

**THE IMPACT OF ENTREPRENEURIAL EDUCATION AND
ENTREPRENEURIAL INTEREST ON STUDENT'S
ENTREPRENEURIAL INTENTION WITH PROACTIVE
PERSONALITY AS MODERATING VARIABLE**

THESIS

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Abstract:

The purpose of this research is to investigate the influence of entrepreneurial education and entrepreneurial interest as the independent variable of entrepreneurial on proactive personality as the moderating variable on the university student's towards entrepreneurial intention as the dependent variable. The sample criteria in this research are all the students from each faculty that studied at Andalas University. The sample collected is 359 respondents. The result of this research indicates that entrepreneurial education of university students has a positive and significant influence on entrepreneurial intention. The entrepreneurial interest of university students has a positive and significant influence on entrepreneurial intention. As well as, the proactive personality of a university student has a positive and significant influence on entrepreneurial intention. Entrepreneurial education of university students has a positive and significant influence on the entrepreneurial intention with moderated by proactive personality traits. Also, the entrepreneurial interest of university students has a positive and significant influence on the entrepreneurial intention with moderated by proactive personality traits.

I. Introduction

To encourage significant economic growth, the government needs for work continuity with some components of the economic sector that could provide solutions over emerging economic problems. Entrepreneurial has essential roles in enhancing economic activities through the creation of new jobs and business, developing stronger competition, and

increasing productivity through technological changes. Entrepreneurial has created many benefits, such as investment, stimulating a sense of competition, increasing change and innovation, creating a new job, improving quality of life, and encouraging income distribution (Chirani, Farahbod, and Pourvahedi, 2013).

Entrepreneurial is considered a feasible substitute for employment among business students. Students are often considered as the generation that can produce fresh ideas in developing business plans that are supported by various technologies that are growing rapidly nowadays. For this reason, the government is optimistic in boosting student enthusiasm so that new entrepreneurs emerge to achieve the target of 5%. This is intended to encourage national economic growth and create the existence of local businesses that are not less competitive with businesses that have developed. Smith (2010) explained that entrepreneurial is a significant determinant of economic growth. The existing entrepreneurial does not only affect gross domestic product or GDP growth but also inclusive growth, measured as real disposable household income (Lundin, 2015).

The importance of shaping entrepreneurial intention education among university students from an early age as the beginning in starting a business and contributing to open employment. Zampetakis, et al., (2011) noted that the presence of entrepreneurial learning moderates the effects of individual creativity on entrepreneurial interests. The education factor is not enough to encourage students in the intention of entrepreneurship, but there is also driven by how students involved in handling entrepreneurship. The utilization of the moderating model in this current research is to determine the strengthened and weaken factors that influenced entrepreneurial intentions among university students in the environment.

II. Literature Review

Entrepreneurial: According to Kelley (2010), entrepreneurial can serve as a source of income when an economy can't supply sufficient jobs or other alternatives for raising wages or salaries, and providing positive social value is in position. An entrepreneur can be defined as innovative, action-oriented people who devoted time and effort and create something different with value-added. Being an entrepreneur will have a close relationship with risks such as time, money, status, and personal comfort, and also social status (Rena, 2020).

Gartner (1988) clarifies that entrepreneurial is the creation of organizations. What distinguishes entrepreneurs with non-entrepreneurs is that entrepreneurs build organizations,

while non-entrepreneurs do not. The opportunity of entrepreneurial refers to starting a business to exploit a perceived unexploited or under-exploited business opportunity and also includes the voluntary nature of participation in entrepreneurship. In the existing literature that environmental factors such as history, region, ethnic, social, cultural, economic, legal and politics can motivate entrepreneurial behavior such as new venture creation (Vesper, Sexton, Shapero and Sokol, 1982).

Drucker (2001) defines entrepreneurial as an innovation that has an effort to create purposeful, focused change in an enterprise's economic or social potential. Certain basic needs must be fulfilled to improve the welfare of life. An entrepreneur builds a business with several purposes where one of the essences of being an entrepreneur is to concern the social value of running a business that has the potential to develop in the expected period time. Adnan Alias (2004) states entrepreneurial is a process of creating and expanding businesses that collectively form a force for national development and societal prosperity.

Entrepreneurial Intention: Entrepreneurial intention aimed at either creating a new venture or creating new values in existing ventures. Intentionality includes both analytic thinkings which involved goal-directed behavior and intuitive thinking means as visionary person-oriented (Bird, 1988). Krueger and Brazeal (1994) proved that entrepreneurial intention is central to understanding the entrepreneurial process because it is the foundation and the first step to understanding the process of entrepreneurship. Entrepreneurial intention theory had an exhibit that personal and environmental factors can affect entrepreneurial intention directly or indirectly by influencing beliefs and attitudes regarding entrepreneurial (Liñán et al., 2013). The entrepreneurial intention might be viewed as the first step in an evolving, long-term process.

Establishing entrepreneurial intentions broadly is consistent with the objectives of this research in that it avoids delimiting subjects' expression of entrepreneurial intentions. Krueger (1993) argued that entrepreneurial intentions are central to understanding the entrepreneurial process because they form the underpinnings of a new organization. The latest structural model of entrepreneurial intention explains how entrepreneurial intention is a direct result of the attitude towards entrepreneurial and the environment of contextual barriers and support factors (Lüthje & Franke, 2003). Most of the models of entrepreneurial intention seat on the pre-entrepreneurial occurrence and utilize of attitude and behavior theory (Peterman and Kennedy, 2003).

Davidsson (1995) noted that entrepreneurial intentions are clarified also as a variable within the larger psychological model of factors influencing individual intentions to begin a new business. The pattern of the entrepreneurial event explains the influence of desirability and feasibility on a business start-up (Shapiro, 1975). The importance of understanding the theory of self-efficacy in the entrepreneurial behavior context is also stressed (Krueger et al. 2000). The stronger the intention to follow in behavior, the more likely it should be its performance.

Entrepreneurial Education: Entrepreneurial education has a comparatively long history and has developed into a widespread tendency (Katz, 2003). Kirby (2002) noted that entrepreneurial education is different than traditional management studies as traditional management education may obstruct the development of the necessary entrepreneurial quality and skills. Entrepreneurial education needs a different teaching instructive to relate the learners' sector in encounter how is the entrepreneurial education affected them. Entrepreneurial education is belief more than business management nowadays, it is about learning which means learning to integrate experience, skills, and knowledge to prepare to start with a new venture.

According to the Global Entrepreneurial Monitor (2010), entrepreneurial education should eventually be viewed as an intervention to create jobs, to drive and shape innovativeness, and to stimulate economic growth. Entrepreneurial education should be a form of empowerment that not only develops but also support entrepreneurial activities, behaviors, and mindsets (Ekpoh & Edet, 2011).

Entrepreneurial education is assumed to gain an awareness of entrepreneurial as an alternative career path to employment (Slavtchev, Laspita, & Patzelt, 2012). It is plausible that entrepreneurial education is more strongly related to entrepreneurial intentions than business education because the former is better adapted for the development of entrepreneurial skills and knowledge. In extension, Liñán (2008) defines that entrepreneurial education is particularly concerned with attitudes, intentions, and the firm creation process. Nian et al, (2014) provide an important examined analysis for entrepreneurial education. The students should also be trained in entrepreneurial abilities to support them to start their business venture or engage in entrepreneurial activities. The results show that entrepreneurial education in higher learning institutions has a positive perception of the students towards entrepreneurial education.

Entrepreneurial Interest: Entrepreneurial interest is the desire, interest, and willingness to strong-willed to try optimally to meet the needs of his life without fearing the risks that will occur, and a strong will to learn from failure (Fuadi, 2009). Entrepreneurial interest is affected by certain factors such as family environment, entrepreneurial education, intrinsic motivation, personality, entrepreneurial program.

The family environment also affects the entrepreneurial interest of students through given motivation and experiences. Stewart et al. (1998) stated that the growth of entrepreneurial interest is influenced by the various factors involving internal, external, and contextual factors. Iskandar (2001) mentions indicators of entrepreneurial interest are as follows: interest in entrepreneurship, willingness to engage in entrepreneurial activities, seeing opportunities for entrepreneurship, utilizing the potential possessed for entrepreneurship, courage in facing risks and challenges, and desire to realize ideals in entrepreneurship. In investigating entrepreneurial interest, researches have mainly focused on the determinants of entrepreneurial intention solely on actual engagement in entrepreneurial (Fitzsimmons and Douglas 2005).

Scherer et al. (1988) concluded that entrepreneurial interests are not only determined by the individual condition but also determined by the surrounding environment which can help in shaping the entrepreneurial behavior and process. Wang and Wong (2004) also affirmed the result from the previous research, there is several factors such as sexes, family experience in business, and education level have a significant effect on student entrepreneurial interest. Additionally, the university environment also has a positive and significant influence on student entrepreneurial interest.

Proactive Personality: Proactive personality means behavior with directly changes environments. Proactive personality can be defined as opportunities and act on the person, which shows initiative, take an action, and persevere until they bring about meaningful change. In contrast, people who are not proactive exhibit the opposite patterns, such as failing to identify and opportunities to change things. People with proactive behave has a strong role in making changes and as a mobilizer that creates a development that impacts the surrounding environment.

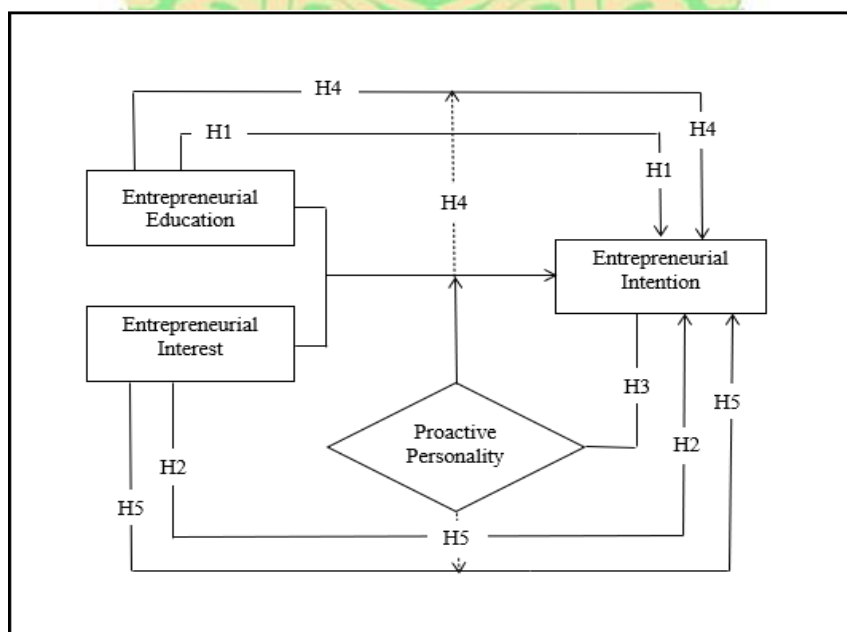
The proactive component of organizational behavior and introduced a measure of proactive personality. It measures a personal disposition toward proactive behavior is intended to identify differences among people in the extent to which they take action to influence their

environments (Bateman and Crant, 1993). The scale of proactive personality measures an individual disposition toward proactive behavior, also an idea that intuitively appears to be related to entrepreneurship. Personality focuses on an individual environment link in which individuals influence their current situations. Personality measures that are not tailored to specific behavioral criteria usually are not valid for some criteria (Guion and Gottier, 1965).

Bateman and Crant (1993) noted that the proactive personality scale may have implications for vocational choice and entrepreneurial in particular. Proactive personality is the notion to be one example of such a compound variable, it has proven to be predictive of several career development outcomes (Hough, 2003). Bateman and Crant (1993) developed the proactive personality concept, defining it as a relatively stable tendency to effect environmental alter that distinguish people based on the degree to which they take any action to influence their environments. According to Crant (2000), usually, an individual with a prototypical proactive personality identify opportunities and act on them, show initiative, take action, and persevere until meaningful change occurs (p. 439). Individuals with proactive personalities are more likely than less proactive people to grab opportunities once perceived.

Conceptual Framework and Hypothesis Development: A conceptual framework can be defined as a conceptual model of represents the synthesis of the literature on how to explain a phenomenon that has been identified as critical to solving the problem. The following conceptual framework is drawn from the literature review proposed for this research:

Figure 2.1: Proposed Conceptual Framework



The influence of entrepreneurial education on entrepreneurial intention

The literature has identified a theoretical perspective that argues entrepreneurial education is positively related to entrepreneurial intentions related to human capital theory (Becker, 1975). The researcher has viewed human capital as a determinant of entrepreneurial intentions (Davidsson & Honig, 2003). It defines as the skills and knowledge that individuals acquire through investments in schooling, on-the-job training, and other types of experience (Becker, Unger, Rauch, Frese, & Rosenbusch, 2011).

Zerbinati and Andreas' (2007) notion that entrepreneurial education stimulates students' intentions towards entrepreneurial by providing them with knowledge, skills, and a sense of belief that inspires them to choose entrepreneurial as a career. In contrast, Wilson et al. (2007) define that providing access to entrepreneurial education as critical to promoting entrepreneurs because education can raise their levels of self-efficacy and ultimately their entrepreneurial intention. Therefore, instead of investigating the effect of education in general, it is more useful to control the degree of education and education specialization to investigate the impact of entrepreneurial education on entrepreneurial intention.

Fayolle and Gailly (2015) explained the entrepreneurial intention of students who took an entrepreneurial education program and tested immediately after the program finished and later after sixth months the program over. They found that entrepreneurial education had a significant impact on entrepreneurial intention. Based on the above discussion, the following hypothesis is formulated:

H1: Entrepreneurial education positively significant effects on student's entrepreneurial intention

The influence of entrepreneurial interest on entrepreneurial intention

Taking descriptive statistics, Kume et al. (2013) provide evidence of the positive effects of entrepreneurial interest on entrepreneurial intention among undergraduate students. Students whose parents had entrepreneurial experience were more in the distribution of respondents who indicated an interest in starting their own business after graduation. This supports arguments that prior exposure to entrepreneurial either directly or indirectly through the family background influences the individual's attitudes regarding entrepreneurship.

Researches have further shown that entrepreneurial considerations are not actualized as a desired career choice basically due to lack of funding, business skills, the existence of many competitors, and fear of failure (Urve et al., 2007). Based on the above discussion, the following hypothesis is formulated:

H2: Entrepreneurial interest positively significant effects on student's entrepreneurial intention

The influence of proactive personality on entrepreneurial intention

The divergent theories and perspectives on entrepreneurship, it would be difficult if not impossible to control for all possible effects on entrepreneurial intentions. The previous discussion suggests that gender, education, and parental role models are appropriate to control variables for a study of individual differences in entrepreneurial intentions. There is a need to explore whether a proactive personality has a relatively similar effect on entrepreneurial intentions. Conceptually, there is a suitable relation between the two constructs which are proactive personality and entrepreneurial intention. Krueger and Carsrud (1993) pushed researchers to consider the "propensity to act" in their investigations of why and how people choose to become entrepreneurs "propensity to act" has conceptual similarities with proactive personality. We all know that the change agents and new product champions need to be improved through proactive (Howell and Higgins, 1990). Seibert et al. (2001) noted that proactive personality was positively associated with innovation in the job implementing new ideas and routines at work.

Rauch & Frese (2007) have empirical evidence that personality has a significant role in determining entrepreneurial intentions. To see which personality is more relevant in creating entrepreneurial intention, their study particularly investigates the role of the traits of proactive personality, personal initiative, and perseverance, in entrepreneurial activities. Based on the above discussion, the following hypothesis is formulated:

H3: Proactive personality positively significant effects on student's entrepreneurial intention

The influence of entrepreneurial education on entrepreneurial intention moderated by proactive personality

This result implies that proactive personality aids in exploring new opportunities and venturing out. Entrepreneurial intention is associated with perceiving and seizing opportunities. The above discussion suggests that entrepreneurial intention is a predictor of both entrepreneurial education and proactive personality on university students. Therefore, previous research has posited that proactive personality as the mediator will affect the manifestations of entrepreneurial intention through entrepreneurial education. Hence, the

hypothesize that even though entrepreneurial intention predicts entrepreneurial education, but this relationship is greatly affected by proactive personality.

In this research, there is examining a model for the possible existence of moderation can provide better insight into how the third variable affects the dependent variable. Previous research has shown that individual difference factors such as prior education and parental role models influence entrepreneurial intention (Kristiansen and Indarti, 2004). Therefore, entrepreneurial education has a positive impact on entrepreneurial intention through moderated by proactive personality. Based on the above discussion, the following hypothesis is formulated:

H4: The effect of entrepreneurial education on entrepreneurial intention is moderated by student's proactive personality

The influence of entrepreneurial interest on entrepreneurial intention moderated by proactive personality

This result implies that proactive personality aids in exploring new opportunities and venturing out. Entrepreneurial intention is associated with perceiving and seizing opportunities. The above discussion suggests that entrepreneurial intention is a predictor of both entrepreneurial interest and proactive personality on university students. Therefore, previous research has posited that proactive personality as the mediator will affect the manifestations of entrepreneurial intention through entrepreneurial interest. Hence, the hypothesize that even though entrepreneurial intention predicts entrepreneurial interest, but this relationship is greatly affected by proactive personality.

In this research, there is examining a model for the possible existence of moderation can provide better insight into how the third variable affects the dependent variable. There is sufficient research which provides evidence to affirm that entrepreneurial intention is a strong predictor of entrepreneurial interest, specifically that individuals with higher entrepreneurial interest tend to have a higher entrepreneurial intention (Chen et al., 1998). An individual can acquire this kind of exposure is through work in that work will expose the individual to the opportunity of knowing the risks associated with new venture formation and people management (Barringer, Jones & Neubaum, 2005; Welter, 2001). It is logical to assume that a proactive personality will mediate the entrepreneurial interest and entrepreneurial intentions which is already described by previous studies. Based on the above discussion, the following hypothesis is formulated:

H5: The effect of entrepreneurial interest on entrepreneurial intention is moderated by student's proactive personality

III. Research Method

Sekaran (2006) noted that the population refers to the group of people, events, or things of interest that the researcher wishes to investigate. The population in this research is the students at Andalas University that will be represented by each faculty. In this research, the researcher is using non-probability sampling, because this study has several characteristics of the respondent. There are two major types of sampling design: probability and non-probability sampling. According to (Sekaran, 2006), in probability sampling; the elements in the population have some known chance or probability of being selected as sample subjects and non-probability sampling; the elements do not have a known or predetermined chance of being selected as subjects.

This research will use a rating scale based on the Likert scale which designed to examine how strongly the subject of agreeing and disagree statement on point, Sekaran (2016). The variable to entrepreneurial education, entrepreneurial interest, and proactive personality towards entrepreneurial intention, the measurements were made using the Likert scale with (1 = Strongly Disagree; 5 = Strongly agree). This research uses Smart PLS 3.0 to analyze the data to identify the researcher proposed a relationship between Entrepreneurial Education, Entrepreneurial Interest, and Proactive Personality on Entrepreneurial Intention.

IV. Data Analysis and Discussion

Sample Profile

The questionnaires of this research were distributed to 359 students at Andalas University. The questionnaires were distributed to the respondents and through online by using google form. Respondents of this research were each faculty at Andalas University.

Table 4.1. Respondents' Characteristic Information

<i>Respondent Characteristic</i>	<i>Descriptions</i>	<i>Frequency</i>	<i>Percent (%)</i>
<i>Faculty</i>	Economic	26	7.24
	Engineering	22	6.13
	Law	26	7.24

	Medical	24	6.69
	Dentistry	26	7.24
	Pharmacy	21	5.85
	Information Technology	21	5.85
	Animal Husbandry	21	5.85
	Agriculture	41	11.42
	Nursing	21	5.85
	Public Health	27	7.52
	Mathematics and Natural Science	22	6.13
	Agriculture Technology	20	5.57
	Social and Political Science	20	5.57
	Cultural Science	21	5.85
<i>Semester</i>	2	24	6.69
	4	67	18.66
	6	60	16.71
	8	198	55.15
	10	9	2.51
	12	1	0.28
<i>Gender</i>	Male	93	25.9
	Female	266	74.1
<i>Age</i>	< 16	0	0
	16 – 18	10	2.79
	19 – 21	239	66.6
	22 – 24	110	30.6
	> 24	0	0
<i>Current Status</i>	Student (only)	302	84.12
	Student and worker (part-time)	18	5.01
	Student and entrepreneur	38	10.58
	Student, worker, entrepreneur	1	0.28
<i>Planning After Graduate</i>	Working in the government sector	61	17.0

	Working in the private sector	70	19.5
	Continue to master degree	83	23.1
	Starting business	58	16.2
	Continuing family business	9	2.5
	Continuing my current business	7	1.9
	Other	71	19.8
<i>Entrepreneurial Course</i>	Ever	288	80.22
	Never	71	19.78
<i>Entrepreneurship Offering</i>	Compulsory	245	68.2
	Elective	114	31.8
<i>Entrepreneurial Training</i>	Ever	152	42.3
	Never	207	57.7
<i>The perspective of Entrepreneurial Course</i>	Strongly Agree	156	43.5
	Agree	33	9.2
	Neutral	158	44.0
	Disagree	7	1.9
	Strongly Disagree	5	1.4

Descriptive Analysis

Table 4.2. Descriptive Analysis

<i>Variables</i>	<i>Indicators</i>	<i>Mean</i>
<i>Entrepreneurial Intention</i>	EIT1	3.95
	EIT2	3.68
	EIT3	3.86
	EIT4	4.17
	EIT5	3.54
	EIT6	3.31
	EE1	3.20

<i>Entrepreneurial Education</i>	EE2	3.42
	EE3	3.37
	EE4	3.32
	EE5	3.14
	EE6	3.55
	EE7	3.83
	<i>Entrepreneurial Interest</i>	EIR1
EIR2		4.18
EIR3		3.98
EIR4		2.11
EIR5		4.06
EIR6		4.03
<i>Proactive Personality</i>	PP1	4.26
	PP2	4.13
	PP3	4.11
	PP4	4.24
	PP5	3.95
	PP6	3.93

Instrumental Test

1. Validity Test

a. Convergent Validity

Convergent validity measures the magnitude of the correlation between constructs and latent variables. In convergent validity evaluation of individual item reliability, it can be seen from the value of standardized loading factors. Standardize loading factors illustrate the magnitude of the correlation between each indicator and its construct. The value of loading factor ≥ 0.7 is said to be ideal, meaning that the indicator is valid in measuring the construct it forms. In the empirical experience of research, the value of loading factor ≥ 0.5 is still acceptable. Thus, the value of the loading factor ≤ 0.5 must be excluded from the model (Haryono, 2017).



	Entrepreneurship Intention	Entrepreneurship Education	Entrepreneurship Interest	Proactive Personality
EIT1	0.799			
EIT2	0.836			
EIT3	0.832			
EIT4	0.802			
EIT5	0.822			
EIT6	0.697			
EE1		0.793		
EE2		0.830		
EE3		0.795		
EE4		0.850		
EE5		0.846		
EE6		0.745		
EE7		0.597		
EIR1			0.594	
EIR2			0.826	
EIR3			0.822	
EIR4			-0.478	
EIR5			0.742	
EIR6			0.486	
PP1				0.734
PP2				0.839
PP3				0.837
PP4				0.842
PP5				0.763
PP6				0.759

Table 4.2. Result of Outer Loading I

	Average Variance Extracted (AVE)
Entrepreneurial Intention	0.639
Entrepreneurial Education	0.614
Entrepreneurial Interest	0.454
Proactive Personality	0.635

Table 4.3. Average Variance Extracted (AVE) First Testing

	Entrepreneurial Intention	Entrepreneurial Education	Entrepreneurial Interest	Proactive Personality
EIT1	0.800			
EIT2	0.833			
EIT3	0.834			
EIT4	0.802			
EIT5	0.821			
EIT6	0.696			
EE1		0.793		
EE2		0.830		
EE3		0.795		
EE4		0.849		
EE5		0.846		
EE6		0.745		
EE7		0.597		
EIR1			0.628	
EIR2			0.814	
EIR3			0.825	
EIR5			0.780	
EIR6			0.523	
PP1				0.734
PP2				0.839
PP3				0.837
PP4				0.842
PP5				0.763
PP6				0.759

Table 4.4. Second Run of Outer Loading in Validity

	Average Variance Extracted (AVE)
Entrepreneurial Intention	0.639
Entrepreneurial Education	0.614
Entrepreneurial Interest	0.524
Proactive Personality	0.635

Table 4.5. Average Variance Extracted (AVE) Second Testing

From those tables above, after data processing, there is no outer loading that has a value of less than 0.5. The smallest value of outer loading is 0.523 in which represent EIR6.

b. Discriminant Validity

	Entrepreneurial Intention	Entrepreneurial Education	Entrepreneurial Interest	Proactive Personality
EIT1	0.800	0.392	0.569	0.520
EIT2	0.833	0.392	0.540	0.375
EIT3	0.834	0.352	0.537	0.472
EIT4	0.802	0.368	0.574	0.478
EIT5	0.821	0.402	0.530	0.391
EIT6	0.696	0.331	0.386	0.348
EE1	0.295	0.793	0.299	0.151
EE2	0.305	0.830	0.344	0.154
EE3	0.227	0.795	0.275	0.152
EE4	0.322	0.849	0.358	0.160
EE5	0.307	0.846	0.315	0.172
EE6	0.509	0.745	0.492	0.331
EE7	0.401	0.597	0.498	0.432
EIR1	0.367	0.398	0.628	0.335
EIR2	0.564	0.371	0.814	0.592
EIR3	0.592	0.487	0.825	0.524
EIR5	0.518	0.333	0.780	0.570
EIR6	0.214	0.178	0.523	0.356
PP1	0.483	0.224	0.565	0.734
PP2	0.382	0.199	0.545	0.839
PP3	0.438	0.249	0.521	0.837
PP4	0.438	0.262	0.578	0.842
PP5	0.424	0.303	0.519	0.763
PP6	0.413	0.260	0.468	0.759

Table 4.6. Cross Loading

Table 4.6. demonstrated that all of the indicators possess a high correlation value to their variable than other variables. Conclusively, the data fulfilled the criteria thus signify that the data is valid.

	Entrepreneurial Intention	Entrepreneurial Education	Entrepreneurial Interest	Proactive Personality
Entrepreneurial Intention	1.000	0.467	0.660	0.544
Entrepreneurial Education	0.467	1.000	0.504	0.314
Entrepreneurial Interest	0.660	0.504	1.000	0.672
Proactive Personality	0.544	0.314	0.672	1.000

Table 4.7. Latent Variable of Correlation (square root of AVE)

Based on this test and analysis, all variables are passing the validity test with outer loading greater than 0.5, AVE (> 0.5), a positive comparison value of AVE and cross-loading.

2. Reliability Testing Table

	Cronbach's Alpha	Composite Reliability
Entrepreneurial Intention	0.886	0.914
Entrepreneurial Education	0.896	0.917
Entrepreneurial Interest	0.611	0.732
Proactive Personality	0.884	0.912

Table 4.8. Cronbach's Alpha dan Composite Reliability

Based on table 4.8. above, it shows that the construct scores more than 0.7. Therefore, this means that the reliability in this research for both responses from Andalas University students could be justified by any means.

Structural Model Test (Inner Model)

	R-Square	R-Square Adjusted
Entrepreneurial Intention	0.519	0.512

Table 4.9. R-Square

The table above the display and demonstrated that the value of the R-square model of this research from a response in Andalas University. Entrepreneurial intention concerns a value of 0.519 and R-square adjusted own up a value of 0.512. This value means that entrepreneurial intention explained by entrepreneurial education, entrepreneurial interest, and proactive personality by 51.9%. The rest of the value is described and influenced by other variables outside of the tested variables in the research model.

Hypotheses Test

Hypothesis		Original Sample (O)	T Statistics (O/STDEV)	P Values	Conclusion
H1	EE → EIT	0.217	4.355	0.000	Supported
H2	EIR → EIT	0.439	7.044	0.000	Supported
H3	PP → EIT	0.186	3.417	0.001	Supported
H4	PP > EE → EIT	-0.109	2.281	0.023	Supported
H5	PP > EIR → EIT	0.062	2.040	0.042	Supported

Table 4.10. Path Coefficients

Based on the t-test result in table 4.10. it can be concluded that:

1. H1 is supported by Andalas University respondents. It means that entrepreneurial education has a positive and significant effect on entrepreneurial intention. A respondent who has true understanding relation of education and intentions is more likely to improve their business performance and appropriately know how to maintain and develop the business. Therefore, hypothesis 1 is supported.
2. H2 is supported by Andalas University respondents. It means that entrepreneurial interest has a positive and significant effect on entrepreneurial intention. The student who has greater awareness link to spirit to survive in certain conditions are more likely to succeed to improve a business in the future. Therefore, hypothesis 2 is supported.
3. H3 is supported by Andalas University respondents. It means that a proactive personality has a positive and significant effect on entrepreneurial intention. Students with higher motivation and initiation will have a higher value in starting a business for the upcoming future. Therefore, hypothesis 3 is supported.
4. H4 is supported by Andalas University respondents. It means that entrepreneurial education has a negative and not significant effect on entrepreneurial intention within moderating by proactive personality. Therefore, hypothesis 4 is supported.

5. H5 is supported by Andalas University respondents. It means that entrepreneurial interest has a positive and significant effect on entrepreneurial intention within moderating by proactive personality. Therefore, hypothesis 5 is supported.

V. Conclusion

The purpose of this research is to investigate the influence of entrepreneurial education and entrepreneurial interest of entrepreneurial on proactive personality on the university student's towards entrepreneurial intention. To achieve this research objective, the researcher investigated the factors of entrepreneurial intention among university students. The researcher uses primary data by distributing 359 questionnaires to students at Andalas University from different faculty. There are five hypotheses development in this study. After conducting the test in Smart PLS 3.20, the five hypotheses can be conceived as follows :

1. Entrepreneurial education has significantly positive influences on the entrepreneurial the intention of students at Andalas University.
This means the greater value of education toward entrepreneurial the greater intention toward entrepreneurial of the student. The student who enrolled in an entrepreneurial education program has already a positive interactive impact relationship between education and intention. Exactly, a student who has true understanding relation of education and intentions is more likely to improve their business performance and appropriately know how to maintain and develop the business.
2. Entrepreneurial interest has significantly positive influences on the entrepreneurial intention of students at Andalas University.
This means the higher value of interest toward entrepreneurial can be shaped by several factors, such as sexes, family experience in business, education level, and environment that have a significant influence on entrepreneurial intention. In precisely, a student who has greater awareness link to spirit to survive in certain conditions are more likely to succeed to improve a business in the future.
3. Proactive personality has significantly positive influences on the entrepreneurial intention of students at Andalas University.
This means that the initiative and perseverance in which how a student acts and lives in realize their needs and purpose has significantly influenced the entrepreneurial intention.

4. Entrepreneurial education within moderating by proactive personality has significantly positive influences on the entrepreneurial intention of students at Andalas University.

This means that the provision of knowledge of students within encouraged by motivation, an individual disposition that could influence the current condition and strong role behavior as a mobilizer for environment direct through has a greater value of initiative and action maintain that directly changes the environment significantly influence the entrepreneurial intention of students.

5. Entrepreneurial interest within moderating by proactive personality has significantly positive influences on the entrepreneurial intention of students at Andalas University.

This means students with have a strong desire, willingness to optimal the met of what their needs and concrete action with attention to the object without fearing the risks through has a higher degree of initiative to solve current issues correctly has significantly influence entrepreneurial intention.

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