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COMPARATIVE STUDY IN ENTREPRENEURSHIP INTENTION
BETWEEN ECONOMICS AND BUSINESS FACULTY OF MERCU
BUANA UNIVERSITY AND ECONOMIC AND COMMUNICATION
FACULTY OF BINA NUSANTARA UNIVERSITY

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**Siti Rohmawati¹, M. Havidz Aima², Hernawati W.R. Wiratih³, Ikramina Larasati
Hazrati Havidz⁴: Comparative Study In Entrepreneurship Intention Between
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Entrepreneurship Education, Entrepreneurial Cognition.**

ABSTRACT

The condition of employment in Indonesia needs serious concern due to the high number of educated unemployed people. The high rate of unemployed people is also caused by the number of higher education alumni who prefer to be employees then entrepreneurs. One of the alternatives to suppress the number of unemployment and increase the employment is by having entrepreneurship through the entrepreneurship education. In this case, Mercu Buana University (UMB) and Bina Nusantara University (BINUS) are universities in Indonesia providing the entrepreneurship education. To know the difference of entrepreneurial intention models and the effects of internal and external factors on entrepreneurial intention mediated by entrepreneurial cognition, the present study was conducted. This quantitative study tests the measurement models and structural models using software SmartPLS 3.2.7 version and SPSS. Then, it is found that (1) inter-model, the model of entrepreneurial intention of UMB is not significantly different from BINUS; (2) intra-model, the internal and external factors positively, significantly influence the entrepreneurial cognition, but they do not significantly influence the entrepreneurial intention of both UMB and BINUS; (3) the entrepreneurial cognition significantly influences the entrepreneurial intention and significantly mediates the

internal and external factors of entrepreneurial intention of both UMB and BINUS.

INTRODUCTION

The condition of employment in Indonesia needs serious concern. It can be seen from the high number of extroverted unemployment (TPT). According to Indonesian Central Bureau of Statistic (BPS) 2019, the TPT rate in Indonesia was 5.01% or 6.82 of population with the TPT graduating from university were 6.24%. In other words, not all university graduates are absorbed into the workforce (BPS, 2019). The data shows that it is unfortunate for the college alumni—who should be agents of change—become a burden for unpaid workers due to the mismatch between their skills and job requirements set by the employers. Indonesia has a surplus of educated workers absorbed by the industry in every year (Kompas, 2016).

The high rate unemployment is also caused by the large number of higher education alumni who prefer to be employees than to be entrepreneurs and to open job opportunities for others (Maselena et al., 2019). Stated by the Central Executive Board of Indonesian Young Entrepreneurs Association (BPP Hipmi), students who want to become employees are 83%, and only 4% of them are interested in entrepreneurship (Republika, 2016). The results of the findings for the intention on entrepreneurship are also reinforced by previous research concluding that 72.3% of students are interested in becoming employees after graduation, not entrepreneurship.

In this case, there are some factors influencing the decision of students or alumni on starting a business. These factors are generally categorized into internal factors and external factors. The internal factors are factors that exist within a person encouraging them to become entrepreneurs. Meanwhile, the external factors are factors that are outside a person encouraging him to become entrepreneurs. From the previous study, it is found that there are several dominant factors influencing students' intention on entrepreneurship as it is shown in Table 1.

Table 1. The Factors Affecting Entrepreneurial Intention respectively

No	Dimension/indicator	Variable Category
1	Family support Business ability	Entrepreneurial Cognition
2	Capital	External Factors
3	Personal Character Experience	Internal Factors
	Social Support	Entrepreneurial Cognition
4	Friend Support	Entrepreneurial Cognition
5	Entrepreneurship Education	External Factors
6	Friends Environment Social Environment	External Factors
8	Family Environment	External Factors
9	Gender	Internal Factors

Source: Processed by Researchers (2020)

To minimize the number of educated unemployment and to make

alumni become the future entrepreneurs, entrepreneurship education is a good alternative that should be considered. In this study, UMB and BINUS provide the entrepreneurship programs to prepare their graduates to become reliable entrepreneurs. However, the study comparing and exploring the extent to which students are interested in entrepreneurship as well as the factors influencing it is limitedly reported. Meanwhile, studying the entrepreneurship programs provided by UMB representing the non-Chinese ethnic and BINUS representing the Chinese ethnic is necessary. Because of the reason, the researcher intends to study more on the differences of entrepreneurial intention models between students of the Faculty of Economics and Business of Mercu Buana University and Bina Nusantara University (Comparative Study).

LITERATURE REVIEW

Entrepreneurship

Increasingly, higher education institutions are potentially important vehicle to stimulate and facilitate entrepreneurial activities. The transfer of technology and knowledge from universities to the marketplace has been increasingly considered in the last decades due to positive effects on social and economic development. Specifically, some tools have been introduced to foster the venture creation, such as incubators of entrepreneurship. No matter whether you are into arts, business, science, sports, or politics, you can still learn the secret way in which your mind is tied to the source of all power; you can learn how you are capable of becoming anything and doing anything you can visualize. Your mindset plays a critical role on how you deal with your life's challenges because mindset can contribute to greater achievement and increase efforts. According to Stanford psychologist Carol Dweck (2017), beliefs play a pivotal role in what you want and whether you achieve it. In her book entitled "Mindset," she writes that mindsets tend to create a need for approval. For instance, every situation calls for a confirmation of your intelligence, personality, or character is evaluated.

How do entrepreneurs' mindsets work? Entrepreneurs think differently from people in general. Entrepreneurs act on the identified opportunity which is worth pursuing. In a particular situation, they may think differently when they encounter other tasks or decisions in their environment. They also often make decisions in uncertain conditions where the stakes are high, pressures are immense, and there is considerable emotional investment. In short, entrepreneurial mindset involves the ability to rapidly sense, act, and mobilize, even under uncertain conditions.

According to Dweck Carol (2017), people with the growth mindset believe something in a different way. They admire effort. Even geniuses have to work hard to get high achievements. Malcolm Gladwell writing in *The New Yorker*, the gurus at McKinsey & Company, the premier management consulting firm in the country, insist that the corporate success nowadays requires the "talent mindset," since it is the secret weapon and the key to win the competition. Believing that success is about learning, entrepreneurs with the growth mindset seize the chance, take advantage of an unusual situation, pass up an opportunity that is important for their future.

Entrepreneurship is defined as a creative and innovative ability which

is used as secret, basic, resources, and processes as well struggles to create added value for goods and services carried out with the courage to face risks. The characteristics of entrepreneurs are those who establish, manage, develop and institutionalize their own companies. Moreover, entrepreneurs are those who can create jobs for others independently (Aima, 2015). From the aforementioned definition, it is assumed that everyone has the abilities to become an entrepreneur as long as there is a will to learn and make efforts.

Internal Factors

Internal factors are factors existing within a person that encourages him to be an entrepreneur. In the present study, the internal factor dimensions are personal characteristics and experiences (Santoso, et al., 2017). Some experts assert and show that some of the particular characteristics tend to correlate with the entrepreneurial intention. Some of the personal characteristics chosen in this study are internal self-control, needs of achievement, self-confidence, and risk tolerance (Mat, et al., 2015; Karabulut, 2016; Din, et al., 2015; Galanakis, 2016).

The internal self-control shows someone's belief that his decision can determine his life. The needs of achievement show encouragements for someone to succeed in running a business in the competitive market. For the self-confidence, it is individuals' perceptions on their skills. Moreover, the risk tolerance is the courage to take the risks on career, financial, family and reputation which is used to decide running a business (Mat, et al., 2015; Karabulut, 2016; Din, et al., 2015; Galanakis, 2016).

Meanwhile, the experience in entrepreneurship as the foundation of entrepreneurship can cause different effects —both positive and negative— on the entrepreneurial intention. The experience refers to personal experience or others' experience while running a business. Success and failures experienced will ensure or fade away the positive or negative images about entrepreneurship which finally influence the entrepreneurial intention (Newbery *dkk* 2018, Tuan *dkk* 2019).

External Factors

External factors come from someone's outside which encourage him to be an entrepreneur. In this study, the dimensions of external factors are capital and entrepreneurship education. First the capital is the essential component which is needed to be considered before starting a business. There are two kinds of capital influencing someone's intention to be an entrepreneur, namely money and strategic location provided (modal of place) (Effendy 2018, Rahmadi et al. 2016).

Meanwhile, entrepreneurship education has the effectiveness to increase the entrepreneurial intention. It can be categorized into a part of educational curriculum and extracurricular activities. Both types are expected to be able to increase students' competence of entrepreneurship (Sugiarto et al 2015, Suarjana et al. 2017, Din et al. 2015, Laguia et al. 2019, Putri 2017 and Lackeus 2014).

Entrepreneurial Cognition

The entrepreneurial cognition entails wider thought focusing on the findings, exploration, and someone's potential test to be an entrepreneur.

Individual continuously explores how it is like becoming an entrepreneur in many ways. The more the individual believes in their skills to succeed in running the tasks and roles of an entrepreneur, the more he does the acts of entrepreneurship. The dimensions used in the entrepreneurial cognition are Behavior towards Entrepreneurship, Subjective Norm, and Perceptions on Controlled Behavior. Behavior towards Entrepreneurship is individual's beliefs on entirely intended and unintended results of a business. Subjective Norm is someone's perceptions on the support that will be obtained in doing something, whether it is from family, friends, or colleague in general. Controlled behavior is the perceptions on easiness and difficulties in employing particular behaviors (Tuan et al. 2019, Ambad et al. 2016, Saiman 2016, Bogatyrevaa 2019, Anas 2018, Galanaki 2016, Rahmadi 2016, Walipah et al. 2016, Suarjana 2017, Pratiwi et al. 2016, Laguia et al. 2019, Ligouri et al. 2018).

Entrepreneurial Intention

In general, "intention" can refer to the tendency which relatively exists on someone to feel interested in a particular study and to feel excited to be involved in it. Those who are interested in becoming entrepreneurs will generally feel interested and tend to be excited on it. Those who are interested to be entrepreneurs will cognitively have sufficient comprehension on benefits, challenges, and risks that will encounter, feel happy for their choice (affective), and acting as what they believe (conative). The intention can be seen from desire, self-prediction, and behavioral intention. In this case, entrepreneurial intention can be seen from how people see themselves as entrepreneurs in the future, how people plan for establishing new business in the future, how they prefer to be entrepreneurs after graduation, how they prefer to become entrepreneurs than employees, and to what extent they can predict the time to start their own business in some years after finishing their study (Pratiwi et al. 2016, Santoso et al. 2017, Tuan 2019).

The Framework

In Brian Tracy's (2015) book entitled "Maximum Achievement", people's fate very depends on mindset. Furthermore, he asserts that (a) plant the mind, you will reap the actions; (b) plant the actions, you will reap the habits; (c) plant the habits, you will reap the characters; and (d) plant the characters, you will reap the fate.

Mindset is the result of internalization of what is being seen, heard, read, experienced, and felt; thus, it is used as the reference to do actions. In other words, everything happened depends on the mindset. In fact, it is found that born from the same mother does not always share the same mindset it is formed differently.

In this study, Mercur Buana University represented non-Chinese ethnic, while Bina Nusantara University represented Chinese ethnic who were majority as entrepreneurs. To decrease the number of educated unemployed entrepreneurship education can be carried out as it has been conducted in Mercur Buana University and Bina Nusantara University, entrepreneurship education is conducted.

Then, the independent variables (X) of this study are the Internal

Factors (X1) involving Personal Characteristics and Experience, and the External Factors (X2) involving Capital and Entrepreneurship Education. The dependent variables (Y) are Entrepreneurial Cognition (Y1) involving Behaviors towards Entrepreneurship, Subjective Norm, and Perceptions on Controlled Behavior, and Entrepreneurial Intention (Y2) involving Intention, Self Prediction in the future, and Behavioral Intention. Then, the framework of this study can be seen in Figure 1.

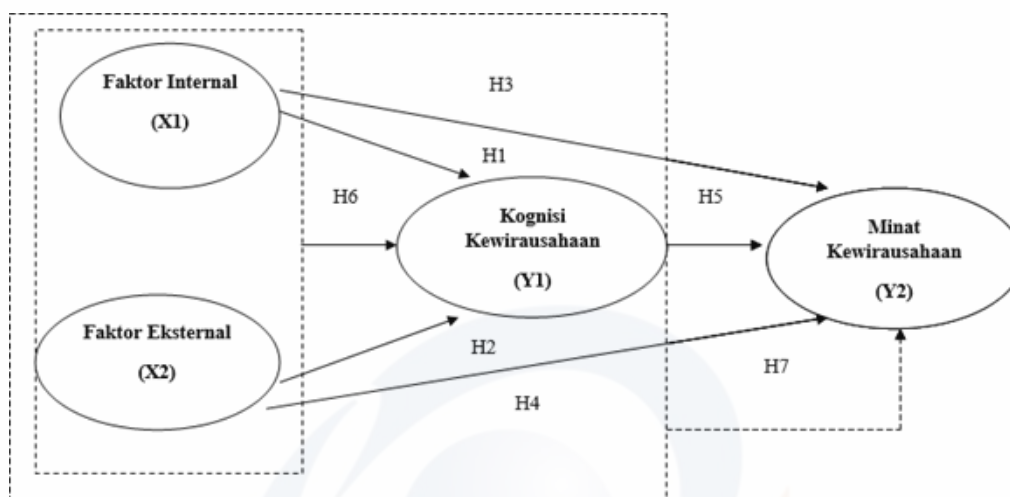


Figure 1. Framework

Hypotheses

In this study, the hypotheses are categorized into inter-models and intra-models.

Inter-models: The models of entrepreneurial intention of UMB's students are different from BINUS' students as described in the following hypothesis:

H-1 : The internal factors of UMB's students are significantly different from the internal factors of BINUS' students.

H-2 : The external factors of UMB's students are significantly different from the external factors of BINUS' students.

H-3 : The entrepreneurial cognition of UMB's students is significantly different from the entrepreneurial cognition of BINUS' students.

H-4 : The entrepreneurial intention of UMB's students is significantly different from the entrepreneurial cognition of BINUS' students

Intra-models: The hypotheses formulated on UMB and BINUS are as the following:

H-5 : The internal factors significantly influence the entrepreneurial cognition

H-6 : The external factors significantly influence the entrepreneurial cognition

H-7 : The internal factors significantly influence the entrepreneurial intention

H-8 : The external factors significantly influence the entrepreneurial intention

H-9 : The entrepreneurial cognition significantly influences the entrepreneurial intention

H-10 : The entrepreneurial cognition significantly mediates the internal and external factors toward the entrepreneurial intention

RESEARCH METHOD

This study is a quantitative study using survey data as the primary data. Secondary data are also obtained. The analysis used in this study was relevant statistical data used to test the hypotheses showing the description of the objects studied. The variables of the study proposed are dimension, indicators, and question items as the instruments in collecting the data which can be seen in Table 1.

Tabel 1. Operational Variables

Types of Variabel	Dimension	Indicator	No. Item
Internal Factors (X1) (Din <i>dkk</i> 2015 Tuan <i>dkk</i> 2019 Periyadi <i>dkk</i> 2019)	1) Personal Characteristics	Internal Control Locus	1-2
		Needs of Achievement	3-4
		Self-Confidence	5-6
		Risk Tolerance	7-8
	2) Experience	Personal Experience	9-10
		People's Experience	11-12
External Factors (X2) (Rahmadi <i>dkk</i> 2016, Putri 2017 Lackeus 2014 Periyadi <i>dkk</i> 2019)	1) Capital	Money	13-14
		Place	15-16
	2) Entrepreneurship Education	Educational Curriculum	17-18
		Extracurricular	19-20
		Belief in Results	21-22
		Evaluation on Results	23-24
Entrepreneurial Cognition (Y1) (Fuller <i>dkk</i> 2018 Tuan <i>dkk</i> 2019 Esfandiara <i>dkk</i> 2019)	behavior towards entrepreneurship	Belief in Results	21-22
		Evaluation on Results	23-24
	2) Subjective Norm	Family	25-26
		Friends	27-28
		Colleague	29-30
	Perceptions on Controlled Behavior	The Ability to Start a Business	31-32
		The Ability to Develop a Business	33-34
	1) Intention	Goals	35
		Determination	36
Entrepreneurial Intention (Y2) (Tuana <i>dkk</i> 2019 Esfandiara <i>dkk</i> 2019)	2) Self-Prediction	Decision	37
		Sincerity	38
	3) Behavior Intention	Readiness	39
		Totality	40

Source: Data processed by the researcher, 2020

Population and Samples

The population of this study was undergraduate students of Faculty of Economics and Business (FEB)-Faculty of Economics and Communication in BINUS. In selecting the samples, the formula of Hair was used, i.e. the number of indicators multiplied by 5. The representatives of each university were 60 respondents. In this study, the technique used was Probability Sampling with purposive sampling. The technique was chosen because

each element of the population became the research subjects.

Data Analysis

The method of analyzing data used in the present study was software SmartPLS (Partial Least Aquare) 3.2.7 version. To test the validity and reliability, the model of measurement was used. Meanwhile, the causality test was conducted using structural model. Moreover, the independent comparative test was carried out in each variable by comparing the data obtained from UMB and BINUS using SPSS Software.

FINDINGS AND DISCUSSIONS

Respondents' Characteristics

The characteristics of the respondents in this study are presented in Table 2.

Table 2. The Total and Percentage of Respondents' Categories

Mercu Buana University				Bina Nusantara university		
No	Category	Choice	Number (people)	Percentage (%)	Number (people)	Percentage (%)
1	Sex	Male	35	58 %	20	33%
		Female	25	42%	40	67%
2	Age	18	27	39%	3	5%
		19	18	28%	27	45%
		20	2	3%	19	32%
		21	3	5%	9	15%
		22	0	0%	0	0%
		>22	14	23%	2	3%
		3	Semester	1	60	100%
2	0			0%	0	0%
3	0			0%	34	57%
4	0			0%	0	0%
5	0			0%	18	30%
6	0			0%	1	2%
7	0			0%	4	7%
4	Occupation	Unemployed	51	85%	54	90%
		Employed	9	15%	6	10%
5	Father's Occupation	Employee	22	42%	22	37%
		Entrepreneur	33	30%	33	55%
		Others	5	28%	5	8%
6	Mother's Occupation	Employee	14	23%	20	33%
		Entrepreneur	6	10%	6	10%
		Others	40	67%	34	57%
Total of Each Category			60	100%	60	100%

Source: Data processed by the researcher, 2020

Statistical Analysis of Descriptive Research Variables

The summary of descriptive research variables in this study is presented in Table 3.

Table 3. The Summary of Descriptive Value of Research Variables

Research Variables	Mercu Buana University	Bina Nusantara University
Internal Factors	4.02	3.98
External Factors	3.74	3.60
Entrepreneurial Cognition	3.76	3.59
Entrepreneurial Intention	4.00	3.71

Source : Processed by the Researcher (2020)

Table 3 shows the result of variable measurement using likert-scale (the measurement range is from 1 to 5; 1 shows to disagree and 5 shows agree). Table 3 also shows the mean scores of each variable. The internal factors of UMB's and BINUS' students are categorized into Good, the external factors of are categorized into good, the entrepreneurial cognition is categorized into good, and the entrepreneurial is also categorized into good. In short, all variables are categorized into good based on the classification of five box method, and it is likely to be enhanced so that the variables can be categorized into very good.

The Evaluation of Measurement Model (Outer Model) or Indicator Test

The following figures show the results of outer model calculation with SEM PLS 3.2.7 version which loading factor score of indicators in each research variable are presented. The score of loading factor used in this study was $> .5$; thus, if the loading factor score is $< .5$ for the result of outer model calculation, it will be excluded from the model.

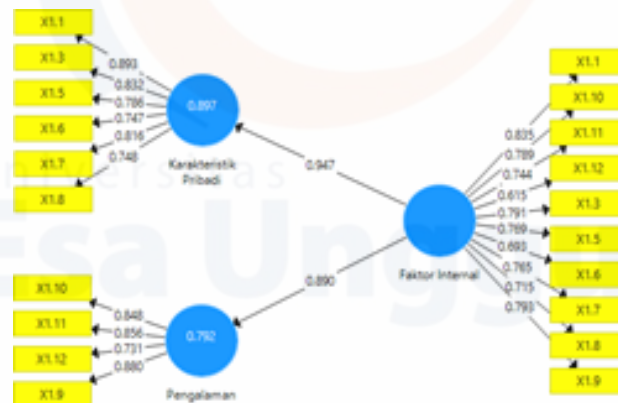


Figure 2. Loading Factor of Internal Factor Variables in UMB

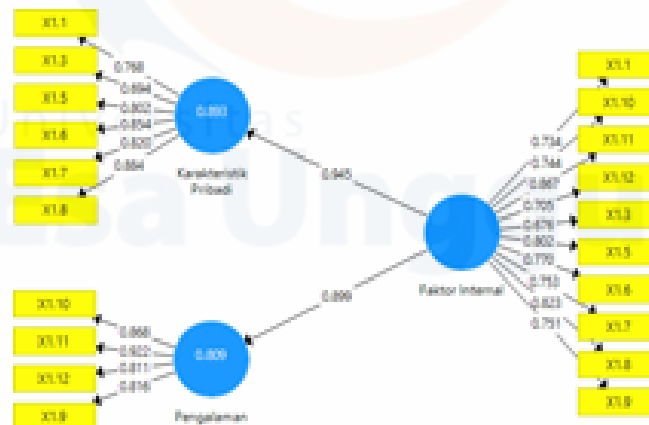


Figure 3. Loading Factor of Internal Factor Variables in BINUS

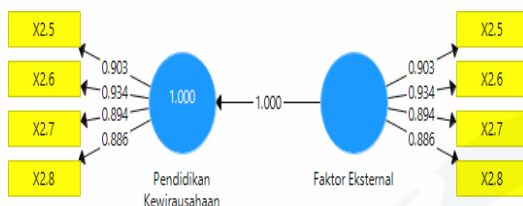


Figure 4. Loading Factor of External Factor Variables in UMB

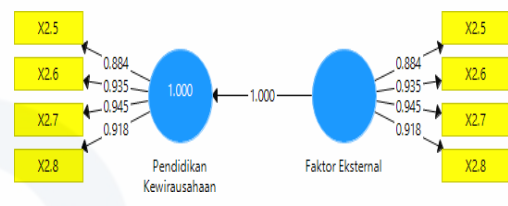


Figure 5. Loading Factor of External Factor Variables in BINUS

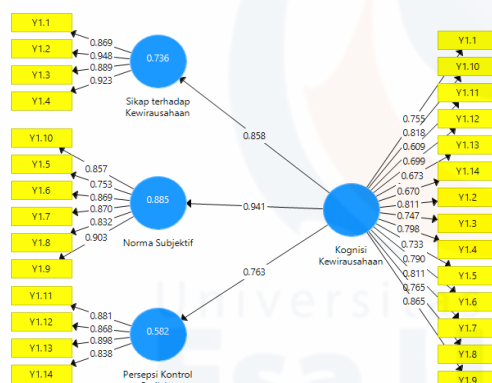


Figure 6. Loading Factor of Entrepreneurial Cognition Variables in UMB

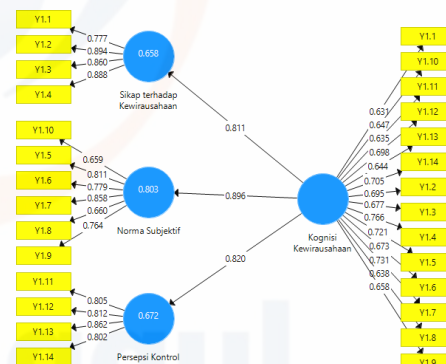


Figure 7. Loading Factor of Entrepreneurial Cognition Variables in BINUS

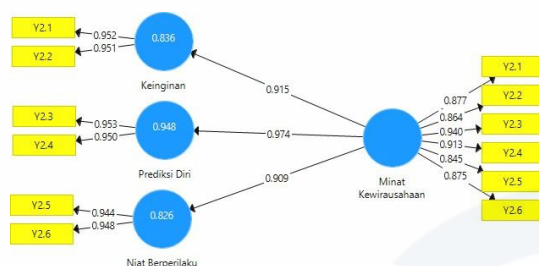


Figure 8. Loading Factor of Entrepreneurial Intention Variables in UMB

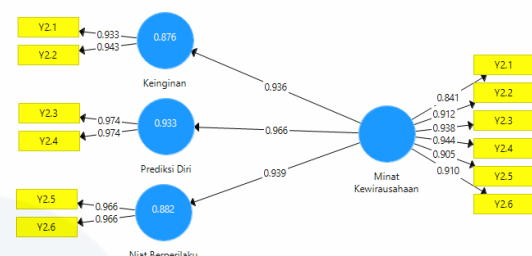


Figure 9. Loading Factor of Entrepreneurial Intention Variables in BINUS

The evaluation of convergent validity of the Average Variance Extracted

(AVE) test shows the variety of variable manifest which can be owned by latent construct. The more varied the variable manifest which can be owned by the latent construct, the higher the representation of variable manifest towards its latent construct. In this case, Variable Manifest is frequently defined as indicator. Then, the value of AVE should be more than .5. The evaluation of convergent validity of the internal consistency reliability test can be seen from Cronbach's Coefficient Alpha (CA) and Composite Reliability (CR) showing the consistency value of each indicator in measuring its construct. The value of CA and CR expected is $> .7$. Then, the measurement of AVE, CA, and CR value fulfills the assigned criteria. It can be seen in Table 4.

The evaluation of convergent validity of the Average Variance Extracted (AVE) measurement shows that the variety of variable manifest which can be obtained by the latent construct. The more varied the variable manifest obtained by the latent construct, the higher the representation of variable manifest towards its latent construct. The evaluation of convergent validity from the Average Variance Extracted (AVE) measurement can be seen from the value of AVE based on the data processing using SmartPLS 3.2.7 Version as it is shown in Table 4.

Table 4. Score of Average Variance Extracted (AVE), Cronbach's Coefficient Alpha (CA) and Composite Reliability (CR) in each variable

Variable	Mercu Buana University			Bina Nusantara University		
	AVE	CA	CR	AVE	CA	CR
Internal Factors	0.565	0.914	0.929	0.583	0.916	0.930
External Factors	0.664	0.926	0.947	0.549	0.940	0.957
Entrepreneurial Cognition	0.571	0.941	0.949	0.516	0.911	0.922
Entrepreneurial Intention	0.785	0.945	0.956	0.825	0.958	0.966

Source: Data processed by the researcher (2020)

In Table 4, it is found that the value of AVE for all instruments is $> .5$, the value of cronbach's alpha is more than .40, and the value of composite reliability is more than .70. Therefore, it can be concluded that the validity and reliability of the constructs or variables is pretty good.

Evaluation of Structural Model (Inner Model) or Hypothesis Test

Inter-model Evaluation

To know the difference of entrepreneurial intention, the score refers to the mean score of each variable. Then, independent comparative test can be seen in Table 5.

Table 5. Mean Score of Variables and Independent Comparative Test

No	Variable	Mean Score of UMB	Mean Score of BINUS	Sig, T Calculate
1	External Factors	3,8	3,6	Sig 0,212 T calc 1,256

2	Internal Factors	4,03	3,97	Sig 0,630 T calc 0,483
3	Entrepreneurial Cognition	3,77	3,63	Sig 0,41 T calc 1,178
4	Entrepreneurial Intention	3,99	3,67	Sig 0,053 T calc 1,957

From Table 5, it is found that among the four variables are not significantly different. The first to fourth hypothesis are rejected or not supported by the data. In other words, the four variables as the formers of entrepreneurial intention models on UMB are not significantly different from BINUS. It also means that the entrepreneurial intention of the non-Chinese ethnic students with Chinese ethnic students is not statistically different. However, in reality, majority of the Chinese ethnic are as entrepreneurs, while the non-Chinese ethnic is the opposite. Then, having high intention to be entrepreneurs is not enough since there are other factors can influence, such as capital, mentor, opportunity, and others.

The Evaluation of Intra-Models

The evaluation of intra-models was conducted by calculating the value of path coefficient as it is shown in Figure 10, 11, and Table 6.

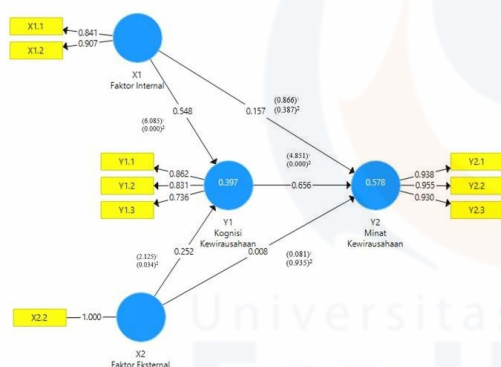


Figure 10. The Result of Calculating Path Coefficient of Measurement Model (Inner Model) of UMB

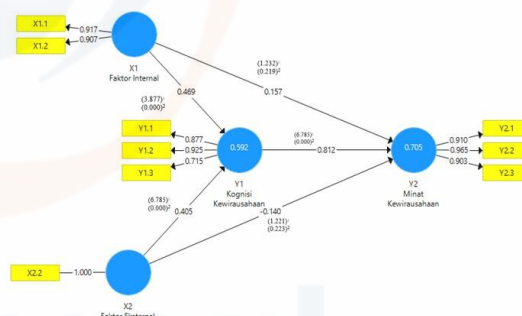


Figure 11. The Result of Calculating Path Coefficient of Measurement Model (Inner Model) of BINUS

Table 6. The Result of Path Coefficient Test

Path	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	T Table	P Values
Mercu Buana University						
Internal Factors -> Entrepreneurial Cognition	0.469	0.461	0.121	3.877	2.003	0.000
Internal Factors -> Entrepreneurial Intention	0.157	0.151	0.128	1.232	2.003	0.219
External Factors -> Entrepreneurial Cognition	0.405	0.399	0.111	3.645	2.003	0.000
External Factors -> Entrepreneurial Intention	-0.140	-0.130	0.115	1.221	2.003	0.223
Entrepreneurial Cognition -> Entrepreneurial Intention	0.812	0.803	0.120	6.785	2.003	0.000

Bina Nusantara University						
Internal Factors -> Entrepreneurial Cognition	0.548	0.565	0.090	6.085	2.003	0.000
Internal Factors -> Entrepreneurial Intention	0.157	0.187	0.182	0.866	2.003	0.387
External Factors -> Entrepreneurial Cognition	0.252	0.237	0.119	2.125	2.003	0.034
External Factors -> Entrepreneurial Intention	0.008	0.005	0.094	0.081	2.003	0.935
Entrepreneurial Cognition -> Entrepreneurial Intention	0.656	0.632	0.135	4.851	2.003	0.000

Source: Data processed by the researcher (2020)

Regarding the numbers in Figure 10, Figure 11, and Table 6, the findings of this study reveal that:

1. The internal factors significantly influence the entrepreneurial cognition, whether on UMB or BINUS. It means H-5 is accepted.
2. The external factors significantly influence the entrepreneurial cognition, whether on UMB or BINUS. It means H-6 is accepted.
3. The internal factors do not significantly influence the entrepreneurial cognition, whether on UMB or BINUS. It means H-7 is rejected.
4. The external factors do not significantly influence the entrepreneurial cognition, whether on UMB or BINUS. It means H-8 is rejected.
5. The entrepreneurial cognition significantly influence the entrepreneurial intention, whether on UMB or BINUS. It means H-9 is accepted.

If the numbers in Figure 9 and Figure 10 are written, the results are:

1. Internal Factors UMB: $0.548 \times 0.656 > (0.157)^2$ $0.359 > 0.025$
2. External Factors UMB : $0.252 \times 0.656 > (0.008)^2$ $0.165 > 0.000064$
3. Internal Factors BINUS: $0.469 \times 0.812 > (0.157)^2$ $0.381 > 0.025$
4. External Factors BINUS: $0.405 \times 0.812 > (0.140)^2$ $0.32886 > 0.0196$

It means that the Entrepreneurial Cognition significantly mediates the internal factors and external factors towards the Entrepreneurial Intention, whether both in UMB and BINUS. It also means that H-10 is accepted.

The evaluation of inter-model and intra-model is reinforcing each other.

The Evaluation of R² Value

The R² value showed the determination level of Exogen Variables (Internal Factors and External Factors) towards the Endogen Variables (Entrepreneurship cognition and interests, strong 0.67, moderate 0.33 weak 0.19. The simultaneous effect of the internal factors and external factors towards the entrepreneurship cognition could be carried out by calculating the value of F value/F statistic as shown in Tabel 7.

Table 7. The Result of Path Coefficient Test

Path	Mercu Buana University				Bina Nusantara University			
	R Square	R Square Adjusted	F Value	F Table	R Square	R Square Adjusted	F Value	F Table

	Adjusted							
Entrepreneurship Cognition	0.685	0.674	40.57	2.77	0.553	0.538	23.00	2.77
Entrepreneurship Interest	0.703	0.687	44.15	2.77	0.633	0.613	32.46	2.77

Source: Data processed by the researcher (2020)

Table 7 showed that the determination level of the exogen variables towards the endogen variable at UMB is categorized as strong in every path. In the other hand, the determination level of exogen variables towards the endogen variables at BINUS University is categorized as moderate.

The Measurement of Effect Size f^2

The aim of the measurement of effect size f^2 was to see how big the influence of the latent variable of exogen towards the latent variable of endogen is. There were 3 criteria of the value of f^2 . Those were: 0.35 as strong; 0.15 as moderate, and 0.12 as weak. The result of the calculation of the value of effect size (f square) is shown in Table 8.

Table 8. The Value of Effect Size F^2

Variable	Mercu Buana University		Bina Nusantara University	
	Entrepreneurship Cognition	Entrepreneurship Interest	Entrepreneurship Cognition	Entrepreneurship Interest
Internal Factor	0.497	0.015	1.002	0.016
External Factor	0.379	0.028	0.196	0.000
Entrepreneurship Cognition		0.769		0.630

Sumber: Data processed by the researcher (2020)

Table 8 shows that the variables of internal factors and external factors had a strong influence at the structural level on entrepreneurial cognition variables, both at UMB and at BINUS. Likewise, entrepreneurial cognition had a strong influence at the structural level on the interest in entrepreneurship at both UMB and BINUS. This also revealed that the model at UMB was not different from the model at BINUS.

The Validation of the Overall Structural Model by Goodness of Fit Index (GoF) and Predictive Relevance (Q^2)

The test of the Goodness of Fit Index (GoF) aimed to validate the combined performances between the measurement model (outer model) and the structural models (inner model). The definitions are as follows: (a) GoF small = 0.1; (b) GoF medium = 0.25; and (c) GoF large = 0.36.

The predictive relevance test (Q^2) aimed to validate the model. If the value of Q^2 is greater than 0 (zero), then the exogenous latent variable can be considered as capable of predicting the endogenous variable or it can be said that this model is considered to have good predictive relevance. The

formula of GoF is $GoF = \sqrt{AVE * R^2}$ while the formula of Q^2 is $Q^2 = 1 - (1 - R_1^2)(1 - R_2^2)$, $Q^2 = 1 - (1 - R_{12})(1 - R_{22})$. Look at Table 9.

Table 9. The Result of GoF and Q^2 Test

Mercu Buana University			Bina Nusantara University		
Type of Measurement	GoF	Q^2	GoF	Q^2	
Result	0.394	0.907	0.465	0.836	
Interpretation	Large	Good	Medium	Good	

Source: Data processed by the researcher (2020)

Table 9 showed that the results of the calculation of the Goodness of Fit Index (GoF) of the two universities were large because they were > 0.36 . The calculation of predictive relevance (Q^2) were able to predict the endogenous variable, namely the entrepreneurship interest because it was > 0 . Table 9 also revealed that the UMB Model was not different from the BINUS Model.

Inter-Dimensional Correlation Analysis

An analysis of Inter-Dimensional Correlation Matrix was carried out to refine the analysis. It was shown in Table 10.

Table 10. The Result of Inter-dimensional Correlation Matrix Independent and Dependent Variables

	Mercu Buana University						Bina Nusantara University					
	Y11	Y1.2	Y1.3	Y21	Y22	Y23	Y11	Y1.2	Y1.3	Y21	Y22	Y23
X11	0.290	0.492	0.267	0.234	0.326	0.349	0.473	0.334	0.199	0.436	0.453	0.435
X12	0.352	0.547	0.339	0.359	0.394	0.432	0.546	0.342	0.233	0.532	0.461	0.510
X22	0.471	0.531	0.346	0.371	0.384	0.341	0.248	0.153	0.158	0.210	0.104	0.176
Y11				0.580	0.607	0.455				0.694	0.580	0.569
Y12				0.455	0.529	0.482				0.433	0.353	0.334
Y13				0.340	0.423	0.435				0.473	0.436	0.448

Source: Data processed by the researcher (2020)

Definitions :

X1.1: Personal Character

X1.2: Experience

X2.1: Modal

X2.2: Entrepreneurship Education

Y1.1.: The attitude towards entrepreneurship

Y1.3.: The perception of behavior control

Y2.1.: Interest

Y2.2.: Self Prediction

Y2.3: The interest of behavior

Discussion

The results of the inter-model test revealed that the interest of UMB students in being entrepreneurs was not significantly different from the interest of BINUS students. This conclusion showed that the factors that encourage a person to be an entrepreneur are not only interest, but also a concrete action. A proverb said that "In swimming, no matter how advance your theory of swimming is, it is certain that you cannot swim without doing any exercises". If BINUS students are assumed to represent Chinese people whom the majority act as entrepreneurs, then they have learned early from generation to generation through a process called "learning by doing". In this way, children as the next generation will have a belief to succeed in entrepreneurship, in accordance with the expression of "belief create reality".

The results of the Hypothesis Test in the model showed that the internal factors had a significant effect on entrepreneurial cognition, both at UMB and at BINUS. It can be concluded that the personal characteristics and experiences that had been obtained by the students greatly affected their entrepreneurial ideas. Those who have strong personal characteristics and positive experiences would have more positive ideas about entrepreneurship. These experiences could be extracted from self experiences or the other's experiences. Thus, entrepreneurial cognition is a leverage factor to make a person to become an entrepreneur. Education and entrepreneurship that were received from both the lectures and the extracurricular activities had a great effect towards the entrepreneurial ideas of the students. The more adequate entrepreneurship education, both in quality and quantity, the more positive their ideas about entrepreneurship.

After a further examination, the dominant dimension for BINUS students was attitude. Tracy (2012) determined an Individual Human Performance, namely: $IHP = (IA + AA) * A$. IA is an In-born Attribute (the traits that are inherited from the birth as genetic elements), AA is an Acquired Attribute (the traits that are obtained after the birth), and A is Attitude. The biggest influence on the performance was attitude. A positive attitude was needed to support the realization of becoming an entrepreneur. The mind is the organ that produces thoughts. The positive thoughts such as "I can, I can afford it" were able to realize the dreams. On the other hand, the negative thoughts that convict themselves as a failed individual would certainly reap a failure. As an illustration, soil is neutral. The soil that is planted with a seed, then processed, irrigated, and given fertilizer will certainly reap the desired crop. On the other hand, useless and unwanted weeds will grow in the soil that does not get any aforementioned treatment,. Thus, a positive thought was an important determining factor to become an entrepreneur.

The result of the Hypothesis Test also showed that the variabel of entrepreneurship cognition was able to mediate the effect of internal factors and external factors towards the interest of entrepreneurship, both in UMB and BINUS.

The results of the inter-dimensional correlation test showed a slight difference between the students of UMB and BINUS. At BINUS, the dimensions of personal character, experiences, and entrepreneurial education had the highest correlation with subjective norms. In addition, the

attitudes towards entrepreneurship and subjective norms had the highest correlation with self-predictions in the future. Among the existing dimensions, BINUS was better in terms of the attitude. Tracy (2012) emphasized that the performance of a person (including the action to realize the dreams) was largely determined by attitude.

CONCLUSION AND RECOMMENDATION

Conclusion

Based on the results of the research and discussion, several conclusions could be obtained. (1) inter-models, the model of entrepreneurial interest of UMB students does not differ significantly from those BINUS students; (2) internal factors had a significant positive effect on entrepreneurial cognition, both for UMB and BINUS students; (3) external factors had a significant positive effect on entrepreneurial cognition, both for UMB and BINUS students; (4) Internal factors did not have a significant positive effect on entrepreneurial interest, both for UMB and BINUS students; (5) external factors had no significant positive effect on interest in entrepreneurship, both for UMB students and BINUS students; (6) Entrepreneurial cognition significantly mediated the interest in entrepreneurship, both in UMB students and BINUS students.

Recommendation

According to the result of those correlation, the recommendation for further research are as follows:

1. For the Institution
 - a. The institution needs to ensure that the entrepreneurship education process is able to increase the interest of the students about entrepreneurship. This interest can be formed by convincing and providing an understanding that the entrepreneurship in their own area of interest results a better financial and non-financial conditions than if they were an employee.
 - b. The institution needs to carry out a comprehensive entrepreneurship education that can improve mental character, knowledge and skills to become entrepreneurs based on the student profiles. As a first step, the institution can carry out an initial assessment (for example the character, background, type of business that the students were interested in, and other necessary things). The results of the assessment and this short database can then be followed up with entrepreneurship education in accordance with the interests of each student. This assessment can also be used to determine the teaching components that are able to attract the interest to explore entrepreneurship, for example by providing attractive educators, materials and learning objectives. Institutions can also do the character building to provide the basic skills of entrepreneurs. Besides, the institution can provide various business experiences to enrich the experience of the entrepreneurs by doing trial errors. Hopefully, the final result of this entrepreneurship program is able to build the confidence of the students that they are able to become an entrepreneur.
 - c. The institution needs to provide entrepreneurship education systematically so that the student achievements can be monitored gradually. Furthermore, a special certification or recognition stating that the students

have been competent to become entrepreneurs is needed. This is aimed to encourage the students to have a strong perception that they are capable of becoming entrepreneurs so that their tendency to act as entrepreneurs is also increase.

d. The curriculum, gradual achievement, and final results of the entrepreneurship education should be communicated to the parents or widely published through the university information portal so that the students will get more support from their family, friends, and colleagues to become entrepreneurs.

2. For the upcoming researchers

The recommendation from the researcher to the next researchers are as follows:

a. In the scope of sampling activities

The sampling activity can be carried out more thoroughly in several universities in order to know a more complete condition of entrepreneurial interest. Researchers in this study have taken two private universities as research samples. Henceforth, the next research can use a sample of the state universities or a sample of several universities in a particular city in order to provide a general idea of the students interest about entrepreneur.

b. Focus on effective and efficient entrepreneurship education

This suggestion is given so that the research can have a significant impact for the education. The researchers can compare the entrepreneurship education system on the target campuses with benchmark campuses that have succeeded in forming the number of reliable entrepreneurs, both domestic and foreigners.

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