



Learning Strategies in Developing Entrepreneurial Intention Among Students : Theory of Planned Behavior Approach

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Abstract: This research aims to analyze the influence of personal attitude, subjective norm, and perceived behavioral control on entrepreneurial intention of students in the context of learning strategies. The research used a survey method, where questionnaires were distributed to 501 students from several universities using Google Forms. The collected data was analyzed using Structural Equation Modeling - Partial Least Square (SEM-PLS). The results of this study indicate that attitude toward behavior, perceived behavioral control, and subjective norms are important factors that influence entrepreneurial intention in the context of learning strategies. A positive attitude towards behavior increases perceived behavioral control, and a supportive subjective norm can lead to a greater intention to start and manage a business. Although communication may not directly affect behavior, it can indirectly influence behavior through perceived behavioral control and entrepreneurial intention. It is important to consider a range of factors that may impact behavior and design learning strategies that comprehensively address these factors. The quality and nature of communication, along with other variables, may also impact its effect on behavior in learning strategies.

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Introduction

Entrepreneurship is considered essential for promoting economic growth and development in nations, leading to extensive research on the topic (Acs et al., 2016; Frunzaru; & Cismaru, 2021; Kraus et al., 2014; López-delgado et al., 2019). The concept of entrepreneurship has evolved over time, with traditional beliefs that businesses are started to make a profit (Hussain et al., 2021; Leon, 2017). Today, there is a growing interest among researchers in environmental protection. Entrepreneurs are understood as economic agents with the ability to interpret information and create opportunities for wealth creation. Entrepreneurial skills are increasingly recognized as fundamental for promoting entrepreneurial economies and have multiple benefits, including economic development, job creation, innovation, and social well-being (Acs et al., 2016; Rodriguez-gutierrez & Javier, 2020; Wiklund et al., 2019). Entrepreneurship courses are becoming more prevalent in higher education programs, with positive impacts on students' capabilities and career paths (Arranz et al., 2017; Greene & Saridakis, 2008). Some authors even argue that universities should adopt an entrepreneurial approach (Frunzaru; & Cismaru, 2021; Hussain et al., 2021; López-



delgado et al., 2019; Muñoz et al., 2019; Rodriguez-gutierrez & Javier, 2020; Sahoo & Panda, 2019).

The promotion of entrepreneurship as a means to secure advantages is a common strategy adopted by both developed and developing countries (Brixiova & Égert, 2017; Urbano & Aparicio, 2016). This approach recognizes the potential of entrepreneurship in driving economic growth and creating opportunities for young people. In this context, universities have emerged as key players in fostering opportunity entrepreneurship and supporting economic development (Bosma et al., 2019; Etzkowitz et al., 2000; Rasmussen et al., 2011). The entrepreneurial spirit is viewed as a deliberate and intentional behavior, and this has led to a surge in research aimed at understanding the cognitive factors that influence the motivations and aspirations of individuals to start their own businesses (Carsud & Brannback, 2009; Delanoë-Gueguen & Fayolle, 2019). Within this body of research, there is a particular focus on the early stages of entrepreneurial intention (EI) formation among university students, who are often seen as potential opportunity entrepreneurs (Bosma et al., 2019) seeking to create and capitalize on new ventures (Lortie & Castogiovanni, 2015).

The relationship between education and entrepreneurship is complex and multifaceted (Graevenitz et al., 2010; Oosterbeek et al., 2010). While it is true that encouraging entrepreneurship among young adults can lead to positive outcomes, including job creation, economic growth, and innovation, the relationship between education and entrepreneurship is not always straightforward. On the other, education can provide young adults with the knowledge, skills, and networks needed to launch and grow successful businesses (Bhatti et al., 2021). Formal education can equip individuals with technical expertise, critical thinking skills, and problem-solving abilities, as well as the ability to communicate effectively and collaborate with others. Additionally, education can expose young adults to new ideas, industries, and potential markets, expanding their entrepreneurial horizons (Schaper & Casimir, 2007).

There are a variety of programs and initiatives that aim to encourage entrepreneurship among young adults, including entrepreneurship courses, incubators, accelerators, and mentorship programs. These programs often bridge the gap between education and entrepreneurship, providing young adults with the resources and support they need to launch and grow their own businesses. Finally, the relationship between education and entrepreneurship is complex and multifaceted, and the success of any entrepreneurship program will depend on a variety of factors, including the quality of education, the level of support available, and the culture of entrepreneurship in a given community or society (Bhatti et al., 2021).

The connection between creativity and the intention to become an entrepreneur is explored, with a particular focus on the Theory of Planned Behavior (TPB) as a means of determining entrepreneurial intentions (Laguía et al., 2019). The TPB suggests that attitudes, subjective norms, and perceived behavioral control or self-efficacy are the only direct determinants of intentions, while other factors indirectly influence intentions through these components. The study also found that family and university support for creativity and taking a creativity course were significant predictors of self-perceived creativity. The study concludes that teaching creative content and practice can effectively enhance entrepreneurship programs and prepare students for entrepreneurial success. Overall, the study emphasizes the importance of creativity in entrepreneurship and highlights the need for educational programs to include creativity training.

Another study explains that creativity not only directly influences attitudes and perceived control but also has a positive moderating effect on the influence of attitudes on



entrepreneurial intentions (Entrialgo & Iglesias, 2020). This suggests that personal characteristics, such as creativity, can be important in shaping entrepreneurial behaviors. The study's findings have several implications for entrepreneurship education. Firstly, entrepreneurship programs should incorporate creativity training to enhance students' abilities to become successful entrepreneurs. Secondly, entrepreneurship programs should consider the interactive effects of personal characteristics, such as creativity, on entrepreneurial behaviors and incorporate this into their curriculum. Overall, the study emphasizes the importance of understanding the role of personal characteristics in shaping entrepreneurial intentions and behaviors and highlights the need for entrepreneurship education to reflect this understanding. Meanwhile, (Shi et al., 2020) found that creativity significantly impacts entrepreneurial intention, while entrepreneurial self-efficacy has a marked effect on perceived behavior control. Additionally, perceived behavioral control, subjective norms, and entrepreneurial attitude significantly affect entrepreneurial intention. The study also revealed that creativity has a significant moderating effect on the roles of perceived behavioral control and subjective norms on entrepreneurial intention but not on the attitude to entrepreneurship. Based on these findings, the study suggests that entrepreneurship education should focus on cultivating students' creativity and entrepreneurial efficacy while encouraging their entrepreneurial intention and developing their entrepreneurial skills and mindset. This can be achieved by incorporating creativity training, developing a supportive learning environment, and providing opportunities for practical application and experience. The study emphasizes the importance of understanding the complex interplay of personal characteristics and environmental factors in shaping entrepreneurial intention and behavior and highlights the need for entrepreneurship education to reflect this understanding.

The study found that using social networking sites has a significant positive effect on green and sustainable entrepreneurship intentions (Hussain et al., 2021). This effect is mediated by risk propensity and self-efficacy, indicating that social networking sites can indirectly influence green and sustainable entrepreneurship intentions by increasing individuals' risk-taking behavior and self-belief. These findings have important practical and academic implications for various stakeholders, including representatives, policymakers, and entrepreneurial institutes. Specifically, they highlight the need to direct the use of social networking sites for communication toward promoting green and sustainable entrepreneurial practices among young people. Additionally, the study emphasizes the role of the internet in facilitating the development of green and sustainable entrepreneurial intentions. Overall, the study emphasizes the potential of social networking sites and the internet in promoting sustainable entrepreneurship and highlights the need for further research and practical applications in this area. Meanwhile, Alayis et al., (2018) explain that social networking sites can play a crucial role in shaping students' perceptions of entrepreneurship, particularly in terms of its feasibility. These findings have important practical and academic implications, particularly for policymakers and entrepreneurial education. For example, they highlight the need to direct the use of new and popular communication and internet technologies towards fostering entrepreneurship among the youth. Specifically, policymakers and educators can use social networking sites to promote entrepreneurship and increase awareness of entrepreneurial opportunities, resources, and networks. Additionally, educators can integrate the use of social networking sites into their teaching practices to enhance students' entrepreneurial skills, mindset, and networks. The study underscores the potential of social networking sites as a tool for promoting entrepreneurship among the youth and emphasizes the need for continued research and practical applications in this area.



Based on the explanation above, it needs further studies to identify effective learning strategies for developing an interest in entrepreneurship among students using the theory of planned behavior approach. Although there is existing research on the theory of planned behavior and its application in entrepreneurship education, there is limited research on the specific learning strategies that can be used to develop an interest in entrepreneurship among students. Additionally, it can be stated that much of the existing research focuses on the antecedents and outcomes of entrepreneurial intentions rather than the specific learning strategies that can be employed to foster these intentions. Therefore, there is a need for empirical studies that examine the effectiveness of different learning strategies, such as experiential learning, simulation-based learning, and problem-based learning, in promoting entrepreneurial intentions among students. This study under consideration utilizes the Theory of Planned Behaviour (TPB) (Ajzen, 1991), which is a widely used theory to analyze intention in various fields, including entrepreneurship (Lortie & Castogiovanni, 2015). This research aims to investigate how the three antecedents of intention, i.e., Personal Attitude (PA), Subjective Norm (SN), and Perceived Behavioral Control (PBC), as defined by TPB, influence the Entrepreneurial Intention (EI) of students.

Research Method

This study used a survey method. Surveys are a common tool used in quantitative research to gather information from a large number of participants. The distribution of questionnaires was conducted through Google Forms to students from several universities. The sample selection criteria included students who had started a business and were in their third semester or higher. This was to ensure that the data collected was representative of students who had experience running a business and were mature enough. A total of 501 students returned the questionnaires. All variables were assessed using the Likert scale with five points. The CR variable was evaluated based on opinions (Shi et al., 2020), while communication was measured using indicators based on opinions (Hussain et al., 2021). The TPB model was also based on opinions (Ajzen, 1991).

In this study, Structure Equation Model - Partial Least Square (SEM-PLS) was employed to examine the relationships between creativity, communication, and entrepreneurial intentions, as well as the role of the TPB model in explaining these relationships. To assess the validity and reliability of the measurement model, various statistical measures were employed, including factor loading, construct reliability, Average Variance Extracted (AVE), R-square, discriminant validity (Fornell-Larcker Criterion), and structural model. Factor loading measures the extent to which each item reflects its corresponding construct, while construct reliability indicates the internal consistency of the items within each construct. AVE measures the amount of variance captured by each construct, and R-square represents the amount of variance explained by the model. Discriminant validity was evaluated using the Fornell-Larcker Criterion, which assesses whether each construct has more variance explained by its own indicators than by other constructs. In summary, PLS is important in this study because it allows researchers to examine the complex relationships between multiple variables and the validity and reliability of the measurement model. The various statistical measures employed in this study helped to ensure the accuracy and robustness of the findings.

Results and Discussion

Measurement Model

Table 1 provides information on the validity and reliability of the research instrument, using various measures such as the Fornell-Larcker Criterion, Average Variance Extracted (AVE), Cronbach Alpha, Composite Reliability, and the coefficient determination value (R²) to assess the contribution of the variables being studied.

Table 1. Discriminant Validity (Fornell-Larcker Criterion)

Construct	ATB	BEHAV	CM	CR	EI	PBC	SN
ATB	0.864						
BEHAV	0.508	0.873					
CM	0.409	0.6	0.819				
CR	0.513	0.808	0.727	0.826			
EI	0.709	0.486	0.496	0.518	0.887		
PBC	0.752	0.514	0.477	0.558	0.726	0.842	
SN	0.707	0.49	0.442	0.55	0.695	0,718	0.861

Based on the results of discriminant validity using the Fornell-Larcker Criterion, it can be seen that the correlation between different latent variables in the model must be smaller than the AVE value of each respective latent variable.

Table 2. Construct Reliability and Validity

Construct	Cronbach Alpha	Composite Reliability	AVE
ATB	0.83	0.898	0.746
BEHAV	0.844	0.906	0.762
CM	0.876	0.91	0.67
CR	0.883	0.915	0.682
EI	0.864	0.917	0.787
PBC	0.797	0.879	0.709
SN	0.826	0.896	0.742

It can be seen that the Average Variance Extracted (AVE) value of the construct exceeds the threshold value of 0.5. Furthermore, the composite reliability value of all constructs exceeds the value of 0.6. All reliability values are well above the Cronbach threshold. Therefore, all research constructs meet the requirements (Hair et al., 2014).

Structural Model and Hypothesis Testing

In order to test the direct effect, a structural equation model was employed, and the bootstrapping method was utilized to estimate the overall, direct, and indirect effects. This involved generating 5000 subsamples using the bootstrapping approach, and the results were presented with a 95% confidence interval corrected for any potential bias.

Table 3. Bootstrapping Result

Path	Original Sample (O)	Sample Mean (M)	STDEV	T Statistics	P Values
Direct Effects					
ATB -> EI	0,274	0,272	0,057	4,795	0,000
CM -> ATB	0,076	0,081	0,065	1,165	0,244
CM -> PBC	0,152	0,157	0,073	2,091	0,037
CM -> SN	0,090	0,095	0,069	1,292	0,197
CR -> ATB	0,457	0,456	0,072	6,394	0,000
CR -> PBC	0,448	0,446	0,075	6,007	0,000
CR -> SN	0,485	0,482	0,073	6,597	0,000

EI -> Behavior	0,486	0,488	0,042	11,711	0,000
PBC -> EI	0,331	0,333	0,062	5,306	0,000
SN -> EI	0,264	0,263	0,055	4,794	0,000
Indirect Effects					
CM -> ATB -> EI -> Behavior	0,010	0,011	0,009	1,100	0,271
CR -> ATB -> EI -> Behavior	0,061	0,061	0,018	3,475	0,001
CM -> PBC -> EI -> Behavior	0,024	0,026	0,014	1,784	0,074
CR -> PBC -> EI -> Behavior	0,072	0,073	0,021	3,399	0,001
CM -> SN -> EI -> Behavior	0,012	0,012	0,010	1,190	0,234
CR -> SN -> EI -> Behavior	0,062	0,062	0,018	3,362	0,001

The direct effects section of the table shows the direct relationship between each independent variable and the dependent variable. The results indicate that ATB, CR, PBC, and SN have a significant positive effect on EI, with p-values less than 0.05. The indirect effects section of the table shows the indirect effect of each independent variable on behavior through EI. The results indicate that only CR->ATB->EI->Behavior and CR->PBC->EI->Behavior have a significant indirect effect on actual behavior, with p-values less than 0.05. Overall, the results of the study suggest that creativity, ATB, PBC, and SN are important predictors of entrepreneurial intention, which in turn leads to actual entrepreneurial behavior. The table provides statistical evidence to support the authors' argument and suggests that the model has good explanatory power. For more clarity, the bootstrapping results for the complete model can be seen in Figure 1, as follows:

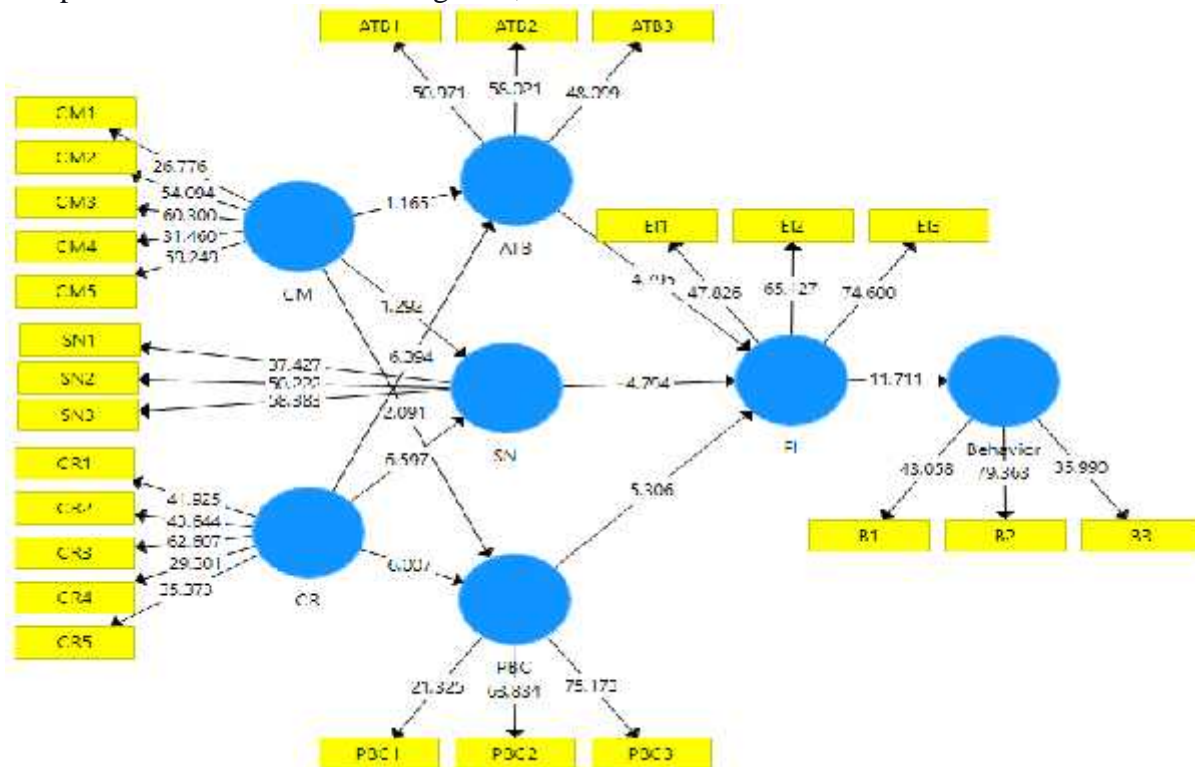


Figure 1. Bootstrapping Result



Discussion

In the first discussion, it discusses the influence between variables directly. Attitude towards behavior, perceived behavioral control, and subjective norm have been shown to affect learning strategies that increase entrepreneurial intention positively (Aparicio et al., 2019; Bhatti et al., 2021; Buschow & Laugemann, 2020; Frunzaru; & Cismaru, 2021; Hu et al., 2018; Hussain et al., 2021; Laguía et al., 2019; López-delgado et al., 2019; Mirjana et al., 2018; Rodriguez-gutierrez & Javier, 2020; Shahab et al., 2019; Sukavejworakit et al., 2018). A positive attitude towards entrepreneurship is very important for individuals who aspire to be successful entrepreneurs because it helps them actively seek opportunities to learn about entrepreneurship and are willing to take risks. Creating a positive attitude towards entrepreneurship is very important in developing an interest in the field. This can be achieved by exposing students to positive role models in entrepreneurship and highlighting the benefits of being an entrepreneur. Additionally, incorporating entrepreneurship education into the curriculum can help students develop positive attitudes toward entrepreneurship. To increase entrepreneurial intentions, it is very important to offer entrepreneurship education and training programs, but the effectiveness of these programs can be affected by participants' attitudes towards the behavior. Individuals with a positive attitude are more likely to engage more deeply with learning strategies and be motivated to apply the knowledge and skills they have acquired to build their businesses. Therefore, cultivating a positive attitude toward entrepreneurship can be seen as a primary step in developing an interest and intention to become an entrepreneur.

Perceived behavioral control is also an important factor in explaining entrepreneurial intention, and it refers to an individual's belief in their ability to perform a specific behavior and the degree of control they perceive they have over the behavior (Al-Mamary & Alraja, 2022; López-delgado et al., 2019). To increase entrepreneurial intentions through learning strategies, it is important to consider the concept of perceived behavioral control. By increasing an individual's sense of control over their ability to perform entrepreneurial behavior, they are more likely to engage in the learning process and eventually start their own business. To achieve this, learning strategies should provide resources and support, such as access to mentors, networking opportunities, and practical training programs to help individuals build confidence and competence in their entrepreneurial abilities. Students' beliefs about their ability to become entrepreneurs can influence their interests in the field. Such as providing hands-on learning and hands-on experiences can play an important role in developing the skills and knowledge necessary to perform entrepreneurial behavior. By allowing individuals to practice these behaviors in a safe and controlled environment, they can build their sense of control and self-efficacy, leading to a greater likelihood of pursuing entrepreneurial ventures. By incorporating these strategies into entrepreneurship education and training programs, individuals can be better equipped to overcome perceived obstacles and succeed in their entrepreneurial endeavors.

Moreover, subjective norm is an important factor in shaping entrepreneurial intention in the context of learning strategies (Al-Mamary & Alraja, 2022; López-delgado et al., 2019). It refers to the perceived social pressure to perform a specific behavior, such as starting a business, and can be influenced by social networks, such as family, friends, mentors, and role models. Learning strategies can be used to shape subjective norm and increase entrepreneurial intention by exposing learners to successful entrepreneurs and role models who can provide inspiration and motivation, providing opportunities to engage with mentors and peers who can provide support and guidance, and challenging negative or limiting beliefs and attitudes towards entrepreneurship. By doing so, learners can develop a more positive and



confident attitude towards entrepreneurship and increase their intention to start and run their own businesses.

In summary, entrepreneurial intention plays a vital role in influencing behavior in the context of learning strategies to increase entrepreneurial activity. Through learning strategies, individuals can gain knowledge, skills, and experiences related to entrepreneurship, which can increase their confidence and self-efficacy, leading to a stronger intention to start a business. This, in turn, can positively influence their effort and persistence towards pursuing their entrepreneurial goals (Duong et al., 2021; Iqbal et al., 2019). Additionally, learning strategies can help individuals overcome barriers and challenges they may face in starting and running a business, expose them to successful entrepreneurs and role models, and provide them with support and guidance from mentors and peers. Learning strategies can be a powerful tool for increasing entrepreneurial intention and behavior (Lortie & Castogiovanni, 2015).

Further discussion, from testing the variables indirectly, not all control variables indirectly affect the entrepreneurial intention. Communication through attitude towards behavior and entrepreneurial intention does not affect significant on behavior (Hu et al., 2018). The lack of significant effect of communication on behavior through attitude towards behavior and entrepreneurial intention in learning strategies may suggest that there are other factors or variables that play a more influential role in shaping behavior. For example, the availability of resources and support, such as access to funding, networks, and mentorship, can have a significant impact on the ability of learners to translate their intentions into action. Similarly, the level of perceived behavioral control, which refers to the extent to which individuals feel they have the necessary resources and skills to engage in a behavior, can also strongly influence behavior (Gustina et al., 2022). Thus, it is important to consider a range of factors that may impact behavior and to design learning strategies that address these factors comprehensively. Communication may still be an important component of learning strategies, but it may need to be combined with other strategies that address the factors that have a more significant impact on behavior.

Hereafter, while communication may not directly affect behavior in the context of learning strategies, it can indirectly influence behavior through perceived behavioral control and entrepreneurial intention (Laguía et al., 2019). Perceived behavioral control refers to an individual's belief in their ability to perform a specific behavior, and learning strategies can help increase this perception by providing resources, support, and experiential learning opportunities. Communication can play a role in increasing perceived behavioral control by providing learners with information and guidance on how to overcome barriers and challenges related to starting and running a business. This increased perceived behavioral control can then lead to a stronger entrepreneurial intention and, in turn, greater effort and persistence in pursuing that intention. However, it is important to note that communication alone may not be sufficient to increase perceived behavioral control and entrepreneurial intention, as other learning strategies may be needed as well.

Besides, the statement suggests that the relationship between communication through subjective norm and entrepreneurial intention has no significant effect on behavior in learning strategies (Shi et al., 2020). However, it is important to note that subjective norm is just one of the variables that influence entrepreneurial intention, along with attitude towards behavior and perceived behavioral control. Therefore, it is possible that the effect of communication on behavior in learning strategies may be significant when considering other variables that influence entrepreneurial intention. Additionally, the nature and quality of the communication may also play a role in its impact on behavior in learning strategies. For example, if the



communication provides clear and actionable guidance on how to overcome barriers to starting and running a business, it may be more likely to have a significant impact on behavior. On the other hand, if the communication is vague or lacks specificity, its impact on behavior may be limited. Finally, while the statement suggests that communication through subjective norm and entrepreneurial intention may not have a significant effect on behavior in learning strategies, it is important to consider the broader context and other variables that may influence this relationship in order to enhance the competitive advantage of learning strategies in Indonesia.

Conclusion

The conclusions obtained are based on the findings of this study that attitude towards behavior, perceived behavioral control, and subjective norm are important factors that influence entrepreneurial intention in the context of learning strategies. A positive attitude towards behavior, increased perceived behavioral control, and a supportive subjective norm can lead to greater intention to start and run a business. However, while communication may not directly affect behavior, it can indirectly influence behavior through perceived behavioral control and entrepreneurial intention. It is important to consider a range of factors that may impact behavior and design learning strategies that comprehensively address these factors. The quality and nature of communication, along with other variables, may also impact its effect on behavior in learning strategies.

Recommendation

Incorporating a more creative learning approach based on the Theory of Planned Behavior, it can enhance the interest of students in Indonesia to engage in entrepreneurship. Meanwhile, policy makers can create an ecosystem that fosters entrepreneurial intention and encourages individuals to pursue entrepreneurial endeavors. For lecturers, it is recommended to stay updated with current entrepreneurial trends and practices, continuously develop their own entrepreneurial knowledge and skills, and incorporate practical examples and interactive teaching methods in the classroom. Additionally, providing mentorship and guidance to students interested in entrepreneurship can significantly contribute to their entrepreneurial development. Overall, policy makers and lecturers should work together to create an entrepreneurial ecosystem within the curriculum that nurtures and supports entrepreneurial intention, equipping students with the necessary skills and mindset to thrive as entrepreneurs.

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