

Does Perceived Behavioral Control Mediate the Effect of Entrepreneurial Knowledge on Student Entrepreneurship Intentions in Indonesia?

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Abstract--- *This research is motivated by the low intentions of entrepreneurship in high school students in Indonesia. This study aims to analyze the mediating effect of perceived behavioral control on the effect of entrepreneurial knowledge on entrepreneurial intentions. This study uses an explanatory survey method with a quantitative approach. Data collection was done through a questionnaire, the population in research of Christian high school students in Bandung City, West Java, Indonesia amounting to 512. To use a sampling technique of 299 people. The collected data was then analyzed using Multiple Regression Analysis (MRA) using Macro Process Software from Hayes. The results of this study indicate that perceived behavioral control mediates the effect of entrepreneurial knowledge on the entrepreneurial intentions of high school students in Indonesia. These findings indicate that to increase entrepreneurial intentions, the learning process in high school needs to be emphasized in efforts to increase perceived behavioral control*

Keywords--- *Enterprenurial Knowledge, Perceived Behavioral Control, Enterprenurial Intention, Model Single Mediation.*

I. INTRODUCTION

The concept of entrepreneurial intentions has been the subject of discussion in various countries on the grounds that it has an important role for economic progress, job creation and social science development (Mahajan & Arora, 2018). Entrepreneurial intentions is an effort that arises from the individual to work as oneself and interest is also a manifestation of the expression in one's soul arising from the desire to start improving one's own economy (Suffian et al., 2018, Machmud, et al., 2020).

Thinking about entrepreneurial intentions has been successfully conceptualized by the planned behavior model from Azjen (2005). This success also received support from the 2018 Indrasari study which showed that the planned behavior model had an effect on the entrepreneurial intention of students (Indrasari et al., 2018). The same thing is supported by (Sánchez-García, Ward Mayens, Vargas-Morúa, Daza Flórez, & Hernández-Sánchez, 2018) who examined the cultural behavior of itensi in the five countries of Mexico, Spain, Portugal and India. against itensi. Recent research in Indonesia by Julita and Prabowo (2018) reviewing student intentions with aspects of adversity quotient results shows a very significant positive relationship that is highly adversity quotient with entrepreneurial intentions on students of Management Studies at Soegijapranata Catholic University Semarang (Julita & Prabowo, M.Sc, 2018).

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The development of entrepreneurial intentions began to be conceptualized by a psychological model by Azjen (1991) that a person's intentions to do something, seen from attitudes, subjective norms and perceived behavioral control, this research focus focuses on determining the entrepreneurial intentions of high school students according to Theory of Planned Behavior (Ferreira & Fernandes , 2018) then began to develop widely in the fields of economics, management, sociology, psychology, and anthropology but, for now more developed in the field of economics because it is directly related to the way of job creation and wealth creation (YES Samuel, K. Ernest., 2013). Business interest in business is a commitment to do a new business in the business world as a form of behavior (Job, Nasip, Fabeil, & Buncha, 2017). To start becoming a creative and effective entrepreneur is the main capital for the birth of an entrepreneur to be able to start a business (Nguyen, 2018). Preference is also the next capital to be able to start and see opportunities in making decisions to start a business (Dogan, 2015).

The problem that occurs at this time is the low intention to do entrepreneurship in low high school students (Sadewo, Iqbal, Sanawiri, Administration, & Brawijaya, 2018), students are not interested in entrepreneurship due to lack of motivation and lack of enthusiasm and desire to try themselves to do business themselves (Moses, 2018, Machmud, et al, 2020). Based on the results of the pre-study that students were still weak, only 23% had an interest in being entrepreneurs, while the remaining 77% went on to college (Oktaviana, Umami, & Program, 2018).

They were hesitant, afraid of failure and also economic unpreparedness partly because of the low intensity of this student, therefore only confident and courageous individuals have high entrepreneurial intentions (Aisyah, Frieda NRH, & Endah Mujiasih), then some students also think that it is still difficult to find ideas in starting entrepreneurship and capital limitations are also very influential on entrepreneurial intentions that are often overshadowed by the risk of failure (Oktaviana et al., 2018). Based on these problems, it is necessary to study the factors that influence entrepreneurial intentions, the determinants that influence one's intention to do something, namely attitudes, subjective norms and perceived behavioral control (Azjen, 1991, Marques, Ferreira, Gomes, & Rodrigues, 2012). In the scope of the world of education, the factors considered influencing entrepreneurial intentions are attitude factors, subjective norms and perceived behavioral control and aspects of adversity quotient (Marques et al., 2012).

High school students in Indonesia really need mastery of entrepreneurial knowledge as a result of the effectiveness of the learning process of entrepreneurship subjects in high school. Students with a mastery of in-depth knowledge of a particular field will more easily choose and determine the type of business that best suits their abilities so they are able to run their business better and more professionally. Linan (2004) states that someone with extensive entrepreneurial knowledge certainly influences their entrepreneurial attitudes and awareness of the entrepreneurial profession so as to encourage the desire to become entrepreneurs.

Perceived behavioral control is the perception of individuals related to the ease and difficulty of a behavior displayed. Perceived behavioral control can predict how much a person wants to perform certain behaviors (Ajzen, 2005). Linan and Chen (2009) state that perceived behavioral control is measured by an indicator of the level of confidence in the ability to carry out entrepreneurial activities. Students will consider their confidence in generating entrepreneurship intentions.

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This study aims to analyze the mediating effect of perceived behavioral control on the effect of entrepreneurial knowledge on the entrepreneurial intentions of students in Indonesia using the Single Mediation Model. . This study uses an explanatory survey method with a quantitative approach. The results of the study are expected to be used as input for policy makers related to growing new entrepreneurship among the younger generation.

II. METHODOLOGY

This study aims to determine:

1. The effect of entrepreneurial knowledge on entrepreneurial intentions
H1: Entrepreneurial knowledge has a positive effect on entrepreneurial intentions.
2. Perceived behavioral control mediates the effect of entrepreneurial knowledge on entrepreneurial intentions
H2: Perceived behavioral control mediates the effect of entrepreneurial knowledge on entrepreneurship intentions.

1) Sample

The population in this study were Christian high school students in the city of Bandung, West Java, Indonesia, amounting to 512 students with consideration that they had received entrepreneurship and entrepreneurship education. Sampling in this study was done through student sample calculation using the Slovin formula so that a sample of 299 students was obtained. Respondents as the sample of this study were 299 Christian Private High School students in Bandung. This sample is seen by sex and age. There were also 161 male samples and 138 female samples. Respondents aged below 15 years were 38 years old, respondents aged 15 years to 16 years were 98 students, and those aged 17 years to 18 years were 163 students..

2) TOOL

To know the entrepreneurial intentions of students, it can be seen from the factors of entrepreneurial knowledge and also perceived behavioral control. The level of student entrepreneurial intentions is taken from the respondents' choice of expressions of a desire to develop new products and a desire to start a business. In entrepreneurial knowledge students are given a statement about the business environment to be initiated, knowledge of the existing business environment, and knowledge of new roles and responsibilities in starting a new business. There are two measures presented in the statement of perceived behavioral control, namely the level of perception of control of a behavior and the level of confidence to be able to do a behavior. In each statement a student is asked to check and report one of 7 answer choices on a scale by placing a cross (X) above the corresponding number.

Data collection was performed using a questionnaire and then analyzed using descriptive statistics and inferential statistics. The data collected was analyzed with a 7-point Likert scale scoring system from strongly disagree (1) to strongly agree (7) to get interval data and given a score or value. The research instrument was tested through validity and reliability testing. Hypothesis testing is done by multiple regression moderate moderate regression analysis (MRA), with the research model as shown in Figure 1.

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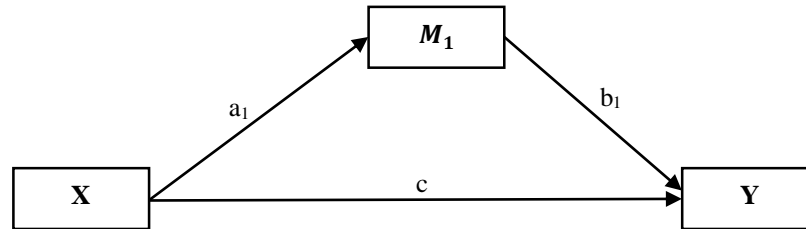


Figure 1
Relationship Diagram of Variables

Information :

X : Entrepreneurship Knowledge

M1: Perceived Behavioral Control

Y : Entrepreneurial Intentions

Based on Figure 1, there are **three** equations to be tested:

$$IB = 20.4641 + 0.3211 PK + e_o$$

$$M_1 = i_{M1} + a_1 X + e_{M1}$$

$$Y = i_Y + c'X + b_1 M_1 + e_Y$$

III. RESULTS AND ANALYSIS

Description of Entrepreneurship Knowledge Variables, Perceived Behavioral Control and Entrepreneurial Intention

The level of entrepreneurial intention in this study is the dependent variable while entrepreneurial knowledge and perceived behavioral control are independent variables. The results of the processed variable level data and complete distribution of respondents can be seen in the summary of respondents presented in Table 1..

Table 1
Level of Entrepreneurship Knowledge Variable (PK), Perceived Behavioral Control (PBC), and Christian High School Entrepreneurial Intent (IB) in Bandung, West Java, Indonesia

Description	Statistic		
	PK	PBC	IB
Average	32.5686	32.5686	37.8094

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The estimated average score interval at the 95% confidence level	Batas atas	31.9180	31.9180	36.7655
	Batas Bawah	33.2191	33.2191	38.7837
Minimum		19.00	19.00	10.00
Maximum		49.00	49.00	56.00
Standard Deviation		5.71626	5.71626	8.56129
Variance		32.676	32.676	73.296
Category		Moderat	Moderat	Moderat
Percentage		66.50%	68.24%	66.89%
n=299				

Based on Table 1, it appears that the level of student entrepreneurship intentions is in the moderate category with a percentage of 66.89%. This gives an indication that high school students in Indonesia already have 1) a desire to develop new products, 2) interest in establishing a business, 3) have better readiness and progress in entrepreneurship, 4) have a happy feeling to run a business, 5) there is motivation or encouragement to yourself to do business activities.

The level of entrepreneurial knowledge of high school students in Indonesia is in the moderate category. This gives an indication that high school students in Indonesia have 1) a good understanding of entrepreneurial activities, business planning, ideas in entrepreneurship and about business management, and 2) good entrepreneurial knowledge, while the entrepreneurial knowledge of respondents is obtained from subjects of entrepreneurship. . This subject is compulsory for students in high school. Knowledge is one of the outputs of entrepreneurship education that students have received in class.

The level of perceived behavioral control of students is in the moderate category with a range of 68.24%. This category means that students already have 1) confidence to be able to perform a behavior that is to be entrepreneurial, 2) confidence in determining the choice for entrepreneurship, and 3) confidence to influence themselves to bring up the desire to entrepreneurship.

2) Moderate Regression Analysis

Testing Statistics Structural model testing is carried out to find out how the influence of entrepreneurial knowledge, perceived behavioral control on the entrepreneurship intentions of Christian high school students in the city of Bandung. Regression processing results show that for each relationship has a p-value <0.05 which means the regression of all latent variables is significant. This shows that H0 is rejected, in other words there is a significant influence between exogenous variables on their endogenous variables. The following is a summary of the direct, indirect, and total effects of all latent variables shown in Table 2.



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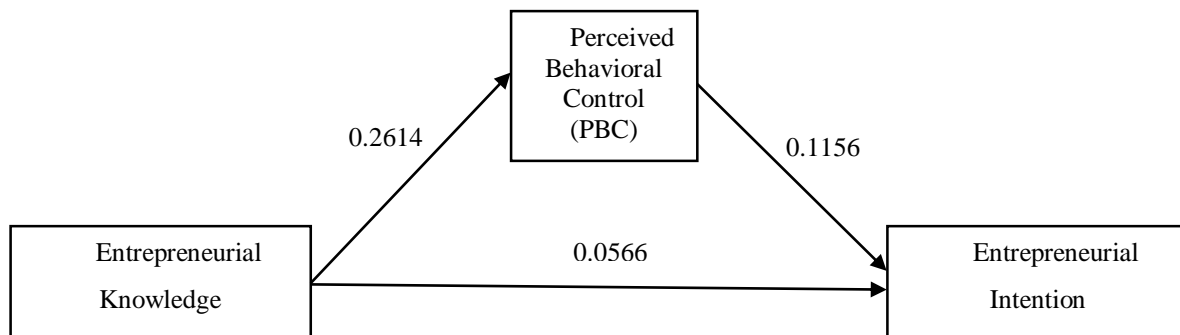


Figure 2: Regression Results of Research

Models Based on Figure 2 above, we can find out the mathematical equation of the total effect of PK on IB as eq.1

$$IB = 20.4641 + 0.3211 PK + e_0 \quad (1)$$

Equation (1) describes a constant of 20,4641 stating that when the entrepreneurship knowledge variable is 0, the student entrepreneurial intention is 20.4641, and the magnitude of the effect of the total coefficient of entrepreneurial knowledge variable on entrepreneurial intention is 0.3211, which means that each increase in the value of entrepreneurial knowledge leads to an increase in student entrepreneurship intentions of 0.3211. Total effect is the sum of direct effects plus indirect effects, or $c = c + ab$. Furthermore, it can be seen the magnitude of the indirect effect of the PK variable on the IB variable via PBC variable (path $a_2 \times b_2$), and the indirect effect of PK on IB through PBC in order to obtain the following mathematical equation (2) and (3)

$$PBC = 18.4479 + 0.2614 PK + e_2 \quad (2)$$

$$IB = 5.9656 + 0.0566PK + 0.1156PBC + e_1 \quad (3)$$

Equation (2) describes that each increase in 1 value of entrepreneurial knowledge results in an increase in perceived behavioral control value of 0.2614 and (3) it can be described that entrepreneurial intentions are influenced by two different variables, namely entrepreneurial knowledge and perceived behavioral control, each of which has a coefficient significant effect.

Table 2 Summary of Results of Multiple Regression Analysis of Parallel Mediation Variable Models.

Variable	Variable					
	PBC			IB		
	Koef	T(F)	P	Koef	T(F)	P
PK	$a_2 0.2614$	0.0233	0.000	$c^1 0.0566$	1.3184	0.1884
PBC				$b_2 0.287$	1.2234	0.2221

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Constant	i ₂ 18.4479	14.3084	0.000	i ₁ 11.731	8.105	0.000
R ²	0.2974			0.5056		

The coefficient of determination R² in this study is used to see the magnitude of the influence together with the exogenous variables in the model being analyzed. Based on Table 2, R² is 0.2974, which means that the perceived behavioral control variable in the model is able to explain the entrepreneurial intention variable of 29.74%. Mediation of perceived behavioral control variable can explain the entrepreneurship knowledge variable on the variable of entrepreneurial intention variable of 0.5056 or 50.56%. Furthermore, a summary of the mediating effect of Perceived Behavioral Control can be seen in Table 3, and a summary of the total effect and direct influence of the Entrepreneurship Knowledge variable on Entrepreneurial Intention is presented in Table 4.

Table 3 Summary of the Effects of Mediation Perceived Behavioral Control

Pengaruh	Efek	SE	t	P	Boot LLCI	BootULCI
Effect Total	0.3211	0.373	8.6200	0.000	0.2478	0.3945
Direct Effect	0.0566	0.04296	- 1.3184	0.1884	-0.1411	0.0279
Indirect Effect	0.377	0.0455			0.2893	0.4694
PBC (a ₁ b ₁)	0.0302	0.0268			-0.0211	0.0845

Table 4 Summary of the coefficient of determination

Vorrelation Variable	R ²
PK → IB	0.2000
PK → PBC → IB	0.0868
Effect Total (R-Sq)	0.505

Based on Table 3 it can be seen that the magnitude of the indirect effect of entrepreneurial knowledge on entrepreneurial intentions through perceived behavioral control is 0.0302 with the LLCI boot as the lower limit and the ULCI boot as the upper limit. The test results show that both the lower limit and the upper limit do not include the value 0, thus indicating the perceived behavioral control variable mediates entrepreneurial knowledge significantly towards entrepreneurial intentions.

Table 4 shows the magnitude of the coefficient of determination for each variable model. The value of the coefficient of determination of entrepreneurial knowledge on entrepreneurship intentions directly is 0.200, which means that the entrepreneurship knowledge variable in the model is able to explain the entrepreneurial intention variable of 20.0%. Furthermore, the value of the coefficient of determination of entrepreneurial knowledge on entrepreneurial intentions mediated by perceived behavioral control is 0.0868 indicating that there is mediation of perceived behavioral control

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variables, the entrepreneurship knowledge variable in the model is able to explain the variance of entrepreneurial intention variables by 8.68%.

IV. DISCUSSION

The Direct Effect of Entrepreneurship Knowledge on Entrepreneurial Intention

The results of this study indicate that entrepreneurial knowledge has a positive effect on entrepreneurial intentions, but it is not significant. The findings of this study reinforce the results of previous studies by Cheng, Chan, & Mahmood, (2009) which state that entrepreneurial knowledge does not have a significant relationship to entrepreneurial interest, due to the method of delivering entrepreneurial learning that is used ineffectively. This is also in line with research by Srigustini (2014) showing that entrepreneurial knowledge has no effect on an individual's entrepreneurial intentions. This explanation, supported by Iswandari's research results (2013), that to form entrepreneurial intentions the main thing that must be possessed is the soul and character of entrepreneurship, while that is influenced by the ability, skills and experience of entrepreneurship. A student will have the intention to be entrepreneurial if the student knows correctly about all the characteristics in the business world. Understanding students not only understand part of entrepreneurship, but must understand comprehensively both internal and external factors of the success of the business to be run, and coupled with practical activities.

The Mediation Effect of Perceived Behavioral Control on the Effect of Entrepreneurial Knowledge on Entrepreneurial Intention

The results of this study indicate that perceived behavioral control mediates the effect of entrepreneurial knowledge on entrepreneurial interest. The results of this study are in line with Carla S. Marquess's (2012) study which shows that entrepreneurial intentions are significantly influenced by perceived behavioral control. Furthermore, Muhammad Shoaib Farooq et al (2016) stated that entrepreneurial intentions were significantly influenced by perceived behavioral control factors. The same finding by Dugassa Tessema Gerba (2012) which states that perceived behavioral control significantly influences entrepreneurial intentions. This finding corroborates the Entrepreneurial Intention Model (EIM) Theory initiated by Francisco Linan (2004) which states that positive and significant perceived behavioral control mediates entrepreneurial knowledge of entrepreneurial intentions.

V. CONCLUSION

Based on the results of the study it can be concluded that entrepreneurial knowledge directly has a positive but not significant effect on entrepreneurial intentions, meaning that entrepreneurial knowledge does not contribute directly to increasing entrepreneurial intentions. Perceived behavioral control mediates the effect of entrepreneurial knowledge on entrepreneurial intentions, meaning that perceived behavioral control contributes to the effect of entrepreneurial knowledge on entrepreneurial intentions. Based on the results obtained in this study can also provide recommendations, namely the teacher must use a more varied, creative and innovative learning model so that the learning process in the classroom does not only focus on improving students' cognitive. Implicitly, the learning process must be able to

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encourage the formation of perceived behavioral control. Furthermore, as an effort to increase the number of entrepreneurs and reduce the number of unemployed, high schools can hold workshops or entrepreneurial training with the concept of entrepreneurship through mentoring activities in schools. The limitations in this study are there are still answers to the questionnaire that are inconsistent according to the observations of researchers. This can be anticipated by assisting and supervising respondents in choosing answers so that respondents focus on answering existing statements. The study population was only for private Christian high school students. The small number of samples taken because of limited funds, time, and educators

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