good insights, students will be able to anticipate the risks. A study by Indriyani & Margunani (2019) explains that interest in entrepreneurship is positively and significantly influenced by entrepreneurship education. The application of entrepreneurship education at SMK Kawung 1 Surabaya is oriented to the aspects of knowledge and entrepreneurial skills through the subjects of Craft and Entrepreneurship. Each student is expected to fulfill the basic competence content which consists of knowledge and skill abilities as measured by the achievement of competency indicators. These abilities include an understanding of entrepreneurship, opportunity analysis, cost analysis, product prototype development and business planning preparation. Based on the two research results and the application above, the researcher proposes a hypothesis which is used to see entrepreneurial intentions that are influenced by entrepreneurship education, as follows:

**H3:** Entrepreneurship education has a positive effect on entrepreneurial intentions.

**Relationship between Subjective Norms and Entrepreneurship Education**

Research by Ahmed *et al.* (2017) and Wedayanti & Gantari (2016), show that encouragement from the closest people will have a significant influence on someone’s desire to deeply understand entrepreneurship. This implies that the higher the subjective norms felt by students, the better the entrepreneurship education run by
students. The importance of social encouragement from the closest people, one of which is the family, will encourage students to be more enthusiastic and willing involved in the entrepreneurship learning process, so that they will be able to increase entrepreneurial intentions and minimize the risks in their future business. To increase students’ desire to learn entrepreneurship, the school provides understanding of the importance of entrepreneurship education that can be used to sharpen talents and skills to increase economic opportunities and will also bring great benefits to their lives. Meanwhile, based on research from Prabandari & Sholihah (2015) the results also say that subjective norms have a positive and significant effect on entrepreneurship education, so that the hypothesis can be obtained as follows:

**H4**: Subjective norms have a positive effect on entrepreneurship education.

**Relationship of Entrepreneurship Education, Subjective Norms and Entrepreneurial Intentions**

Research by Wedayanti & Giantari (2016) shows that entrepreneurship education significantly mediates the effect of subjective norms on entrepreneurial intentions. In other words, subjective norms have an influence on entrepreneurial intentions when mediated by entrepreneurship education. Entrepreneurship education has a very important role in determining students' entrepreneurial intentions. The school implements this by encouragement and building students’ confidence to take entrepreneurship education. This entrepreneurship education provides knowledge and skills through group assignments to understand entrepreneurial concepts and prepare business plans to enhance students’s interest in entrepreneurship. This is done as students’ interest in entrepreneurship is influenced by subjective norms as well as understanding of both the concept and practice of entrepreneurship through the learning process in Craft and Entrepreneurship subject. Therefore, the hypothesis in this study is proposed as follows:

**H5**: Entrepreneurship education mediates the influence of subjective norms on entrepreneurial intentions.

**Research Model**

Persistence in self-improvement has an important role in one’s achievements, and motivation is needed in determining one's goals, including in carrying out entrepreneurial activities. Someone will strive to achieve goals with the support of the family environment and with the provision of insight and knowledge of entrepreneurship through entrepreneurship education to succeed in his/her future business. Based on this description, the research is illustrated in the following model:
RESEARCH METHODS

This research was conducted at SMK Kawung 1 Surabaya from October to November 2020. This study uses a quantitative approach, in which the calculation uses statistical formulas and the research data are in the form of numbers. This method is also used for research on a particular population or sample that aims to explain and test the established hypothesis (Sugiyono, 2017). The total population is 198 students taken from Classes XI and XII who have taken entrepreneurship education, with a sample of 132 students. Samples were determined by probability sampling technique using the Slovin formula and were selected by simple random sampling, that is by looking at the whole population as having no strata (Sugiyono, 2017). The questionnaire in this study was adapted from Hassan (2020b); Heuer & Kolvereid (2014) and Solesvik (2013b). In this study, the operationalization of constructs, dimensions, and indicators are presented in Tables 7, 8, 9, and 10 (Appendix).

The data collection was by distributing questionnaires to students of Office Automation Management. As stated in the model, the study applied 1 endogenous (dependent) variable, namely the entrepreneurial intention (Y), 2 exogenous (independent) variables, namely entrepreneurial motivation (X1), and subjective norms (X2), and 1 intervening variable (mediation), namely entrepreneurship education (Z).

The data analysis used in this research is the Structural Equational Modeling-Partial Least Square (SEM-PLS) method; The software used is SmartPLS version 3.0. PLS is one of the alternative SEM methods that can be used in overcoming a problem in the relationship and the small number of samples and the use of reflexive make PLS more suitable to be selected compared to other analytical tools. This study uses 2 PLS calculation stages models, namely the Measurement Model (Outer Model) and the
structural model (Inner Model). The Outer Model is used to determine if the measurements used are suitable for use as a measuring tool (valid and reliable) while the Inner Model is used to determine if the structural model formed is strong and accurate (Urbach & Ahlemann, 2010).

**ANALYSIS AND DISCUSSION**

**Respondent Interpretation**

This research was conducted on students of Office Governance Automation at SMK Kawung 1 Surabaya. The total number of questionnaires distributed was 132 and returned 100 percent. The information below shows the characteristics of the respondents in this study.

<table>
<thead>
<tr>
<th>Class</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year XI</td>
<td>58</td>
<td>43.9</td>
</tr>
<tr>
<td>Year XII</td>
<td>74</td>
<td>56.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>132</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Primary data, 2020

Table 1 above shows that 56 percent of respondents are dominated by Year XII.

**Measurement Model (Outer Model)**

**Validity Test**

The validity and reliability test used a measurement model. This study uses reflective indicators, so that the validity test uses convergent validity and discriminant validity. Then the reliability test uses composite reliability and Cronbach's alpha.

In testing the convergent validity, the loading factor or outer loading values are used. The indicator matches convergent validity if the value of the outer loading or loading factor is > 0.7 (Hair *et al*., 2011). Based on the outer loading in Figure 2, it can be seen that each item of the latent variable outer loading exceeds 0.7. So that all items are confirmed to be valid and feasible to be analyzed further.

However, before all loading factors showed an outer loading value > 0.7 or what was said to be valid, it was found that there were several items that did not meet a value > 0.7, namely the item X1_1 with a value of 0.599, item X1_2 with a value of 0.656, item X1_3 with a value of 0.652, item Z_1 with a value of 0.699, item Z_2 with a value of 0.655, item Y_1 with a value of 0.221, and item Y_6 with a value of 0.654. These items were then deleted, and therefore Figure 2 was generated with all items valid or fit.
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Next is the discriminant validity test using the cross loading value. Discriminant validity can be claimed when the value of the cross loading item on the variable is greater than the other variables (Hair et al., 2011). The results obtained on cross loading show that all items used in this study have good discriminant validity.

Reliability Test

<table>
<thead>
<tr>
<th>Variable</th>
<th>Composite Reliability</th>
<th>Cronbach’s alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entrepreneurship Motivation</td>
<td>0.913</td>
<td>0.808</td>
</tr>
<tr>
<td>Subjective Norms</td>
<td>0.862</td>
<td>0.801</td>
</tr>
<tr>
<td>Entrepreneurship Education</td>
<td>0.881</td>
<td>0.797</td>
</tr>
<tr>
<td>Entrepreneurship Intention</td>
<td>0.877</td>
<td>0.812</td>
</tr>
</tbody>
</table>

Source: Primary data, 2020

Next is reliability testing by looking at the composite reliability value, reinforced by Cronbach's alpha value. The results in Table 2 show that the composite reliability and Cronbach's alpha values for each variable are > 0.7. This means that each variable has met the requirements for composite reliability and Cronbach's alpha (Henseler et al., 2015), which also means that each variable is reliable.

Structural Model (Inner Model)

<table>
<thead>
<tr>
<th>Variable</th>
<th>R-Square</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entrepreneurship Intention</td>
<td>0.560</td>
</tr>
<tr>
<td>Entrepreneurship Education</td>
<td>0.223</td>
</tr>
</tbody>
</table>

Source: Primary data, 2020
Table 3 shows that the R-Square value in the entrepreneurial intention variable (Y) is obtained at 0.560. The R-Square value indicates that 56 percent of the entrepreneurial intention variable is influenced by the motivational variable (XI) and subjective norms (X2), and 44 percent by other variables outside this research model. And the value of R-Square on the entrepreneurship education variable (Z) was obtained at 0.223. This means that 22.3 percent of the variable is influenced by subjective norms (Z), and the remaining 77.7 percent by other variables outside this research model.

The study of the inner model takes into account the value of $Q^2$ by using the following formula (Urbach & Ahlemann, 2010).

$$Q^2 = 1 - (1-R_1^2)(1-R_2^2)$$

$$Q^2 = 1 - (1-0.560)(1-0.223)$$

$$Q^2 = 1 - (0.44)(0.767)$$

$$Q^2 = 0.663$$

The $Q^2$ value is 0.663, meaning that the data diversity in the research described by the structural model is 66.3 percent, and 33.7 percent outside the model. This result indicates that the structural model or what is known as the inner model in this research is good because it is close to the value of 1.

### Table 4

<table>
<thead>
<tr>
<th>Variable</th>
<th>AVE Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entrepreneurship Motivation</td>
<td>0.839</td>
</tr>
<tr>
<td>Subjective Norms</td>
<td>0.556</td>
</tr>
<tr>
<td>Entrepreneurship Education</td>
<td>0.711</td>
</tr>
<tr>
<td>Entrepreneurship Intention</td>
<td>0.641</td>
</tr>
</tbody>
</table>

Source: Primary data, 2020

Then the GoF (Goodness of Fit) value is determined using the formula according to Tenenhaus in Urbach & Ahlemann (2010), as follows:

$$GoF = \sqrt{AVE \times R^2}$$

$$GoF = \sqrt{0.68675 \times 0.3915}$$

$$GoF = \sqrt{0.269}$$

$$GoF = 0.52$$

If the value of $R^2$, $Q^2$ and GoF is less than 0.1, it is said to be not robust and cannot be continued for hypothesis testing (Urbach & Ahlemann, 2010). The test results indicate that the value of $R^2$, $Q^2$ and GoF in this study is > 0.3, so the hypothesis test can be done.
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Table 5
Square Root of AVE and Correlations Among All Constructs in The Model

<table>
<thead>
<tr>
<th>Latent Variable</th>
<th>X1</th>
<th>Y</th>
<th>Z</th>
<th>X2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entrepreneurship Motivation (XI)</td>
<td>0.916</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Entrepreneurship Intention (Y)</td>
<td>0.625</td>
<td>0.800</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Entrepreneurship Education (Z)</td>
<td>0.420</td>
<td>0.572</td>
<td>0.843</td>
<td></td>
</tr>
<tr>
<td>Subjective Norms (X2)</td>
<td>0.530</td>
<td>0.609</td>
<td>0.472</td>
<td>0.475</td>
</tr>
</tbody>
</table>

Source: Primary data, 2020

Finally, the Fornell-Larcker Criterion shows that all diagonal values representing the square root of the AVE are higher than the correlations linking one factor to another as recommended by Fornell & Larcker (1981). Table 5 shows that the results establish discriminant validity of the research data. It was concluded that the measurement model showed acceptable psychometric properties so that further analysis could be carried out.

Results and Discussion

Structural model used for hypothesis testing on research variables was by looking at the P-Value and T-statistic values. When the T-statistic value is >1.96 then it can be said if it has a significant effect (Hair et al., 2011). The hypothesis test results are presented in Table 6 showing the P-Value and T-statistic values.

Table 6
Path Coefficient

<table>
<thead>
<tr>
<th>Variable (→)</th>
<th>Original sample (O)</th>
<th>T-statistic</th>
<th>P-Value</th>
<th>Significance</th>
<th>Determination</th>
</tr>
</thead>
<tbody>
<tr>
<td>X1 → Y</td>
<td>0.352</td>
<td>4.163</td>
<td>0.000</td>
<td>Significant</td>
<td>Accepted</td>
</tr>
<tr>
<td>X2 → Y</td>
<td>0.286</td>
<td>3.182</td>
<td>0.002</td>
<td>Significant</td>
<td>Accepted</td>
</tr>
<tr>
<td>Z → Y</td>
<td>0.289</td>
<td>3.484</td>
<td>0.001</td>
<td>Significant</td>
<td>Accepted</td>
</tr>
<tr>
<td>X2 → Z</td>
<td>0.472</td>
<td>6.525</td>
<td>0.000</td>
<td>Significant</td>
<td>Accepted</td>
</tr>
<tr>
<td>X2 → Z → Y</td>
<td>0.137</td>
<td>2.921</td>
<td>0.004</td>
<td>Significant</td>
<td>Accepted</td>
</tr>
</tbody>
</table>

Source: Primary data, 2020

The values indicated in the T-statistic column shows that the influence of the X1 variable on Y has a value of 4.163 > 1.96 and a P-Value of 0.000 < 0.05. The value in the original sample is 0.352, indicating a positive effect. This proves that entrepreneurial motivation has a significant positive effect on entrepreneurial intentions, so H1 is accepted. Thus, entrepreneurial motivation is needed by students in increasing the entrepreneurial intention of students of the OTKP Department at SMK Kawung 1 Surabaya. Motivation in increasing entrepreneurial intention derives from oneself.

As seen the T-statistic column, the influence of the X2 variable on Y has a value of 3.182 > 1.96 and a P-Value of 0.002 < 0.05. The value in the original sample is 0.289, indicating a positive effect. This proves that subjective norms have a significant positive effect on the entrepreneurial intentions of students of the OTKP
Department at SMK Kawung 1 Surabaya, so H2 is accepted. This means that subjective norms have a significant influence in increasing students' entrepreneurial intentions. This also implies the higher the subjective norms are, the higher the entrepreneurial intention is.

The T-statistic column also shows that the influence of the Z variable on Y has a value of 3.484 > 1.96 and a P-Value of 0.001 < 0.05. The value in the original sample is 0.286, meaning positive. This confirms that entrepreneurship education has a significant positive effect on the entrepreneurial intentions of students of the OTKP Department at SMK Kawung 1 Surabaya, so H3 is accepted. This indicates the better the entrepreneurship education obtained by students, the higher the entrepreneurial intention of the students.

Next, Table 6 displays that the effect of X2 on Z has a value of 6.525 > 1.96 and a P-Value of 0.000 < 0.05. The value in the original sample is 0.472 which means it is positive. This justifies that subjective norms have a significant positive effect on entrepreneurial education for students of the OTKP Department at SMK Kawung 1 Surabaya, so H4 is accepted. This means the greater the subjective norms obtained by students, the greater the intention to carry out student entrepreneurship education. This implies that the closest people’s perceptions and encouragement to students enable the students to follow the recommendation to implement and participate in entrepreneurship education.

Further, it is shown in Table 6 that the influence of the X2 variable on Y through the mediating variable Z has a value of 2.291 > 1.96 and a P-Value of 0.004 < 0.05. The value in the original sample is 0.137, meaning positive. This confirms that entrepreneurship education is able to significantly mediate the influence of subjective norms on the entrepreneurial intentions of OTKP students at SMK Kawung 1 Surabaya, so H5 is accepted.

**Relationship between Entrepreneurial Motivation and Entrepreneurial Intention**

Students’ internal motivation evokes enthusiasm and confidence in entrepreneurship. On the contrary, low motivation can affect the sense of intention to become an entrepreneur. In this study the results are in accordance with the theory in the Theory of Planned Behavior put forward by Agusmiati & Wahyudin (2019), that motivation as a person’s internal factor can influence entrepreneurial decisions, which means the greater the entrepreneurial motivation, the stronger the intention to be an entrepreneur. Aidha (2016) also supports the results of this study, where motivation has a very important role in entrepreneurship, because motivation is considered as a driving force to becoming an entrepreneur. Therefore, sufficient motivation in entrepreneurship will drive students to take actions in entrepreneurship.

The results of this study confirms the results of previous research by Aidha (2016) and Saputri et al. (2016), which stated that motivation has a positive and significant effect on the interest in entrepreneurship. It also confirms the research by
Wardhani & Rachmawati (2019), which shows that entrepreneurial motivation positively and significantly shapes the entrepreneurial interest of IKIP PGRI Jember students.

**Relationship between Subjective Norms and Entrepreneurial Intention**

The role of family, friends, closest people, and previous experiences make great impact on the desire for entrepreneurship of OTKP students at SMK Kawung 1 Surabaya. These people’s beliefs can stimulate the students’ intention; Students will have a desire in entrepreneurship if they are influenced and supported by the surrounding people. This is demonstrated by the results of this study, where subjective norms have a significant positive influence on entrepreneurial intentions. The Theory of Planned Behavior states that entrepreneurs must have subjective norms, because through their beliefs, they will be more enthusiastic to start a business (Pratana & Margunani, 2019). Therefore, subjective norms can influence students' entrepreneurship intentions. (Ajzen's (2011) theory, in which subjective norms are used as influential people’s support in one’s determination to be entrepreneurs, implies that the stronger the inner drive, the greater the chance that the students will prefer to become entrepreneurs (Lejap et al., 2020).

The results of this research supports the studies by Darmawan & Warmika (2016) and Ma’sumah & Pujjati (2018), which show that subjective norms have a positive and significant influence on entrepreneurial intentions. The results of another study conducted by Sun et al. (2017) show that subjective norms have a positive and significant effect on entrepreneurial intentions of Engineering students at Hong Kong University.

**Relationship between Entrepreneurship Education and Entrepreneurial Intention**

The research results explain that entrepreneurship education at schools greatly influences the students’ intention. Therefore, entrepreneurship education at school should be motivating and providing knowledge and theory about entrepreneurship. Schools must consider the existing entrepreneurship education as a means to train, teach and provide students with entrepreneurial skills, as well as motivate the students to have the desire to choose entrepreneurship as a future career. The results of this study is in accordance with the results of the theory put forward by Alma (2013), which maintains that entrepreneurship education has a goal that provides more knowledge related to entrepreneurship so that it can foster students' entrepreneurial intentions, and can prepare the students to implement entrepreneurship. Therefore, entrepreneurship education is needed by students to increase knowledge about entrepreneurship. Hamdani (2010) (in Safitri & Rustiana, 2016) mentions that entrepreneurship education provides the practice of principles that shape students’ skills. This is implemented to prepare the students to be independent business creators.

Further, this research results also support the studies conducted by Indriyani &
Margunani (2019); Paray & Kumar (2020), asserting that entrepreneurship education has a positive and significant influence on entrepreneurial intentions. Research carried out by Otache et al. (2020) also states that entrepreneurship education has a positive and significant effect on entrepreneurial intentions. Likewise, Dusak & Sudiksa (2016), reveal that entrepreneurship education has a positive and significant effect on entrepreneurial intentions of students of the Faculty of Economics, Tabanan University.

**Relationship between Subjective Norms and Entrepreneurship Education**

The results of this study are in line with the results found by Wedayanti & Giantari (2016), that the greater the individual's motivation to adopt suggestions of people closest to him, the higher his intention is to take and participate in entrepreneurship education. Therefore, encouragement from other people is needed by students to further increase their enthusiasm to participate in entrepreneurship education in schools. Heuer & Kolvereid (2014) maintain that the environment can influence a perception and belief of students to participate in entrepreneurship education. The encouragement of parents, teachers, closest friends and the surrounding community can boost students’ confidence and enthusiasm to participate in entrepreneurship education at schools so as to broaden their entrepreneurship knowledge.

The results of this study are in line with previous research conducted by Wedayanti & Giantari (2016), which found that subjective norms had a significant positive effect on student entrepreneurship education. Other research conducted by Ahmed et al. (2017) and Prabandari & Sholihah (2015) claim that subjective norms have a positive and significant influence on entrepreneurship education.

**Relationship of Entrepreneurship Education, Subjective Norms and Entrepreneurial Intentions**

This study proves that subjective norms influences entrepreneurship education and students’entrepreneurial intentions. However, regarding H5 in this research model, it was found that the indirect effect of variable X2 (subjective norms) on Y (entrepreneurial intentions) through the mediating variable Z (entrepreneurship education) is less than the direct effect. This is because the partial mediation type was produced in this study, meaning that subjective norms affect students’ entrepreneurial intentions directly. By entrepreneurship education, students can understand the elements of starting a business and the concept of risks, which may reduce entrepreneurial intentions, therefore, encouragement from the family and the surrounding environment is needed to strengthen their intentions.

This study reveals that obtaining subjective norms from closest people does not naturally induce students’ entrepreneurial intention. However, the entrepreneurial intention certainly goes hand in hand with the knowledge that has been obtained in entrepreneurship education. When subjective norms increase, entrepreneurship
education will also increase, and when entrepreneurship education increases, students' entrepreneurial intentions will increase. This is demonstrated through the completion of basic entrepreneurship competencies in curriculum content as well as entrepreneurship programs such as Entrepreneurs for Student Success (ESS) held annually by the school. The results of this study support Wedayanti & Giantari (2016), who explain that in obtaining information and entrepreneurship education, subjective norms can be referred to as the main factor in increasing entrepreneurial intentions. Subjective norms can be measured using a subjective norm scale through indicators of confidence in encouragement by family to start a business, belief in encouragement by someone who is considered important, belief in encouraging friends to become entrepreneurs, so that students are more motivated in entrepreneurship education and intentions to become entrepreneurs. This study also confirms previous research conducted by Wedayanti & Giantari (2016), that entrepreneurship education mediates the effect of subjective norms on entrepreneurial intentions of students of the Faculty of Business Economics, Udayana University.

CONCLUSION, LIMITATIONS, AND SUGGESTIONS

Based on the results and discussion of the study, it can be concluded that entrepreneurial motivation, subjective norms, and entrepreneurship education have a significant positive effect on the entrepreneurial intentions of OTKP students at SMK Kawung 1 Surabaya. Subjective norms have a positive effect on student entrepreneurship education, and entrepreneurship education significantly mediates the effect of subjective norms on entrepreneurial intentions. However, the indirect effect of subjective norms mediated by entrepreneurship education is smaller than the direct effect of subjective norms on entrepreneurial intentions. This is because students’ increased awareness of business risks will lower their entrepreneurial intentions. On the other hand, receiving support and encouragement from closest people without obtaining previous entrepreneurship education can strengthen entrepreneurial intention.

The implication of the research implemented by SMK Kawung 1 Surabaya is to further increase the provision of seminars/workshops related to entrepreneurship which is named ESS "Entrepreneur for students for success" by inviting successful young entrepreneurs who are able to inspire students in an effort to increase students' intentions to become entrepreneurs. The research also suggests organizing product creations among students, and facilitating the product marketing within the school environment or through entrepreneurship exhibitions. Teachers can motivate the students and build their intentions to become entrepreneurs. Teachers can also design effective learning strategies related to entrepreneurship education, which are not only related to entrepreneurship theory, but are also those oriented towards entrepreneurship practice.
The first limitation of this research is that the samples taken were not evenly distributed; They were obtained more from Class XII than from Class XI. Secondly, data were gathered only by e-form due to the impact of the covid-19 pandemic, where direct interaction with students was not allowed. Thirdly, entrepreneurial intentions are influenced by other variables not explained in this study, such as financial factor. Considering the phenomenon that there are still many unemployed SMK graduates, further research can add variables such as monetary/financial, and increase the number of samples from several schools, classes, and majors.

This study suggests that entrepreneurship education in schools be carried out in an attractive manner to enhance students’ enthusiasm to become entrepreneurs. It is also recommended that training related to entrepreneurship be held. Teachers are to build students’ confidence and improve students’ self-motivation for entrepreneurship by giving structured assignments both individually and in groups on how to develop a business plan, which will then be exhibited through school activities, because building students’ entrepreneurial motivation to students will foster their entrepreneurial intentions.

REFERENCES


The effect of entrepreneurship motivation and ….(Safitri, Nugraha)


### APPENDIX

#### Table 7
**Construct, Dimensions, and Indicators of Motivation**

<table>
<thead>
<tr>
<th>Construct</th>
<th>Dimension</th>
<th>Indicator</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>(X1)</td>
<td>Business investment as a career</td>
<td>Investing in small or medium sized business as a preferred career</td>
<td>X1_1</td>
</tr>
<tr>
<td>(Solesvik, 2013)</td>
<td>Being an entrepreneur to become self-governed and self-reliant</td>
<td>Wanting to start a business to become self-governed and self-reliant</td>
<td>X1_2</td>
</tr>
<tr>
<td></td>
<td>Having business ideas</td>
<td>Wanting to run a business to realize a business idea</td>
<td>X1_3</td>
</tr>
<tr>
<td></td>
<td>Improving financial ability by entrepreneurship</td>
<td>Wanting to be an entrepreneur to improve financial ability</td>
<td>X1_4</td>
</tr>
<tr>
<td></td>
<td>Motivation for success</td>
<td>Wanting to start a business to achieve success</td>
<td>X1_5</td>
</tr>
</tbody>
</table>

Source: Solesvik, 2013

#### Table 8
**Construct, Dimensions, and Indicators of Subjective Norms**

<table>
<thead>
<tr>
<th>Construct</th>
<th>Dimension</th>
<th>Indicator</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>(X2)</td>
<td>Family’s suggestions on entrepreneurship</td>
<td>My family suggested I become an entrepreneur.</td>
<td>X2_1</td>
</tr>
<tr>
<td>(Heuer &amp; Kolvereid, 2014b)</td>
<td>Advice from closest and important persons to become an entrepreneur</td>
<td>My closest friend recommended me to start a business.</td>
<td>X2_2</td>
</tr>
<tr>
<td></td>
<td>Encouragement of closest people to have a business</td>
<td>I get support from my teacher to run a business.</td>
<td>X2_3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>My parents are very supportive of my decision to start a business.</td>
<td>X2_4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>X2_5</td>
</tr>
</tbody>
</table>

Source: Heuer & Kolvereid, 2014

#### Table 9
**Construct, Dimensions, and Indicators of Entrepreneurship Education**

<table>
<thead>
<tr>
<th>Construct</th>
<th>Dimensions</th>
<th>Indicators</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Z)</td>
<td>Learning to increase entrepreneurial desire</td>
<td>Entrepreneurship and pre-employment education encourges me to be entrepreneurial.</td>
<td>Z_1</td>
</tr>
<tr>
<td>(Hassan, 2020)</td>
<td>How to understand business opportunities</td>
<td>Entrepreneurship and pre-employment education makes me understand business opportunities in the surrounding environment.</td>
<td>Z_2</td>
</tr>
<tr>
<td></td>
<td>Developing leadership spirit</td>
<td>Entrepreneurship and pre-employment education develops my leadership spirit.</td>
<td>Z_3</td>
</tr>
<tr>
<td></td>
<td>Creativity learning</td>
<td>The entrepreneurship and pre-employment education that I got has made me more creative.</td>
<td>Z_4</td>
</tr>
<tr>
<td></td>
<td>Learning of generating innovation</td>
<td>The entrepreneurship and pre-employment education that I got has brought innovation to myself.</td>
<td>Z_5</td>
</tr>
</tbody>
</table>

Source: Hassan, 2020
### Table 10

Construct, Dimensions, and Indicators of *Entrepreneurial Intention*

<table>
<thead>
<tr>
<th>Construct (Y)</th>
<th>Dimension</th>
<th>Indicators</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selection of preferred activities</td>
<td>I prefer activities that are not tied to boring routines.</td>
<td>Y_1</td>
<td></td>
</tr>
<tr>
<td>Future goals</td>
<td>My goal is to become an entrepreneur.</td>
<td>Y_2</td>
<td></td>
</tr>
<tr>
<td>Determination to be an entrepreneur</td>
<td>I am determined to start a business in the future.</td>
<td>Y_3</td>
<td></td>
</tr>
<tr>
<td>Serious consideration to become an entrepreneur</td>
<td>I have considered and am serious of becoming an entrepreneur.</td>
<td>Y_4</td>
<td></td>
</tr>
<tr>
<td>Desire for better finances</td>
<td>I want to get a better income.</td>
<td>Y_5</td>
<td></td>
</tr>
<tr>
<td>Career selection</td>
<td>I prefer being an entrepreneur to working for other people.</td>
<td>Y_6</td>
<td></td>
</tr>
</tbody>
</table>

Source: Heuer & Kolvereid, 2014
The effect of entrepreneurship motivation and ...(Safitri, Nugraha)