CHAPTER IV

DATA ANALYSIS AND DISCUSSION

This chapter presents research results after all the necessary data have been collected and tested. The test results are information that is used to determine whether the hypothesis stated is acceptable or not. The presentation of analysis and discussion here is divided into five parts. The first part is the result of data collection that explains the data that is ready to be analysed which are the data obtained from students of the Faculty of Business and Economics at the Islamic University of Indonesia. Second part is the description of the respondents in this study. Third, is the test results such as validity test, reliability test, and classic assumption test. The last, is the discussion of the results of the research with the hypothesis of the test.

4.1. Data Collection Results

In this study, the researcher collected research data by distributing questionnaires in the form of Google forms to respondents, namely active students of the Faculty of Business and Economics at the Islamic University of Indonesia, in the academic year of 2014 until 2019. The researcher determined the number of samples using the Slovin formula, namely:

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

$$n = \frac{4{,}649}{1 + 4{,}649\ (0,05)^{2}}$$

$$n = 358 \text{ samples}$$

From the slovin formula, the researcher determined the minimum sample of 358 respondents out of a total of 4,649 active students in 2019. The data were obtained from the Office of International Affairs at the Islamic University of Indonesia.

The questionnaire in this study was distributed directly using Google form in which the researcher obtained 369 respondents. Eleven respondents did not fit the sample criteria previously described. As a result, there are 358 respondents left. The researcher used 358 respondents in accordance with the number of samples that have been determined using the Slovin formula. The distribution is shown in table 4.1.

Table 4.1: Data Collection Results

Information	Amount
Total questionnaires collected from Google Form	369
The questionnaire that does not fit the sample criteria	11
Processed questionnaire	358

Source: Primary Research Data 2019

4.2. Descriptive Analysis

4.2.1. Respondent's Characteristics

Group of Respondents by Class

Table 4.2: Group of Respondents by Class

No	Class	Amount	Percentage (%)
1	2014	22	6.1
2	2015	98	27.4
3	2016	69	19.3
4	2017	55	15.4
5	2018	60	16.8
6	2019	54	15.1
Total		358	100.0

Source: Primary Research Data 2019

Based on table 4.2, the total number of the respondents is 358. They are 22 students or 6,1% from 2014 academic year, 98 students or 27,4% from 2015 academic year, 69 students or 19,3% from 2016 academic year, 55 students or 15,4% from 2017 academic year, 60 students or 16,8% from 2018 academic year, and 54 students or 15,1% from 2019 academic year. From this table, it can be seen that the majority of the respondents came from year 2015 students.

Group of Respondents by Business Ownership

Table 4.3: Group of Respondents by Business Ownership

No	Information	Amount	Percentage (%)
1	Have a Business	56	15.6
2	Doesn't have a Business	302	84.4
	Total	358	100.0

Source: Primary Research Data 2019

4.2.2. Research Variables

Table 4.4: Research Variables

No	Variable	Sample	Minimum	Maximum	Mean
1	Autonomy (X1)	358	1.00	4.67	2.37
2	Challenge (X2)	358	1.00	5.00	2.36
3	Wealth Accumulation (X3)	358	1.00	5.00	2.28
4	Workload Avoidance (X4)	358	1.00	5.00	2.31
5	Subjective Norm (X5)	358	1.00	5.00	2.45
6	Perseverance (X6)	358	1.00	5.00	2.29
7	Creativity (X7)	358	1.00	5.00	2.44
8	Entrepreneurship Alertness (X8)	358	1.00	5.00	2.35
9	Self-efficacy (X9)	358	1.00	5.00	2.26

Source: Primary Research Data 2019

a) Autonomy

From the data stated in table 4.4, it can be seen that the responses of 358 respondents on average have a high assessment of autonomy, which is indicated by an average value of 2.37. The questionnaire assessed the autonomy of entrepreneurial intentions by students The data show that, the average respondent answers to number 2, which is Agree. Therefore, it can be said that the average respondent agree with each question in the questionnaire related to autonomy. It can also be concluded that the average of FE UII students are interested in autonomy on entrepreneurial intentions.

b) Challenge

From the data stated in table 4.4, it can be seen the responses of 358 respondents on average have a high assessment of challenge, which is indicated by an average value of 2.36. The questionnaire assessed the challenge on entrepreneurial intentions by students, the average respondent answers to number 2, which is Agree. Therefore, it can be said that the average respondent agrees with each question in the questionnaire related to challenge It can also be concluded that the average of FBE UII students are interested in challenges on entrepreneurial intentions.

c) Wealth Accumulation

From the data stated in table 4.4, it can be seen the responses of 358 respondents on average have a high assessment of wealth accumulation, which is indicated by an average value of 2.28. The questionnaire assessed the wealth accumulation on entrepreneurial intentions by students, the average respondent answers to number 2, which is Agree. Therefore, it can be said that the average respondent agrees with each question in the questionnaire related to wealth accumulation It can also be concluded that the average of FBE UII students are interested in wealth accumulation on entrepreneurial intentions.

d) Workload Avoidance

From the data stated in table 4.4, it can be seen the responses of 358 respondents on average have a high assessment of workload avoidance, which is indicated by an average value of 2.31. The questionnaire assessed the workload avoidance on entrepreneurial intentions by students, the average respondent answers to number 2, which is Agree. Therefore, it can be said that the average respondent agrees with each question in the questionnaire related to workload avoidance It can also be concluded that the average of FE UII students are interested in workload avoidance on entrepreneurial intentions.

e) Subjective Norm

From the data stated in table 4.4, it can be seen the responses of 358 respondents on average have a high assessment of subjective norm, which is indicated by an average value of 2.45. The questionnaire assessed the subjective norm on entrepreneurial intentions by students, the average respondent answers to number 2, which is Agree. Therefore, it can be said that the average respondent agrees with each question in the questionnaire related to subjective norm. It can also be concluded that the average of FBE UII students are interested in subjective norm on entrepreneurial intentions.

f) Perseverance

From the data stated in table 4.4, it can be seen the responses of 358 respondents on average have a high assessment of perseverance, which is indicated by an average value of 2.29. The questionnaire assessed is the perseverance on entrepreneurial intentions by students, the average respondent answers to number 2, which is Agree. Therefore, it can be said that the average respondent agrees with each question in the questionnaire related to perseverance. It can also be concluded that the average of FBE UII students are interested in perseverance on entrepreneurial intentions.

g) Creativity

From the data stated in table 4.4, it can be seen the responses of 358 respondents on average have a high assessment of creativity, which is indicated by an average value of 2.44. The questionnaire assessed the creativity on entrepreneurial intentions by students, the average respondent answers to number 2, which is Agree. Therefore, it can be said that the average respondent agrees with each question in the questionnaire related to creativity. It can also be concluded that the average of FBE UII students are interested in creativity on entrepreneurial intentions.

h) Entrepreneurship Alertness

From the data stated in table 4.4, it can be seen the responses of 358 respondents on average have a high assessment of entrepreneurship alertness, which is indicated by an average value of 2.35. The questionnaire assessed the entrepreneurship alertness on entrepreneurial intentions by students, the average respondent answers to number 2, which is Agree. Therefore, it can be said that the average respondent agrees with each question in the questionnaire related to entrepreneurship alertness. It can also be concluded that the average of FBE UII students are interested in entrepreneurship alertness on entrepreneurial intentions.

i) Self-efficacy

From the data stated in table 4.4, it can be seen the responses of 358 respondents on average have a high assessment of self-efficacy, which is indicated by an average value of 2.26. The questionnaire assessed the self-efficacy on entrepreneurial intentions by students, the average respondent answers to number 2, which is Agree. Therefore, it can be said that the average respondent agrees with each question in the questionnaire related to self-efficacy. It can also be concluded that the average of FBE UII students are interested in self-efficacy on entrepreneurial intentions.

4.3. Test Results of Validity and Reliability

4.3.1. Validity Test

In this research, the researcher did the vailidity and reliability test. The results of the tests are presented in the table 4.5 and 4.6

Table 4.5: Question Distribution Based on Variables

No.	Variable	Amount
1	Autonomy (X1)	3
2	Norma Subjektif (X2)	3
3	Wealth Accumulation (X3)	3
4	Workload Avoidance (X4)	3
5	Subjective Norm (X5)	3
6	Perseverance (X6)	3
7	Creativity (X7)	3
8	Entrepreneurship Alertness (X8)	3
9	Self-efficacy (X9)	4
10	Entrepreneurial Intention (Y)	5
	Total	33

Source: Primary Research Data 2019

Table 4.6: Validity Test Result

Item	r-table	r-count	Information
X1.1	0.104	0.913	Valid
X1.2	0.104	0.909	Valid
X1.3	0.104	0.884	Valid
X2.1	0.104	0.889	Valid
X2.2	0.104	0.908	Valid
X2.3	0.104	0.887	Valid
X3.1	0.104	0.906	Valid
X3.2	0.104	0.925	Valid
X3.3	0.104	0.888	Valid
X4.1	0.104	0.865	Valid
X4.2	0.104	0.917	Valid
X4.3	0.104	0.908	Valid
X5.1	0.104	0.892	Valid
X5.2	0.104	0.934	Valid
X5.3	0.104	0.916	Valid
X6.1	0.104	0.924	Valid
X6.2	0.104	0.926	Valid
X6.3	0.104	0.922	Valid
X7.1	0.104	0.890	Valid
X7.2	0.104	0.883	Valid
X7.3	0.104	0.841	Valid
X8.1	0.104	0.901	Valid
X8.2	0.104	0.919	Valid
X8.3	0.104	0.899	Valid
X9.1	0.104	0.890	Valid
X9.2	0.104	0.910	Valid
X9.3	0.104	0.917	Valid
X9.4	0.104	0.885	Valid
Y1	0.104	0.907	Valid
Y2	0.104	0.892	Valid
Y3	0.104	0.889	Valid
Y4	0.104	0.841	Valid
Y5	0.104	0.898	Valid

Source: Primary Research Data 2019

Validity test in this study was calculated based on variables of autonomy, challenge, wealth accumulation, workload avoidance, subjective norms, perseverance, creativity, entrepreneurship alertness, self-efficacy, and entrepreneurial intentions. Data were taken from 358 respondents and

then processed with SPSS. The validity calculation was based on a comparison between r-counts and r-tables. With a level of significance (α) of 0.05, the r-table result is 0.104. If r-count > r-table, then the question is considered valid. Meanwhile, if r-count < r-table, then the question is considered invalid. Therefore, based on the result, the data it is considered to be valid.

4.3.2. Realibility Test

The reliability calculation is based on a comparison between the significance level (α) used, which is equal to 0.05 with Cronbach's Alpha results. If the Cronbach's Alpha value is greater than 0.07, then the data can be said to be reliable and vice versa (Ghozali, 2011).

Table 4.7: Realibility Test Result

Variable	*Cronbach's Alpha*	Limitation	Information
Autonomy (X1)	.885	0.7	Reliable
Challenge (X2)	.876	0.7	Reliable
Wealth Accumulation (X3)	.891	0.7	Reliable
Workload Avoidance (X4)	.878	0.7	Reliable
Subjective Norm (X5)	.902	0.7	Reliable
Perseverance (X6)	.914	0.7	Reliable
Creativity (X7)	.841	0.7	Reliable
Entrepreneurship Alertness (X8)	.891	0.7	Reliable
Self-efficacy (X9)	.922	0.7	Reliable
Entrepreneurial Intention (Y)	.930	0.7	Reliable

Source: Primary Data Research 2019

From table 4.7, it can be seen that all variables are declared reliable, as evidenced by Cronbach's Alpha values that are greater than the limit of 0.07. It can be interpreted that the respondent's answer to the question is consistent and stable.

4.4. Classic Assumption Test

In this research, the researcher did the normality, heteroscedasticity, and multicollinearity test. The results of the tests are presented in the table 4.8 until 4.10.

4.4.1. Normality Test

Table 4.8: Normality Test Result

Information	Value
Sample	358
Kolmogorov-Sminov	1.248
Significant	.089

Source: Primary Research Data 2019

From table 4.8, it can be seen that the residual significance value is 0.089. This value is greater than the normality limit, which is equal to 0.05. So it can be seen that the research data are normal. This means that the error data from the sample is normally distributed which results are consistent with previous tests.

4.4.2. Heteroscedasticity Test

Table 4.9

Variable	Limitation	Significant
Autonomy (X1)	0.05	.363
Challenge (X2)	0.05	.055
Wealth Accumulation (X3)	0.05	.258
Workload Avoidance (X4)	0.05	1.000
Subjective Norm (X5)	0.05	.423
Perseverance (X6)	0.05	.659
Creativity (X7)	0.05	.695
Entrepreneurship Alertness (X8)	0.05	.891
Self-efficacy (X9)	0.05	.299

Source: Primary Research Data 2019

In table 4.9, it can be seen that the significance value of each variable of autonomy, challenge, wealth accumulation, workload avoidance, subjective norm, perseverance, creativity, entrepreneurship alertness, and self-efficacy are greater than the limit, which is 0.05. So it explains that the nine variables do not occur heteroscedasticity or can be called homoscedasticity. It can be interpreted that the variance from one observation residual to another observation remains.

4.4.3. Multicollinearity Test

Table 4.10: Multicollinearity Test Result

Model	*Collinearity Statistics*	
	Tolerance	**VIF**
Autonomy (X1)	.556	1.799
Challenge (X2)	.431	2.321
Wealth Accumulation (X3)	.775	1.290
Workload Avoidance (X4)	.373	2.681
Subjective Norm (X5)	.419	2.385
Perseverance (X6)	.408	2.449
Creativity (X7)	.626	1.597
Entrepreneurship Alertness (X8)	.347	2.880
Self-efficacy (X9)	.288	3.468

Source: Primary Research Data 2019

In table 4.10, it can be seen that each tolerance value on each variable is greater than 0.10. It can also be observed that the value of each VIF on each variable is less than 10. So, this shows that there is no multicollinearity in each variable in this study.

4.5. Hypothesis Test

4.5.1. Multiple Linear Regression Test

The multiple linear regression analysis in this study was used to find out how the influence of autonomy, challenge, wealth accumulation, workload avoidance, subjective norm, perseverance, creativity, entrepreneurship alertness, and self-efficacy on entrepreneurial intentions on students of the Faculty of Business and Economics at the Islamic University of Indonesia. The results of the multiple linear regression test are:

Table 4.11: Multiple Linear Regression Analysis Result

Variable	Beta	*Standard Error*	Sig.
(Constant)	-.257	.086	.003
X1.AU	.144	.034	.000
X2.CH	.137	.039	.000
X3.WE	-.029	.027	.277
X4.WO	.236	.041	.000
X5.SN	.139	.038	.000
X6.PE	.189	.037	.000
X7.CR	.120	.033	.000
X8.EA	.114	.039	.004
X9.SE	.105	.046	.024

Source: Primary Research Data 2019

Based on the results of calculations using SPSS version 21, the results of the multiple linear regression equation are obtained as follows:

$$\mathbf{Y= -0.257+0.144X_1+0.137X_2-0.029X_3+0.236X_4+0.139X_5+0.189X_6+0.120X_7+0.114X_8+0.105X_9+0.86}$$

The interpretation of the regression above is:

1. Autonomy

   In the autonomy variable, the result is positive with a value of 0.144 which can be interpreted that the higher the autonomy exercised by students, the more effective the effect on the variable entrepreneurship intention which is 0.144 times.

2. Challenge

   In the challenge variable, the result is positive with a value of 0.137 which can be interpreted that the higher the challenge exercised by students, the

more effective the effect on the variable entrepreneurship intention which is 0.137 times.

3. Wealth Accumulation

   In the workload avoidance variable, the result is negative with a value of -0.029 meaning that if the wealth accumulation variable increases, the entrepreneurial intention will decrease by 0.029 which can be interpreted that how more or less the amount of wealth received does not cause a certain effect on entrepreneurial intention. The more amount of wealth received does not guarantee that it will affect entrepreneurial intention, and vice versa the less amount of wealth received does not guarantee that it doesn't affect entrepreneurial intention.

4. Workload Avoidance

   In the workload avoidance variable, the result is positive with a value of 0.236 which can be interpreted that the higher the workload avoidance exercised by students, the more effective the effect on the variable entrepreneurship intention which is 0.236 times.

5. Subjective Norm

   In the subjective norm variable, the result is positive with a value of 0.139 which can be interpreted that the higher the subjective norm exercised by students, the more effective the effect on the variable entrepreneurship intention which is 0.139 times.

6. Perseverance

   In the perseverance variable, the result is positive with a value of 0.189 which can be interpreted that the higher the perseverance exercised by students, the more effective the effect on the variable entrepreneurship intention which is 0.189 times.

7. Creativity

   In the creativity variable, the result is positive with a value of 0.120 which can be interpreted that the higher the creativity exercised by students, the more effective the effect on the variable entrepreneurship intention which is 0.120 times.

8. Entrepreneurship Alertness

   In the entrepreneurship alertness variable, the result is positive with a value of 0.114 which can be interpreted that the higher the entrepreneurship alertness exercised by students, the more effective the effect on the variable entrepreneurship intention which is 0.114 times.

9. Self-efficacy

   In the self-efficacy variable, the result is positive with a value of 0.105 which can be interpreted that the higher the self-efficacy exercised by students, the more effective the effect on the variable entrepreneurship intention which is 0.105 times.

4.5.2. t Test Result

Table 4.12: t Test Result

Model	t	Sig
Autonomy towards Entrepreneurial Intention	4.244	.000
Challenge towards Entrepreneurial Intention	3.548	.000
Wealth Accumulation towards Entrepreneurial Intention	-1.089	.277
Workload Avoidance towards Entrepreneurial Intention	5.758	.000
Subjective Norm towards Entrepreneurial Intention	3.699	.000
Perseverance towards Entrepreneurial Intention	5.154	.000
Creativity towards Entrepreneurial Intention	3.601	.000
Entrepreneurship Alertness towards Entrepreneurial Intention	2.908	.004
Self-efficacy towards Entrepreneurial Intention	2.261	.024

Source: Primary Research Data 2019

In Table 4.12 above, we can find out the values of t and sig for each independent variables, and can be used as a basis for decision making by comparing them with the probability of t calculated by 0.05.

a) Autonomy

t Test results show the probability value of the autonomy variable is 0.000 < 0.05, so it can be concluded that the autonomy variable has a significant effect on entrepreneurial intentions. Therefore, **the first hypothesis which is autonomy of the study is proven.**

b) Challenge

t Test results show the probability value of the challenge variable is 0.000 < 0.05 so it can be concluded that the challenge variable has a significant effect on entrepreneurial intentions. Therefore, **the second hypothesis which is challenge of the study is proven.**

c) Wealth Accumulation

t Test results show the probability value of the wealth accumulation variable is 0.277 > 0.05 so it can be concluded that the wealth accumulation variable does not have a significant effect on entrepreneurial intentions. Therefore, **the third hypothesis which is wealth accumulation of the study is not proven.**

d) Workload Avoidance

t Test results show the probability value of the workload avoidance variable is 0.000 < 0.05 so it can be concluded that the workload avoidance variable has a significant effect on entrepreneurial intentions. Therefore, **the fourth hypothesis which is workload avoidance of the study is proven.**

e) Subjective Norm

t Test results show the probability value of the subjective norm variable is 0.000 < 0.05 so it can be concluded that the subjective norm variable has a significant effect on entrepreneurial intentions. Therefore, **the fifth hypothesis which is subjective norm of the study is proven.**

f) Perseverance

t Test results show the probability value of the perseverance variable is 0.000 < 0.05 so it can be concluded that the perseverance variable has a significant effect on entrepreneurial intentions. Therefore, **the sixth hypothesis which is perseverance of the study is proven.**

g) Creativity

t Test results show the probability value of the creativity variable is 0.000 < 0.05 so it can be concluded that the creativity variable has a significant effect on entrepreneurial intentions. Therefore, **the seventh hypothesis which is creativity of the study is proven.**

h) Entrepreneurship Alertness

t Test results show the probability value of the entrepreneurship alertness variable is 0.004 < 0.05 so it can be concluded that the entrepreneurship alertness variable has a significant effect on entrepreneurial intentions. Therefore, **the eight hypothesis which is entrepreneurship alertness of the study is proven.**

i) Self-efficacy

t Test results show the probability value of the self-efficacy variable is 0.024 < 0.05 so it can be concluded that the self-efficacy variable has a significant effect on entrepreneurial intentions. Therefore, **the ninth hypothesis which is self-efficacy of the study is proven.**

4.5.3. F Test Result

Table 4.13: F Test Result

	F	Sig.
Regression	158.366	.000

Source: Primary Research Data 2019

Based on the data in table 4.13 it can be seen that the F value is 158.366 with a significance value of 0.000 which is smaller than α = 0.05. Then, it can be seen that there is a significant influence on the variables of autonomy, challenge, wealth accumulation, workload avoidance, subjective

norm, perseverance, creativity, entrepreneurship alertness, and self-efficacy together. So that, the regression model used in this study is feasible to be used in testing research data.

4.5.4. Determination Coefficient Test Result (R^2)

Table 4.14: Determination Coefficient Test Result

Adjusted R Square
0.799

Source: Primary Research Data 2019

In table 4.14, it can be seen that the coefficient of determination in this study is 0.799. This indicates that the influence or contribution of independent variables, namely autonomy, challenge, wealth accumulation, workload avoidance, subjective norm, perseverance, creativity, entrepreneurship alertness, and self-efficacy is 79.9% which influences the variable entrepreneurial intention. While the remaining 20.1% is influenced by other factors outside the variables that have been used. There are still 20.1% of factors that influence entrepreneurial intentions in students of the Faculty of Business and Economics at UII apart from autonomy, challenge, wealth accumulation, workload avoidance, subjective norm, perseverance, creativity, entrepreneurship alertness, and self-efficacy.

4.6. Discussion of Research Result

4.6.1. H_1: Students who are more concerned with autonomy are more likely to have entrepreneurial intentions.

From the 4.12 table, the t-statistic value of 4.244 is obtained. For t-tables with a significance level of 0.05 and degrees of freedom (DF) with the provisions of DF = N-K or 348 = 358 – 10. Finally 1.966 results were obtained. This shows that the t-statistic value is greater than the t-table value so that it can be interpreted that autonomy **has a significant effect** on student entrepreneurial intentions. Thus, the first hypothesis stating " Students who are more concerned with autonomy are more likely to have entrepreneurial intentions" **is proven**, because **it is supported by the data**.

These results are in line with research conducted by Gelderen et al. (2008). In this research, intentions are considered as a result of attitude, perceived behavioral control, and subjective norms. This study uses a sample of business administration students at four different universities. The results show that the two most important variables to explain entrepreneurial intentions are entrepreneurial vigilance and the importance of financial security. The use of several samples provides strong evidence for the explanatory of several variables, especially attitudes toward autonomy, financial security, and perseverance.

This study concludes that the autonomy included in the component Attitude has a significant positive effect on entrepreneurial intentions of FBE students in UII. Meaning that most of the students have an attitude of

autonomy for decision making that is not forced in other words, they use their own initiative for the purpose of directing and leading.

4.6.2. H_2: Students who are more concerned with challenge are more likely to have entrepreneurial intentions

From the 4.12 table, the t-statistic value of 3.548 is obtained. For t-tables with a significance level of 0.05 and degrees of freedom (DF) with the provisions of DF = N-K or 348 = 358 - 10. Finally 1.966 results were obtained. This shows that the t-statistic value is greater than the t-table value so that it can be interpreted that challenge **has a significant effect** on student entrepreneurial intentions. Thus, the second hypothesis stating " Students who are more concerned with challenge are more likely to have entrepreneurial intentions" **is proven**, because **it is supported by the data**.

These results are in line with research conducted by Chuah et al. (2016). This research is using a sample of 257 university students in Malaysia. The results show that the challenge towards entrepreneurship is found to be positively and significantly related to entrepreneurial intentions. This research also collected the attitude, subjective norm, and perceived behavioral control which is found to be positive and related to entrepreneurial intentions.

This concludes that a challenge included in the component Attitude has a significant positive effect on entrepreneurial intentions of economics faculty students in UII. The students of FBE UII are mostly ready to do

something that may have never been done, so that is trigger them to learn and try to be an entrepreneur.

4.6.3. H_3: Students who are more concerned with wealth accumulation are more likely to have entrepreneurial intentions

From the 4.12 table, the t-statistic value of -1.089 is obtained. For t-tables with a significance level of 0.05 and degrees of freedom (DF) with the provisions of DF = N-K or 348 = 358 - 10. Finally 1.966 results were obtained. This shows that the t-statistic value is lower than the t-table value so that it can be interpreted that wealth accumulation **does not significant** on student entrepreneurial intentions. Thus, the third hypothesis stating " Students who are more concerned with wealth accumulation are more likely to have entrepreneurial intentions" **is not proven**, because **it is supported by the data**.

These results are in line with research conducted by Perera et. al (2011). The research using a sample of Sri Lankan IT Professional in which the researchers wanted to motivate them to become entrepreneur. In a total of 92 respondents from 120 peoples, the study mention that wealth accumulation does not significantly influence the entrepreneurial intentions of students with a beta value -0.091. This explains that the influence of wealth accumulation on entrepreneurial intentions is in a negative direction.

This concludes that wealth accumulation included in the component Attitude has a negative significant effect on entrepreneurial intentions of

economics faculty students in UII. Probably, becoming an entrepreneur are not the students main focus yet and achieving a good amount of wealth are still not on their consideration. This because the main goal as a student is to finish the study on universities, and the students also don't need that much money yet for living on their life.

4.6.4. H_4: Students who are more concerned with workload avoidance are more likely to have entrepreneurial intentions

From the 4.12 table, the t-statistic value of 5.758 is obtained. For t-tables with a significance level of 0.05 and degrees of freedom (DF) with the provisions of DF = N-K or 348 = 358 - 10. Finally 1.966 results were obtained. This shows that the t-statistic value is greater than the t-table value so that it can be interpreted that workload avoidance **has a significant effect** on student entrepreneurial intentions. Thus, the fourth hypothesis stating "Students who are more concerned with workload avoidance are more likely to have entrepreneurial intentions" **is proven**, because **it is supported by the data**.

These results are in line with the research conducted by Gelderen et al. (2008). In this research workload avoidance and autonomy are on the 5 percent significance level which mean giving a strongly significant positive effect on entrepreneurial intentions.

This concludes that workload avoidance included in the component Attitude has a significant positive effect on entrepreneurial intentions of

economics faculty students in UII. Meaning most of the students are avoiding the workload, as an employee, for example of working hours too strict, a variety of jobs that must be done, and knowledge and skills possessed by employees are not able to compensate for the difficulty of the job. They tend to be an entrepreneur rather than working as an employee. Because being an entrepreneur the working hours can be set by him/herself, the jobs are in line with their passion, and knowledge and skills are more easily compensate for the difficulty of the job.

4.6.5. H_5: Students who are concerned with subjective norms are more likely to have entrepreneurial intentions.

From the 4.12 table, the t-statistic value of 3.699 is obtained. For t-tables with a significance level of 0.05 and degrees of freedom (DF) with the provisions of DF = N-K or 348 = 358 - 10. Finally 1.966 results were obtained. This shows that the t-statistic value is greater than the t-table value so that it can be interpreted that subjective norm **has a significant effect** on student entrepreneurial intentions. Thus, the fifth hypothesis stating "Students who are concerned with subjective norm are more likely to have entrepreneurial intentions" **is proven**, because **it is supported by the data**.

These results are in line with the research conducted by Sukmaningrum and Rahardjo (2017). The research used a sample of students in Faculty Economy and Business at Diponegoro Semarang University in a total of 69 respondents from 693 students. In the study, it is

mentioned that subjective norms significantly influence the entrepreneurial intentions of students with a beta value of 3.40. This explains that the influence of subjective norms on entrepreneurial intentions is in the positive direction.

This concludes that subjective norms have a significant positive effect on entrepreneurial intentions in economics faculty students of UII. It means that most of the students at FBE UII are still in the stage of finding their career choice preferences based on their parents, partners, and colleagues.

4.6.6. H_6: Students who rate themselves higher in terms of perseverance are more likely to have entrepreneurial intentions.

From the 4.12 table, the t-statistic value of 5.154 is obtained. For t-tables with a significance level of 0.05 and degrees of freedom (DF) with the provisions of DF = N-K or 348 = 358 - 10. Finally 1.966 results were obtained. This shows that the t-statistic value is greater than the t-table value so that it can be interpreted that perseverance **has a significant effect** on student entrepreneurial intentions. Thus, the sixth hypothesis stating " Students who rate themselves higher in terms of perseverance are more likely to have entrepreneurial intentions" **is proven**, because **it is supported by the data**.

These results are in line with research conducted by Chuah et al. (2016). This research used sample of 257 university students in Malaysia.

The results from the research explain that perceived behavior control which is including perseverance, creativity, entrepreneurship alertness, and self-efficacy variable have significant positive impact on entrepreneurial intention for students.

This concludes that perseverance included in the component Perceived Behavior Control has a significant positive effect on entrepreneurial intentions in economics faculty students of UII. It means that most of FE UII students have the ability to continually put an effort into a task when they are faced with obstacle or problem in the entrepreneurship.

4.6.7. H_7: Students who rate themselves higher in terms of creativity are more likely to have entrepreneurial intentions.

From the 4.12 table, the t-statistic value of 3.601 is obtained. For t-tables with a significance level of 0.05 and degrees of freedom (DF) with the provisions of DF = N-K or 348 = 358 - 10. Finally 1.966 results were obtained. This shows that the t-statistic value is greater than the t-table value so that it can be interpreted that creativity **has a significant effect** on student entrepreneurial intentions. Thus, the seventh hypothesis stating Students who rate themselves higher in term of creativity are more likely to have entrepreneurial intentions" **is proven**, because **it is supported by the data**.

These results are in line with research conducted by Mwiya et al. (2017). By testing the influence of social norms, personal attitudes and perceived behavioral control on one's intention to start entrepreneurship. Based on a quantitative approach, primary survey data were collected from 306

undergraduate students at state universities. The result explained that perceived behavioral control which is including perseverance, creativity, entrepreneurship alertness, and self-efficacy were positively significant towards entrepreneurial intention.

This concludes that creativity included in the component Perceived Behavior Control has a significant positive effect on entrepreneurial intentions in economics faculty students in UII. This means, most of the students at FE UII have the ability to create something new or innovation in terms of entrepreneurship.

4.6.8. H_8: Students who rate themselves higher in terms of entrepreneurship alertness are more likely to have entrepreneurial intentions.

From the 4.12 table, the t-statistic value of 2.908 is obtained. For t-tables with a significance level of 0.05 and degrees of freedom (DF) with the provisions of DF = N-K or 348 = 358 - 10. Finally 1.966 results were obtained. This shows that the t-statistic value is greater than the t-table value so that it can be interpreted that entrepreneurship alertness **has a significant effect** on student entrepreneurial intentions. Thus, the eighth hypothesis stating " Students who rate themselves higher in terms of entrepreneurship alertness are more likely to have entrepreneurial intentions." **is proven**, because **it is supported by the data**.

These results are in line with research conducted by Dewanti and Abad (2014). This research was conducted by distributing questionnaires to

obtain the research data. Research data in the form of student opinions about their interest in entrepreneurship. The questionnaire was distributed directly by the research assistant to university students in Yogyakarta. The data obtained were then tabulated to facilitate the data processing process. The questionnaire asks about research variables which include student entrepreneurial intention, attitudes, subjective norms and perceived behavioral control. The result was perceived behavior control that proves to give positive significant effect towards entrepreneurial intention.

This concludes that entrepreneurship alertness included in the component Perceived Behavior Control has a significant positive effect on entrepreneurial intentions in economics faculty students in UII. Students at FE UII have a sensitivity to detecting business opportunities as a precondition for entrepreneurship, and developing a sense of accumulating, transforming, and selecting information from the environment.

4.6.9. H_9: Students who rate themselves higher in terms of self-efficacy are more likely to have entrepreneurial intentions.

From the 4.12 table, the t-statistic value of 2.261 is obtained. For t-tables with a significance level of 0.05 and degrees of freedom (DF) with the provisions of DF = N-K or 348 = 358 - 10. Finally 1.966 results were obtained. This shows that the t-statistic value is greater than the t-table value so that it can be interpreted that self-efficacy **has a significant effect** on

student entrepreneurial intentions. Thus, the ninth hypothesis stating "Students who rate themselves higher in terms of self-efficacy are more likely to have entrepreneurial intentions." **is proven**, because **it is supported by the data**.

These results are in line with research conducted by Santi et. al(2017). In this research using a sample of the 360 respondents who perceived about self-efficacy in Kuningan University, students showed the result that the self-efficacy variable had a positive and significant effect on entrepreneurial intentions in Kuningan University students.

This concludes that self-efficacy included in the component Perceived Behavior Control has a significant positive effect on entrepreneurial intentions in economics faculty students in UII. Students at FE UII have a motivation and personal achievement that their actions can produce the results if they are willing to do so want in terms of entrepreneurship.