

Entrepreneurial Intention: Establishment of Startup Company in Pontianak

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ABSTRACT

One of the ecosystems for the growth of new businesses or better known as startups is universities or colleges. This makes higher education a key role in economic growth in the millennial era. This research is attempted in order to investigate and explain the factors that act as a passage for the millennial generation to establish a new business entity. Highlights will be given to aspects of personal intention, the role of entrepreneurship education in educational institutions and, the role of families in the decision to establish a new business entity (startup). The main idea of research is an application of the "Theory of Planned Behavior" (TPB), which is a model that explains the intention / plan of behavior that is based on an action / decision taken by an individual. The research question regarding "whether the relationship between entrepreneurial education and entrepreneurial intentions is mediated by the cultivation of behavior" and whether "the relationship between family involvement and entrepreneurial intentions is mediated by the cultivation of behavior" have been accepted empirically. The cultivation of entrepreneurial behavior partially mediates (partial mediation) of the relationship between "entrepreneurial education" and "entrepreneurial intentions", or it can also be said that "entrepreneurial education" has been found to have both an indirect effect and direct effect through the cultivation of behavior. Meanwhile, the effect of "family involvement" on the birth of entrepreneurial intentions in encouraging the establishment of startups is fully mediated through the cultivation of entrepreneurial behavior.

Keywords: Entrepreneurship, startup entity, theory planned behavior

1.0 INTRODUCTION

One of the ecosystems for the growth of new businesses or better known as startups is universities or colleges. Universities can take on the role of being incubators and accelerators (for startups), startups become a future business model born from collaboration by utilizing the ecosystem (Mustusilo, 2019). The entrepreneurial ecosystem in tertiary institutions can provide network support, reference norms, feasibility guidelines and real experiences of entrepreneurial activities that to a great extent are needed for new business startups.

iPrice Group has released interesting findings regarding the educational backgrounds of successful startup founders in Indonesia. Of the more than 100 founders analyzed, found that on average they were university graduates, both domestic and foreign (iPrice, 2017).

There is a dualism of views about the existence of entrepreneurship; first is the nascent entrepreneurship, a view that believes in the psychological contribution of a person's entrepreneurial behavior (the variables are locus control, risk-taking and achievement); second is planned entrepreneurship behavior, (PBT) talks about learning, intention, and behavior that believes in a structured pursuit

and preparation process such as training, mentoring (Henry et al., 2003; Nabi et al., 2006 and Stam et al., 2008 in Mushtaq et al, 2011).

Research on the decision to start a business is something that is interesting to examine. Some researchers believe personality traits have an influence on these decisions. (Shah and Soomro, 2017) Some others have the view that entrepreneurial activities are difficult and very challenging. So that for a beginner, entrepreneurship education is needed as thought and guidance in developing interests and skills in an effort to reduce the risk of failure (Ajike et al, 2015).

Another aspect of the decision to start a business is family. Including the decision to establish a business, moral and financial support is a common and significant thing to be given to family members (Mushtaq et al., 2011).

This research is conducted as an effort to investigate and explain the factors that act as a passage for the millennial generation to establish a new business entity. Highlights will be given to aspects of personal intention, the role of entrepreneurship education in educational institutions and, the role of families in the decision to establish a new business entity (startup).

The results of this study are expected to be able to provide information on efforts to find empirical explanations for the interest of the millennial generation in establishing startups. The title of this paper is "Entrepreneurial Intention: Establishment of Startups Company in Pontianak".

1.1 Research Purposes

The importance of entrepreneurship is increasingly being felt. Fostering entrepreneurship has become an important topic for policymakers in Indonesia today and most of the countries. In fact, this policy can contribute to boosting the level of entrepreneurship.

Policies related to entrepreneurship are not just promoting entrepreneurship as a new job field. However, the entrepreneurship policy should focus on developing a friendly environment for starting a business, starting from administrative procedures and regulations, to developing supporting frameworks such as seed funding solutions needed by new businesses. Therefore, the synergy of roles between all sectors involved in good interest to regulators, finance, industry and education are urgently needed.

Although the topic of entrepreneurship sounds abstracts, this topic is seen as increasingly relevant in socio-economic behaviour. Entrepreneurship is seen as an important tool for creating needed new jobs. In addition, the contribution in explaining the relationship between economic growth, competitiveness, and unlocking personal potential is the result that makes research on the topic of entrepreneurship an important thing.

1.2 Research Output

This research is attempted in order to investigate and explain the factors that act as a bridge for the millennial generation to establish a new business entity. Highlights will be given to aspects of personal intention (personal intention), the role of entrepreneurship education in educational institutions and, the role of families in the decision to establish a new business entity (startup).

Previously, there was still not a complete explanation whether entrepreneurship education in educational institutions or the role of the family had the strongest impact on personal intentions towards the decision to establish a new business entity (startup). There is an assumption that entrepreneurship education in educational institutions is not strong enough to foster entrepreneurial intentions, if entrepreneurial behavior does not receive strong support from the family environment. Because entrepreneurial behavior is often thought to be the result of constant experience over time (formal and informal education), it will be difficult to

stimulate the emergence of startup intentions when someone does not have the necessary behaviours to become a successful entrepreneur.

For this reason, it is important to disclose the relationship between entrepreneurship education in educational institutions, family involvement in aspects of personal intention (personal intention) in the decision to establish a new business entity (startup), as a contribution to policy developments related to entrepreneurship, especially in improving entrepreneurship education in educational institutions.

2.0 LITERATURE REVIEW

2.1 Entrepreneurial Intention

Involvement in entrepreneurial activities is noted to have increased in the last decade. Even these activities have progressed towards a serious decision to set up a new business. This decision is certainly seen as an independent decision and taken voluntarily by an individual (Liñán and Chen, in Sait and Semira, 2016). But of course, it can be believed that there are stages that individuals go through before reaching this decision.

Based on the initial assumption that behavior is closely related to the intention (Ajzen, in Sait and Semira, 2016), an entrepreneurial decision can of course be presumed to also come from the existence of entrepreneurial intentions in an individual. Entrepreneurial intentions or plans are defined as the existence of an objective to start / establish a new business and / or add value to existing / running businesses (Bird in Sait and Semira, 2016).

There are two models that explain the intentions or plans for entrepreneurial behavior, namely 'Entrepreneurial Event Model' by Shapero and 'Theory of Planned Behavior' by Ajzen (TPB), in which the TPB is now widely used in entrepreneurial-related research (Gelderen et al in Sait and Semira, 2016).

Ajzen's "Theory of planned behavior" (TPB) is a conceptual framework that is built to explain human action and behavior, especially regarding the intention or plan of behavior that is the background of an individual's will to involve himself in certain activities. TPB was built using attitudes towards behavior (attitude towards the behavior), subjective norms and perceived behavioral control as predictors of actions taken by an individual (Ajke et al., 2015).

In its application to the entrepreneurial subject, the three predictors are expected to be able to predict the background of an entrepreneurial action/ decision. The operationalization of the three predictor elements by Ajike et al is defined as follows:

- Attitudes towards entrepreneurial behavior (Attitude towards Entrepreneurship) are defined as the degree of evaluation of respondents' responses related to supporting (favorable) or unfavorable (unfavorable) on the intention / plan to behave as an entrepreneur. Attitude towards behavior by Attitude Lubis, (2010) is defined as an attitude that presents a preparedness for action that leads to behavior. The attitude he has towards a behavior will be the beginning of the individual in doing something according to his intentions. Attitude is a vehicle for guiding an individual to behave. Attitudes towards behavior that he considers positive will later be chosen by individuals to behave in their lives.
- Subjective Norm is defined as the perception that comes from various parties who are considered important in the respondent's life regarding the intention / plan for entrepreneurial behavior that leads to the respondent's entrepreneurial decision. Subjective Norms A person becomes the basis for individuals to perform certain behaviors if their behavior can be accepted by people who are considered important in their lives. This aspect can also be interpreted as the social environmental pressure that a person feels (Lubis 2010).
- Perceived Behavioral Control is an indicator of the ability to behave entrepreneurially, it can be in the form of a degree of self-control over entrepreneurial

challenges and a belief in the ability to achieve success over entrepreneurial decisions taken.

- Perceptions of behavioral control are defined as perceptions of an individual's ability to control their behavior which can be caused by internal factors as well as external factors. Internal factors come from within the individual such as skills, willingness, information, and others. Meanwhile, external factors come from the environment around the individual.

However, apart from the three predictors above, we can be sure that before a decision to behave in entrepreneurial behavior is taken by someone, the intention / plan of behavior can be influenced by other factors that are indirectly connected (Ajike et al., 2015).

2.2 Entrepreneurial Education

Entrepreneurial education or also often called entrepreneurship has a goal of efforts to build groups at the age of students to have diverse interests and expertise in entrepreneurial activities. The purpose of this educational pattern is to reduce the risk of entrepreneurial decisions or activities and to provide direction on the journey of the business stages starting from the pilot period to the maturity period.

As quoted by Ajike et al. (2015), from Brown, entrepreneurial education is designed to communicate and convey learning, training, direction on the competencies, skills and values needed to recognize business opportunities, and prepare and start a new business.

Entrepreneurial education can present someone with a strong entrepreneurial mindset, which is shown through understanding and applying the feasibility of an entrepreneurial activity, a high willingness to start a business and practice from a creative culture. (Solevik et al. in Ajike et al, 2015). Entrepreneurial education should act as a method to increase self-confidence as an entrepreneur as well as relevant skills. Han and Lee (Sait and Samira, 2016) argue that self-

confidence is the main foundation that should be built in entrepreneurial education.

The development of startups in the small and medium category (UKM) is greatly helped by entrepreneurial education. Sait and Samira (2016) said that entrepreneurial education will improve managerial skills and business profitability through its combination with other fields of business science, such as finance, accounting, marketing, management, and business administration. In the end, increased entrepreneurial knowledge and skills should be able to encourage the intention and decision to start a business.

2.3 Families in Entrepreneurial Intentions

The younger generation, although with limited experience, often show an anti-thesis attitude towards entrepreneurial decisions, that is, they are too hopeful of the success of their business and tend to ignore the risks that may arise.

This makes the elements of cultural background, especially those inherited by the family, have a significant influence. There is evidence that individuals who have certain figures, for example, can help them to want to learn and develop their skills further (Gibson in Saeed et al., 2014).

One entrepreneur is characterized by the ability to take opportunities from different perspectives on a situation (out of the box). This ability is seen as a result of life experiences either obtained through education or work (Shane and Venkataraman in Hayton et al., 2011).

The life experience gained from family businesses that involve individuals since childhood is one that has a positive influence in generating interest and the possibility of starting an independent business. (Drennan et al in Gelderen et al., 2008). Family businesses have a lot of influence in starting new business opportunities. However, one of the drawbacks is that it provides limitations on creative ideas because it prioritizes business continuity to be

passed on to the offspring (Gelderen et al., 2008).

The dimension of family involvement is related to the accumulation of information that a person has, family involvement is more likely to present experiences and lessons on the existence of a profitable business opportunity. Family ties will increase the likelihood that important personal information about an opportunity will be shared (Barney et al., in Hayton et al., 2011).

In Hayton (2011), the process of finding business opportunities can come from active search (Fiet, 2002) and passive search (Ardichvili et al., 2003), where it is the role of an entrepreneur to 'find' these opportunities (Drucker, 1998).

Opportunities are a combination of better information (Hayek, 1945 and Shane and Venkataraman, 2000), better prior knowledge (Shane and Venkataraman, 2000 and Shepherd and DeTienne, 2005) and / or more sensitive (Gaglio and Katz, 2001 and Kirzner, 1979). This shows a learning process (Dimov, 2003) in which entrepreneurs gather information, knowledge and experience that provides a competitive advantage when looking for entrepreneurial opportunities.

Start-ups born from family involvement are less likely to be born from the identification of riskier opportunities. Family involvement in the decision to start a startup will go through a lot of discussion and consideration as they identify opportunities for the creation of a new business. the family will have more concern for the survival of their generation and will tend to reduce the space for creativity to identify opportunities and innovative new products to be exploited.

In other words, start-ups born from family involvement may be less willing to accept risk and be involved in innovation, this is certainly different from start-ups born without dominant family involvement (Dertouzos et al., 1989; Naldi et al., 2007 and Nooteboom, 1994 in Hayton et al., 2011).

Family involvement can increase the likelihood that information about entrepreneurial opportunities is shared with family members. This is important in relation to the type of information that can be accessed by startup founders. However, on the other hand, it must be admitted that there are indications that startups with dominant family involvement will be less innovative than those that start independently.

3.0 METHODOLOGY

This research adopts a quantitative approach, through a pre-designed questionnaire procedure. The questionnaire was compiled based on the adoption of the entrepreneurial intention variable model with TPB as the main variable, namely attitude toward behavior (att), subjective norms (SN), perceived behavioral control (PC), as well as additional variables, namely entrepreneurial education (EDE) and family involvement (FIV).

Data analysis on the model built on the basis of "Theory of Planned Behavior" (TPB) will examine its relationship with the variable (manifest). others that are believed to have an indirect relationship with the main (latent) variable. This relationship was tested with the Partial Least Squares (PLS) approach, through computation and data processing using the Smartpls 3.0 program. The analysis stages will include:

- i. Testing of the measurement model (Assessment of the measurement model).
- ii. Testing of the structured model (Assessment of the structural model).
- iii. Validation of the model (Validation of the model).

The research model contains three dependent / dependent variables. Entrepreneurial intention is the main dependent variable, and is directly connected from the dimension of behavior based on Ajzen's "Theory of planned behavior" (TPB) (Ajzen, 1991). Two other direct relationships namely entrepreneurial education and family involvement with

entrepreneurial intent have been added to this study.

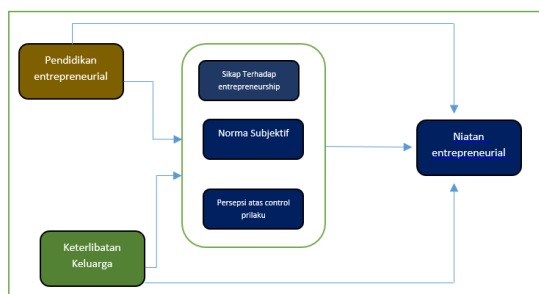


FIGURE 1

The structural model of entrepreneurial intent

The next dependent variable Ajzen's "Theory of planned behavior" (TPB) was built using attitudes towards behavior (attitude towards the behavior), subjective norms and perceived behavioral control as predictors (Ajke et al., 2015). However, apart from the three predictors above, this study believes that before a decision to behave in entrepreneurial behavior is taken by someone, the intention / plan of behavior can be influenced by other factors that are indirectly connected. (Ajike et al 2015). then entrepreneurial education and family involvement with entrepreneurial intentions will be tested for their relationship with TPB.

The independent / independent variable in this study is participation in entrepreneurial education. For validity reasons, it is checked whether the respondent has attended entrepreneurship education / entrepreneurship, this is considered to be able to influence their attitudes / behavior towards entrepreneurship.

The independent variable is derived from the assumption that each individual has limited resources (for example, time) to be used in the development and maintenance of the company. Furthermore, strong family ties provide more resources than weak bonds (Granovetter in Hayton et al., 2011).

If family involvement is also considered, it is hoped that the existence of strong family ties will also involve the intense exchange of information available to build and maintain

alternative business opportunities. So, the benefits that arise from different types of family involvement, an individual can get different results according to the family relationships and networks in which they grow (Burt, in Hayton et al., 2011).

4.0 FINDING AND ANALYSIS

4.1 Respondents and Collected Data

The distribution of the age range of respondents consisted of 52% at the age of less than 23 years, 17% were in the age range 23-26 years, 10% were in the range 27-30, 10% were in the range 31-34 years and 11% were in the range of 35 years to the top.

Gender representation in the distribution of respondents is quite balanced with the percentage of female gender by 48% and male gender 52%.

4.2 Evaluate the Outer Model

Internal consistency was evaluated using Cronbach's alpha value and the composite reliability value of the dependent variable. The criterion for the Cronbach's alpha value for the data to be analyzed must be above 0.7 to be accepted as data that is considered fit for testing. As for the value of composite reliability, it should be between 0.7-0.9 to be considered reliable data.

Convergent validity evaluation is conducted to determine the existence of a positive relationship on the attributes of each variable used. Measurements are based on data on the loading factor and Average Variance Extracted (AVE) from the data that has been collected.

As a result, of the total 35 indicators used, there are 29 indicators that meet the required loading factor criteria, which are rated above 0.5. with Average Variance Extracted (AVE) for the variables studied above 0.5.

The third stage of the evaluation of the model, is measuring discriminant validity, to ensure that each attribute as an indicator of each

variable is completely different from the other attributes.

Conclusions from the stages of model evaluation on the Outer Model (variable indicators), namely:

- i. Internal consistency test on the dependent variable, namely, TPB and Entrepreneurial Intention (entrepreneurial intentions) provide reliable results and are worthy of the test.
- ii. The convergent validity test on the 35 indicators used shows that 29 indicators have a positive relationship among the indicators used to represent the variables studied. So that testing will continue using data from the 29 indicators.
- iii. The discriminant validity test ensures that each indicator of each variable is completely different from the other indicators that are used simultaneously to reflect the variables studied. all conclusions suggest that the data used is able to explain the theory on which the research is based. the predictive ability of the measurement model used is reliable. The assessment of the outer model has met the criteria to continue the next stage.

4.3 Evaluate the Inner Model

The assessment criteria that should be considered, are the coefficient of determination (R^2), the blindfolding-based measure Q^2 , the statistical significance and relevance of the path coefficients.

Collinearity should be checked first before assessing structural relationships to ensure there is no bias in regression results. The assessment of collinearity on the latent variable indicator in the inner model is carried out through analysis of the Variable Inflated Factor (VIF). A VIF value above 5 indicates a possible collinearity problem. Ideally, the VIF value should be close to 3 and lower (Hair et al., 2017a).

With no collinearity problems found in the model studied, the next step is to check the value of the coefficient of determination (R^2) which is a measure of the model's strength in explaining the phenomenon under study (Shmueli and Koppius, 2011). The coefficient of determination (R^2) also provides an indication of the predictive power of the model (Rigdon, 2012). The coefficient of determination (R^2) ranges from 0 to 1, with higher values indicating more ideal criteria. As a guideline, R^2 values of 0.75, 0.50 and 0.25 can be considered substantial, moderate and weak (Henseler et al., 2009 and Hair et al., 2011).

The results of the analysis of the predictive ability of the relationship between the main (endogenous) variables entrepreneurial intention and TPB, found the conclusion that the relationship model studied had predictive ability at a moderate level.

Researchers continue to measure the accuracy of the overall model prediction by calculating and interpreting the value of Q^2 (Geisser, 1974 and Stone, 1974). The calculation is carried out through a blindfolding procedure (Rigdon, 2014b and Sarstedt et al., 2014).

The rule of thumb as a criterion to use is, a value of $Q^2 > 0.25$ represents a small predictive relevance, a value of $Q^2 > 0.50$ describes moderate predictive relevance and a value of $Q^2 \geq 0.75$ indicates large predictive relevance.

As a result, the Q^2 value obtained is close to (TPB) and is (EntrInt) in the range $0.25 > 0.50$ which indicates that, the overall model built has predictive relevance quality on moderate criteria.

The next step is to assess the statistical significance and relevance of the path coefficients. The researcher runs a bootstrap to assess the significance of the path coefficients and evaluate their values, which are usually in the -1 and +1 ranges.

TABLE I
Path coefficients

	entrEd	entrInt	FamInv	TPB
entrEd		0.253		0.399
entrInt				
FamInv		0.020		0.452
TPB		0.515		

The measurement results interpreted that the relationship between variables in the hypothetical model illustrates that in general the relationship between variables is positive and quite significant. Only the relationship between family involvement (FamInv) and Entrepreneurial Intentions (EntrInt) can be declared insignificant.

The researcher continues the analysis of how much influence the outer model (exogenous) variables have on the endogenous variables in the inner model through an assessment of f^2 . This interpretation of f^2 provides an overview that explains the existence of a mediating relationship between exogenous and endogenous variables (Nitzlet al., 2016). A rule of thumb for assessing f^2 , is that values above 0.02 represent the presence of small effects, values that go up to 0.15 and above represent moderate effects and values of 0.35 represent large effect sizes (Cohen, 1988).

TABLE II
 f^2 effect size

	entrEd	entrInt	FamInv	TPB
entrEd		0.072		0.251
entrInt				
FamInv		0.005		0.321
TPB		0.239		

The interpretation of the value of f^2 is that:

- The exogenous variable "entrepreneurial education" (entrEd) has a small effect on the endogenous variable "entrepreneurial intention" (entrInt); but indicates a moderate effect on the endogenous variable "implanted behavior" (TPB).
- The exogenous variable "family involvement" (FamInv) has no effect on the endogenous variable entrepreneurial intention (entrInt);

however, it indicates a modest (near large) effect on the endogenous variable "implanted behavior" (TPB).

- The endogenous variable "implanted behavior" (TPB) has an indication of having a moderate effect on the endogenous variable "entrepreneurial intention" (entrInt).
- The endogenous variable "implanted behavior" (TPB) has an indication of mediating the exogenous variable "Entrepreneurial education" (entrEd) for the effect on the endogenous variable "entrepreneurial intention" (entrInt).
- The endogenous variable "implanted behavior" (TPB) has an indication of mediating the exogenous variable "family involvement" (FamInv) for the effect on the endogenous variable "entrepreneurial intention" (entrInt).

4.4 Evaluation of The Mediation Relationship

With indications of a mediation relationship, the researchers continued to focus on assessing the mediation analysis. then a hypothesis for the mediating effect is formulated. The two mediation hypotheses can be written as follows:

H1: The relationship between entrepreneurial education and entrepreneurial intentions is mediated by the implanted behavior" (TPB).

H2: The relationship between family involvement and entrepreneurial intentions is mediated by the implanted behavior (TPB).

Based on the results, it was concluded that the two mediations had a significant t-value between > 1.96 and p-value < 0.05.

The 95% confidence interval of indirect effects is in the range of [LL = 0.089, UL = 0.347] and [LL = 0.116, UL = 0.337] not between 0 indicating that there is mediation (Preacher and Hayes, 2004, 2008). From these rules, the researcher can conclude that there is a mediating effect on the model under study and this effect is statistically significant.

TABLE III
Hypothesis testing

No	Relation	Std beta	Std error	t-value	95% confidence interval		Remark
					LL	UL	
H1	entered -> TPB -> entrInt	0.206	0.085	2.419	0.089	0.347	Accepted
H2	FamInv -> TPB -> entrInt	0.233	0.083	2.801	0.116	0.337	Accepted

The authors carry out the "Mediator analysis procedure" as suggested by Zhao et al. (2010) and Nitzl et al. (2016) (Ramayah, et al., 2018). The type of mediation can be determined by interpreting the analysis of the direct and indirect effects between exogenous and endogenous variables. Then the conclusions on the types of mediation are presented in Table IV.

TABLE IV
Type of mediation

No	Path model	Conclusion
1	entered -> TPB -> entrInt	Direct effect (yes) / Indirect effect (yes) / Partial mediation
2	FamInv -> TPB -> entrInt	Direct effect (no) / Indirect effect (yes) / Indirect only (full mediation)

The results of the exploration of the positive relationship between the variables under study can explain the effect of the relationship between these variables on the existence of entrepreneurial intentions as the main objective of this study. This research can convey that the "entrepreneurial education" that a person (respondent) goes through is believed to have a (small) effect on the emergence of "entrepreneurial intention" to start a business. In addition, it is also believed to have an effect to a greater (moderate) level on "implanted behavior".

Another explanation that can be revealed is that "family involvement" does not have an effect on the emergence of "entrepreneurial intentions", but to a certain degree (moderate) it has an effect on "implanted behavior".

Furthermore, the research results reveal that "the implanted behavior has a significant (moderate) effect on the birth of "entrepreneurial intentions". Thus it can also

be believed that "implanted behavior" (TPB) has a role as a mediator (mediating) the effects of "entrepreneurial education" and the effect of "family involvement" on the emergence of "entrepreneurial intentions" to start new businesses.

The intention to start a new business is said to be more or less influenced by "entrepreneurial education" and "family involvement", although this relationship can have an effect either directly or indirectly through "cultivation of behavior". These results make it possible to answer research questions.

The research question regarding "whether the relationship between entrepreneurial education and entrepreneurial intentions is mediated by the cultivation of behavior" and whether "the relationship between family involvement and entrepreneurial intentions is mediated by the cultivation of behavior" can be answered empirically, namely "accepted".

The cultivation of entrepreneurial behavior partially mediates (partial mediation) of the relationship between "entrepreneurial education" and "entrepreneurial intentions", or it can also be said that "entrepreneurial education" can not only have an indirect effect through the cultivation of behavior but also have an effect. live. Meanwhile, the effect of "family involvement" on the birth of entrepreneurial intentions in encouraging the establishment of startups is fully mediated through the cultivation of entrepreneurial behavior.

Regardless of the nature of the relationships mentioned above, entrepreneurship education, which is different from general education, has a clear influence on a person's (respondent's) intention to start a new business. A person who has been a participant

in entrepreneurship education shows more characteristics as an entrepreneur (Duijn, in Passaro et al., 2015). In fact, someone's entrepreneurial intention to start a new business is not only determined by the cultivation of entrepreneurial behavior, but entrepreneurial education that is accommodated academically and significantly influences this intention.

Based on this, this study recommends that policy holders focus their attention on improving the image of entrepreneurship as a career alternative through a curriculum that accommodates entrepreneurship education in order to influence attitudes towards entrepreneurship. Educational institutions can also encourage the presence of more entrepreneurship programs which are believed to be very effective in inspiring students.

Education has a basic objective as a method of transferring competencies from education to students. So do not be surprised if, there is an opinion which states that; Having competence is defined as a means of increasing an individual's desire to engage in entrepreneurial behavior, because competence makes it easier for individuals to see themselves as entrepreneurs who have the possibility of success in the future (Passaro et al., 2015).

A similar statement was also made by Hunjra et al. (2011), that higher education graduates who are equipped with entrepreneurial competencies are able to avoid or reduced risk-taking elements, better prepared for uncertainty and more tolerance for ambiguity compared to those without this ability. Furthermore, it also encourages interest in the creation of new businesses.

5.0 CONCLUSION

It is said that this research was held as an effort to investigate and explain the factors that act as a bridge for the millennial generation to establish a new business entity. Highlights are given to aspects of personal intention (personal intention), the role of

entrepreneurship education in educational institutions and, the role of families in the decision to establish a new business entity (startup).

In answering the research question, the author builds a relationship model to present disclosures of the relationship between the variables involved by formulating the research hypothesis, the results of which are as follows:

- i. H1 research on "whether the relationship between entrepreneurial education and entrepreneurial intentions is mediated by the implanted behavior " can be answered empirically, namely "accepted".
- ii. H2 research on "The relationship between family involvement and entrepreneurial intentions is mediated by the implanted behavior " can be answered empirically, namely "accepted".

By accepting the hypothesis of the existence of a mediating relationship, the next researcher concludes the type of mediation, with the following results:

- i. The implanted behavior partially mediates the relationship between "entrepreneurial education" and "entrepreneurial intentions".
- ii. The implanted behavior fully mediates the effect of "family involvement" on the birth of entrepreneurial intentions in encouraging the establishment of startups.

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