

# The Effect of Entrepreneurship Education and Internal Locus of Control on Entrepreneurial Intention Mediated by Entrepreneurial Attitude : The Overall State Vocational High Schools Accredited A At Malang City, East Java, Indonesia

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## Abstract

*The problem experienced on Indonesian state today is unemployment caused the many young people have graduated from school. Not balanced with job vacancies that evenly distributed throughout the region. The purpose of this study are (1) Predicting the number of prospective future entrepreneurs in the city of Malang, Indonesia. (2) Inform the problems occur in the area of Malang City of Indonesia on level of vocational high school. (3) Be a suggestion for the seriousness of Malang City government in overcoming unemployment. The population in this study were 726 students from all vocational high schools accredited A throughout Malang City in the years 2018-2019 and the research sample of 505 students. Data analysis in this study uses analisis path. The results of the research state that there is a positive and significant influence between the variables of entrepreneurship education, internal locus of control, entrepreneurial attitude, and entrepreneurial intention.*

**Key Words:** Entrepreneurship Education, Internal Locus of Control, Entrepreneurial Attitude, Entrepreneurial Intention,

## Introduction

The problem experienced on Indonesian state today is unemployment caused the many young people have graduated from school. Not balanced with job vacancies that evenly distributed throughout the region. So can cause many welfare problems experienced by the society at Indonesia state. The latest data from the National Development Planning Agency. In August 2018, 124.01 million people were employed, while 7 million were unemployed. Compared to a year ago, the working population increased by 2.99 million people. While unemployment was reduced by 40 thousand people. In line with the increase in the number of the workers, the Labor Force Participation Rate (LFPR) also increased in August 2018 was recorded at 67.26%, an increase of 0.59% compared to a year ago. Based on gender, there are differences in LFPR between men and women. In August 2018, male LFPR was 82.69%, while female LFPR was only 51.88%. Compared to the conditions a year ago, male and female LFPR increased by 0.18% and 0.99% respectively.

Table 1 : Latest Data on Labor Job Seeker Participation Rate (BAPPENAS)

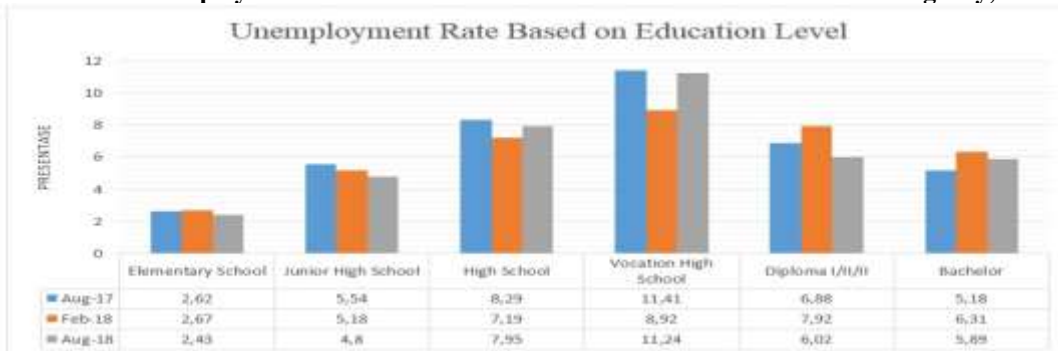
| Labor Status                  | 2 Years Last on Semester 1 | 2 Years Last on Semester 2 | Latest Data  | Change in 2 Years (Aug 2017 - Aug 2018) |         | Change in 1 Semester (Feb 2018 - Aug 2018) |         |
|-------------------------------|----------------------------|----------------------------|--------------|---|---------|--|---------|
|                               | August 2017                | February 2017              | Agustus 2018 | (5)                                     | (6)     | (7)  | (8)     |
|                               | Million People             |                            |              | Million People                          | Percent | Million People                             | Percent |
| Working age population        | 192,08                     | 193,55                     | 194,78       | 2,70                                    | 1,41    | 1,23                                       | 0,64    |
| Working criteria              | 128,06                     | 133,94                     | 131,01       | 2,95                                    | 2,30    | -2,93                                      | -2,19   |
| Work                          | 121,02                     | 127,07                     | 124,01       | 2,99                                    | 2,47    | -3,06                                      | -2,41   |
| Unemployment                  | 7,04                       | 6,87                       | 7,00         | -0,04                                   | -0,57   | 0,13                                       | 1,89    |
| Not working criteria          | 64,02                      | 59,61                      | 16,53        | 0,04                                    | 0,24    | 0,92                                       | 5,89    |
| School                        | 16,49                      | 15,61                      | 16,53        | 0,04                                    | 0,24    | 0,92                                       | 5,89    |
| Household                     | 39,92                      | 36,01                      | 39,65        | -0,27                                   | -0,68   | 3,64                                       | 10,11   |
| Others                        | 7,61                       | 7,99                       | 7,59         | -0,02                                   | -0,26   | -0,40                                      | -5,01   |
|                               | Percent                    |                            |              | Percent                                 |         | Percent                                    |         |
| Open Unemployment Rate        | 5,50                       | 5,13                       | 5,34         | -0,16                                   |         | 0,21                                       |         |
| Urban                         | 6,79                       | 6,34                       | 6,45         | -0,34                                   |         | 0,11                                       |         |
| Rural area                    | 4,01                       | 3,72                       | 4,04         | 0,03                                    |         | 0,32                                       |         |
| Work Force Participation Rate | 66,67                      | 69,20                      | 67,26        | 0,59                                    |         | -1,94                                      |         |
| Man                           | 82,51                      | 83,01                      | 82,69        | 0,18                                    |         | -0,32                                      |         |
| Women                         | 50,89                      | 55,44                      | 51,88        | 0,99                                    |         | -3,56                                      |         |

The unemployment rate is indicator used to measure the level of labor that is not absorbed by the job vacancy. Open Unemployment Rate (OUR) in August 2017 was 5.50%, down to 5.34% in August 2018. Judging from the area where he lived, (OUR) in urban areas was higher than in rural areas. In August 2018, (OUR) in urban areas amounted to 6.45%, while (OUR) in rural areas was only 4.04%. Compared to a year ago, (OUR) in urban areas decreased by 0.34%, while rural (OUR) increased by 0.03%. Observe from the level of education in August 2018, (OUR) for Vocational High Schools still dominates among

other levels of education, which is 11.24%. The next highest (OUR) is in Senior High Schools of 7.95%.

In other words, there is a labor that is not absorbed, especially at the level of vocational and high school education. Those with low education tend to accept any job, can be seen from the (OUR) elementary to the lowest among all levels of education, which is equal to 2.43%. Compared to the conditions a year ago, the increase in (OUR) only occurred at the University's education level, while the (OUR) at other education levels declined.

Table 2 : The unemployment based on education level from the Central Statistics Agency, Indonesia.



The still high number of unemployed and onther people are looking for work can be caused by the mentally attitude and technological developments that are developing

at this time. From the data presented, it can show that many students who have graduated from their education mostly hope and believe in getting a job in the job vacancy. Only a small

number want to create and develop their own business. Availability of employment is still a special problem for the Government of Malang City. Because the Central Statistics Agency noted that the unemployment rate in Malang City was still quite high and touched tens of thousands. The number of the worker in Malang City reached 443,035 people.

Meanwhile, a number of people working was 411,042 people. This means that there are 31,933 unemployed population (BPS, 2018). That number puts the motto of the education city in East Java at the university level with the largest unemployment rate in East Java besides the city of Surabaya and the city of Kediri. (BPS, 2018) outlines, Malang City Open Unemployment Rate (OUR) reached 7.2%. This value is higher than East Java (OUR) at 4.00 and national (OUR) at 5.50. "The poverty rate in Malang City is low, but the unemployment rate is quite high. The positive side is that the economy and mobility in this city are quite high.

If viewed from an educational background, the majority of unemployed there are 33.68% college graduates. Then followed by 17.35% vocational school graduates, 16.56% high school graduates, 13.30% junior high school graduates, 6.70% elementary school graduates. The level of growth of entrepreneurship in Indonesia is still low if compared with the growth of entrepreneurship in ASEAN member countries. As the country Singapore, Malaysia and Thailand. Singapore for example, the entrepreneurial ratio is 7% of the population. Malaysia ratio 5%, Thailand 4% and Indonesia 3.1%. (BPS, 2018). Solution can to be develop entrepreneurship education from the start to the end of studying at a vocational high school. This aims to reduce unemployment with entrepreneurship training. The progress and development of a nation requires 2% of the total people population of the country (Frinces, 2011).

## Literature Review

### Entrepreneurship Education

Entrepreneurship education is a learning program held by educational institutions and government agencies. To achieve a goal, to create a generation of entrepreneurship as a solution to reduce unemployment and improve the economic progress of the country and region. In an era of technological development and social networks that have good opportunities to develop an entrepreneurship, an understanding of business education is needed.

Entrepreneurship is defined as a process of entrepreneurs on interacting with the business environment to identify opportunities and conduct business ventures in the context of entrepreneurship education programs (Liñán, F., et al., 2011; Fayolle., Et al., 2006). Entrepreneurship education not only focuses on the transfer of knowledge about business and management but also tries to change the mindset of students in developing new ways of thinking, attitudes, competencies, and behaviors (Gibb & Hannon, 2006; Henry et al., 2005; Sánchez, 2011) . During the past two decades, entrepreneurship education has developed significantly in most industrialized countries (Matlay & Carey, 2007). The considerable growth experienced during this period was to the content of the educational curriculum related to entrepreneurship and the development of a nation's social, economic and political infrastructure (Matlay & Carey, 2007).

### Internal locus of control

Internal locus of control is understanding or belief in individuals about life changes that can determine their own destiny. Internal locus of control can be measured or known through entrepreneurial items so that have an effect on the future with believe in the existence of business planning that has been made. Understanding of internal locus of control is based on the concept of social and environmental learning theory. Internal locus of

control is the level at which someone is sure that they can determine their own destiny for the work they do (Robbins, 2007).

Internal locus of control can be indicated by a measure of value that shows how a person views the relationship between the actions performed and the results obtained. Internal locus of control is part of personality traits or can be interpreted as characteristics of a person's personality. Internal (LoC) has a perception that the environment can be controlled by itself so that it can make changes according to its desires (Rotter, 1966). The underlying thing is the internal locus of control through the concept stated by (Rotter 1966; Raffiany, 2009) A social learning theory Internal locus of control is one of the personality variables which is defined as the individual's belief in the ability on control own destiny.

### **Entrepreneurial Attitude**

Attitude is defined as a response to likes and hate of a particular object (Fukukawa, 2002). Entrepreneurial behavior is a function of attitude towards the value and benefits of entrepreneurship (Ajzen & Fishbein, 1977). Entrepreneurial attitude is defined as a feeling from personal sensitivity (Mowen & Minor, 2002). Entrepreneurial attitude is attitude of people judgment towards behavior before making a decision (Ajzen, 2001). Entrepreneurial attitude is a person's self-assessment to become an entrepreneur through considerations that can be evaluated (Liñán, 2009).

Entrepreneurial attitude is someone in business activities always of thinking positively in the process do it of all things. Attitudes can influence behavior and behavior can influence

attitudes (Brannback, et al., 2007). The attitude of individuals have high motivation tends to choose decisions to become entrepreneurs (Krueger, et al., 2000). Entrepreneurial attitude is a determinant in establishment entrepreneurial intentions (Ajzen, 1991). Entrepreneurial attitude is an idea that someone that is have influenced by feelings, desires and evaluations of known ideas (Kotler, 2005).

### **Entrepreneurial Intention**

Intention is the right measurement to know that personal behavior can find out opportunities (Krueger, N, F., & Carsud, A, L, 1993). Entrepreneurial intention is an intention that arises in everyone to start doing business and brave to bear various consequences. Entrepreneurial intention is the conscious desire of person to lead to actions and behavior in starting a new business (Bird, 1988). Entrepreneurial intention creates a desire for someone on starting entrepreneurial activities and taking risks to their business (Souitaris, et al., 2007).

For determine a magnitude of someone intention with considering three factors, namely belief in entrepreneurship, entrepreneurial career and business planning (Liñán, F., & Chen, Y, W, 2009). The strong desire that is by someone in development entrepreneurship is the stronger the planning entrepreneurial intention (Hisrich, et al., 2008). To become an entrepreneur requires a process of planned personal behavior (Ajzen, 1991). Developing a business takes time and involves planning an initial concept (Baron, 2004). Entrepreneurial intention is the result of planned decisions and actions with intentions (Krueger, N, F., et al., 2000).

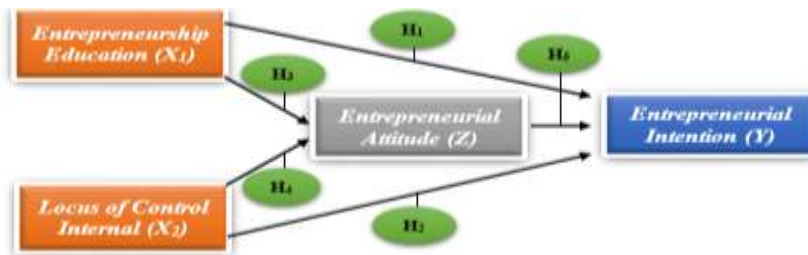
## Research Hypothesis

**Table 3 : Research Results for Evidence of Hypotheses**

| No. | Hypothesis Empirical   | Results   |
|-----|--|-----------|
| 1.  | Entrepreneurship education significant and positive effect on entrepreneurial intention. | Supported |
| 2.  | Internal locus of control significant and positive effect entrepreneurial intention.     | Supported |
| 3.  | Entrepreneurship education significant and positive effect on entrepreneurial attitude.  | Supported |
| 4.  | Internal locus of control significant and positive effect on entrepreneurial attitude.   | Supported |
| 5.  | Entrepreneurial attitude significant and positive effect entrepreneurial intention.      | Supported |

Research carried with using descriptive and explanation methods. Creswell, (2013) quantitative research method is a method for testing theories by examining relationships between variables. This research is intended at the object of state vocational school accredited A in Malang City with a focus on business

majors. Creswell, (2013) research design is a plan and procedure that stated broad assumptions for detailed methods in data and analysis. The design of the relationship between the variables of this study can be described as follows.



**Figure 1 : Research Design.**

## Measure

**Table 4 : Question of Study**

| Variable                                     | Source   | Question   |
|--|--|--|
| Entrepreneurship education (X <sub>1</sub> ) | Liñán, F., Rodríguez-Cohard, J.C. & Rueda Cantuche, J.M. (2011). "Factors affecting entrepreneurial intention levels: a role for education". | Knowledge about the entrepreneurial environment                        |
|  |  | Greater recognition of the entrepreneur's figure                       |
|  |  | The preference to be an entrepreneur                                   |
|  |  | The necessary abilities to be an entrepreneur                          |
|  |  | The intention to be an entrepreneur                                    |
| Internal Locus of Control (X <sub>2</sub> )  | Karabulut, A.T. (2016). "Personality traits on entrepreneurial intention".   | Knowledge about the entrepreneurial environment                        |
|  |  | Diligence and hard work usually lead to success                        |
|  |  | If I do not succeed on a task, I tend to give up                       |
| Entrepreneurial attitude (Z)                 | Liñán, F. & Chen, Y.W. (2009). "Development and  | I do not really believe in luck  |
|  |  | Being an entrepreneur implies more advantages than disadvantages to me |
|  |  | A career as entrepreneur is attractive for me                          |

|                               |  |  |
|-------------------------------|--|--|
|                               | Cross-Cultural application of a specific instrument to measure entrepreneurial intentions”.  | If I had the opportunity and resources, I’d like to start a firm |
|                               |  | Being an entrepreneur would entail great satisfactions for me    |
|                               |  | Among various options, I would rather be an entrepreneur         |
| Entrepreneurial Intention (Y) | <b>Liñán, F. &amp; Chen, Y.W. (2009).</b> “Development and Cross-Cultural application of a specific instrument to measure entrepreneurial intentions”. | I am ready to do anything to be an entrepreneur                  |
|                               |  | My professional goal is to become an entrepreneur                |
|                               |  | I will make every effort to start and run my own firm            |
|                               |  | I am determined to create a firm in the future                   |
|                               |  | I have very seriously thought of starting a firm                 |
|                               |  | I have the firm intention to start a firm some day               |

The indicator will be used as a reference in making instrument items in the form of questions that need to be responded to and answered by respondents. The researcher used a likert scale based on the response level of the preference to be given an assessment score.

**Table 5 : Likert Scale**

| Preference Level Answer | Score |
|-------------------------|-------|
| Very Very Low           | 1     |
| Very Low                | 2     |
| Low                     | 3     |
| Enough                  | 4     |
| High                    | 5     |
| Very High               | 6     |
| Very Very High          | 7     |

(Source : Kolvereid., L, 1996)

### Research Method

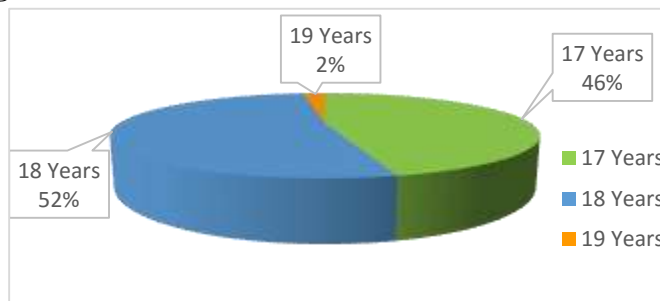
The population in the object of this study were class XII students of State Vocational School Accredited A at Malang City in 2018-2019 with study programs entrepreneurial subjects with a total of 726 students. In this study population, researchers interested in choosing a population in whole state vocational high schools accredited A in Malang City because of the background of the research based education program. Because there are still many to be know the problem on real terms by presenting data published by the Indonesian Central Statistics Agency, especially in the city of Malang, East Java, which states that there are still a lot of unemployment, especially at vocational high school.

The information obtained by researchers on each state vocational school accredited A in Malang City evidently found different class of study program in each school. Therefore researchers chose a class study program that has entrepreneurial subjects and focus business majors. Because this study aims to study various variations to predict the number of entrepreneurs in the future in creating employment and reducing unemployment. The results of the research sample using formulas (Krejcie, R, V., & Morgan, D. W, 1970), then a large sample from student of 726 is 505 samples. While for proportional calculation of each sample in each class majoring in the study program using the Slovin formula (Israel, G.D, 1992; Tejada, J.J. & Punzalan, J.R.B., 2012).

**Table 6 : Research Object of All Vocation High Schools Accredited A at Malang City, Indonesia**

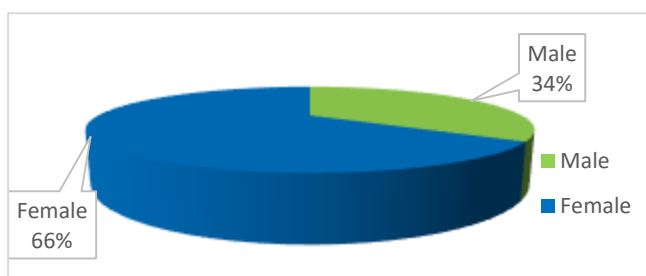
| No  | Vocation High School | Class | Department           | Population | Sample                            |
|---|----------------------|-------|----------------------|------------|-----------------------------------|
| 1.  | SMK Negeri 1 Malang  | XII   | Agribusiness         | 70         | $\frac{70}{726} \times 505 = 48$  |
| 2.  | SMK Negeri 2 Malang  | XII   | Catering Services    | 64         | $\frac{64}{726} \times 505 = 45$  |
| 3.  | SMK Negeri 3 Malang  | XII   | Catering Services    | 75         | $\frac{75}{726} \times 505 = 52$  |
| 4.  | SMK Negeri 4 Malang  | XII   | Catering Services    | 92         | $\frac{92}{726} \times 505 = 64$  |
| 5.  | SMK Negeri 6 Malang  | XII   | Software Engineering | 125        | $\frac{125}{726} \times 505 = 87$ |
| 6.  | SMK Negeri 7 Malang  | XII   | Catering Services    | 83         | $\frac{83}{726} \times 505 = 58$  |
| 7.  | SMK Negeri 8 Malang  | XII   | Software Engineering | 138        | $\frac{138}{726} \times 505 = 96$ |
| 8.  | SMK Negeri 9 Malang  | XII   | Software Engineering | 79         | $\frac{79}{726} \times 505 = 55$  |
| <b>Total Overall Student Research Respondents</b> |                      |       |                      | <b>726</b> | <b>505</b>                        |

**Research Finding**



Observe Figure 1, it can be know that the majority of students are 18 years olds. Since age of students become that respondents, researchers prove that students age 17 and 18 years have ready started to entrepreneurship and have the intention for create small businesses.

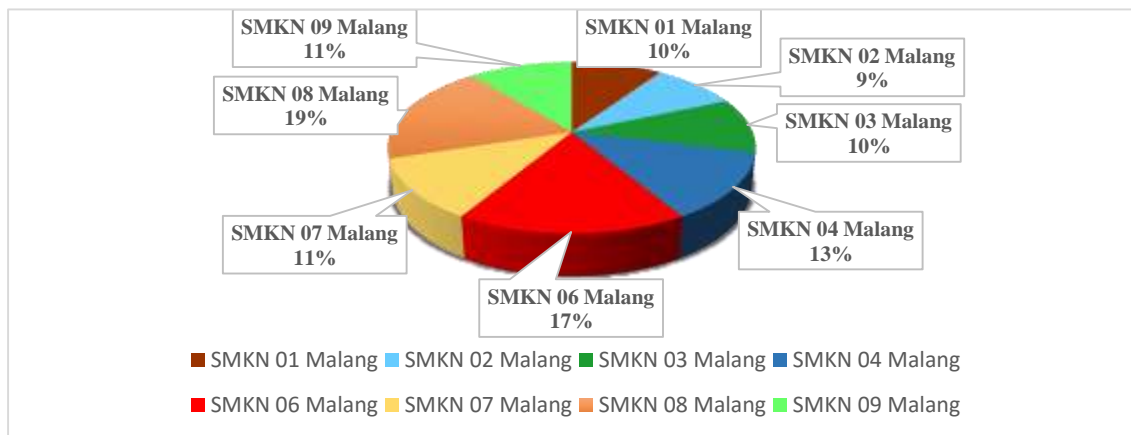
Because students already get entrepreneurship courses in schools that have been in process for 3 years. Classification of respondents which are further viewed from the aspect of gender are presented below:



**Figure 3 : Classifications of Students of Gender.**

It is known that majority of the samples on this study were female students with a total of 331 while for respondents who were male with a total of 174 respondents. If you look at all of the

state vocational high schools accredited A in Malang City in the business study program is more women student on compared to men student.



**Figure 4 : Classification of Students on Study Program at Each School.**

Observe in Figure 4.1 there is a difference frequency of research samples from each school. Because there are some schools that just allow taking some of classes. Not entirely so there is a difference in population numbers and samples of each school. Reviewing image 4.1

can be see that the majority of student of this research are software engineering amount to 238 students and catering services students amount to 219 students, while for Agribusiness study programs 48 students.

**Table 7 : Background Father of Students**

| No | School Name          | Samplel | Entrepreneurs |           |          |        | Non Entrepreneurs |      |         |        |
|----|----------------------|---------|---------------|-----------|----------|--------|-------------------|------|---------|--------|
|    |                      |         | Farmers       | Fisherman | Merchant | Others | Government        | Army | Private | Police |
| 1. | SMK Negeri 01 Malang | 48      | 4             | -         | 3        | 21     | 2                 | -    | 18      | -      |
| 2. | SMK Negeri 02 Malang | 45      | 2             | -         | 7        | 13     | -                 | 1    | 20      | -      |
| 3. | SMK Negeri 03 Malang | 52      | 1             | -         | 12       | 14     | 5                 | 2    | 22      | -      |
| 4. | SMK Negeri 04 Malang | 64      | -             | -         | 11       | 27     | 6                 | 3    | 17      | -      |
| 5. | SMK Negeri 06 Malang | 87      | 2             | -         | 14       | 27     | 4                 | 3    | 37      | -      |
| 6. | SMK Negeri 07 Malang | 58      | -             | -         | 14       | 24     | 1                 | 2    | 20      | -      |
| 7. | SMK Negeri 08 Malang | 96      | -             | -         | 11       | 18     | 15                | 3    | 55      | -      |
| 8. | SMK Negeri 09 Malang | 55      | 5             | -         | 4        | 22     | 3                 | -    | 24      | -      |

(Source: Researcher Observation)



Observe from table 4.3, it can be seen that the majority of respondents in this study were students fathers jobs as private employees amount to 213 people, students fathers as other jobs / season workers amount to 166 people, and students fathers as merchant amount to 76

people, students father as government/civil servant jobs amount to 36 , students father as army amount to 14 people, and students father as farmer jobs amount to 14 For his father's work as police and fishermen not found.

**Table 8 : Background Mother of Students**

| No | School Name          | Sampliel | Entrepreneurs |           |          |        | Non Entrepreneurs |      |         |        |
|----|----------------------|----------|---------------|-----------|----------|--------|-------------------|------|---------|--------|
|    |                      |          | Farmers       | Fisherman | Merchant | Others | Government        | Army | Private | Police |
| 1. | SMK Negeri 01 Malang | 48       | 4             | -         | 33       | 4      | -                 | -    | 7       | -      |
| 2. | SMK Negeri 02 Malang | 45       | -             | -         | 30       | 4      | 3                 | -    | 12      | -      |
| 3. | SMK Negeri 03 Malang | 52       | -             | -         | 27       | 8      | 3                 | 2    | 15      | -      |
| 4. | SMK Negeri 04 Malang | 64       | -             | -         | 40       | 27     | 3                 | -    | 16      | -      |
| 5. | SMK Negeri 06 Malang | 87       | 2             | -         | 56       | 14     | 2                 | 1    | 17      | -      |
| 6. | SMK Negeri 07 Malang | 58       | -             | -         | 32       | 11     | 1                 | -    | 15      | -      |
| 7. | SMK Negeri 08 Malang | 96       | -             | -         | 60       | 12     | 2                 | 1    | 27      | -      |
| 8. | SMK Negeri 09 Malang | 55       | 3             | -         | 27       | 8      | -                 | -    | 17      | -      |

Observe table 5.2. It can be see that the majority of respondents in this study were students whose mothers as other jobs / season workers amount to 305 people, students whose mothers as private employee jobs amount to 126 people, students whose mothers as private employees

amount to 88 people, students whose mothers as goverment/civil servant jobs amount to 14 people, 9 students whose mothers as farm jobs, 4 students whose mothers as army jobs, For his mother work as police and fishermen not found.

**Table 9 : Personal Businesses Performed by Students**

| No. | School Name          | Currently Personal Business |          |         |           |             |
|-----|----------------------|-----------------------------|----------|---------|-----------|-------------|
|     |                      | E-Commerce                  | Culinary | Clothes | livestock | Cultivation |
| 1.  | SMK Negeri 01 Malang | 6                           | -        | -       | 2         | 7           |
| 2.  | SMK Negeri 02 Malang | 4                           | 2        | 3       | -         | -           |
| 3.  | SMK Negeri 03 Malang | 5                           | 17       | 3       | -         | -           |
| 4.  | SMK Negeri 04 Malang | 3                           | -        | 4       | 2         | -           |
| 5.  | SMK Negeri 06 Malang | 9                           | 5        | 7       | -         | -           |
| 6.  | SMK Negeri 07 Malang | -                           | 1        | -       | -         | -           |
| 7.  | SMK Negeri 08 Malang | 7                           | 5        | 8       | 1         | -           |
| 8.  | SMK Negeri 09 Malang | 2                           | -        | 4       | 1         | -           |

(Source: Researcher Observation)

The observe that the majority of the overall personal business student on state vocational high schools accredited A at Malang City, the most are SMKN 03 Malang, then SMK 06 Malang and SMKN 08 Malang. If see from whole student of state vocational school accredited A in Malang City compared to whole the population is still very low. When viewed from the perspective of the level of vocational high school it is indeed still at the initial level.

However, if this is initiated and planned innovatively and creatively it can have a great opportunity to produce entrepreneurial graduates can create jobs and reduce unemployment in the country of Indonesia, especially in the city of Malang, East Java.

**Data Analysis  
Validity Test**

The research instrument is the accuracy of the assessment of the concept being assessed. So that, it really assesses what should be assessed. The instrument of this study uses an assessment in the form of a questionnaire

containing question indicators in accordance with empirical research sources. The instrument is said to be valid if the value of  $r_{count} > r_{table}$  and instrument are invalid if you get  $r_{count} < r_{table}$ .

**Table 10 : Validity Test Results**

| Variabel  | Item | $r_{count}$ | $r_{table}$ | Evidence |
|---|------|-------------|-------------|----------|
| <i>Entrepreneurship Education (X<sub>1</sub>)</i> | 1.   | 0,678       | 0,306       | Valid    |
|   | 2.   | 0,697       | 0,306       | Valid    |
|   | 3.   | 0,788       | 0,306       | Valid    |
|   | 4.   | 0,604       | 0,306       | Valid    |
|   | 5.   | 0,894       | 0,306       | Valid    |
| <i>Internal Locus of Control (X<sub>2</sub>)</i>  | 1.   | 0,605       | 0,306       | Valid    |
|   | 2.   | 0,784       | 0,306       | Valid    |
|   | 3.   | 0,669       | 0,306       | Valid    |
| <i>Entrepreneurial Attitude (Z)</i>               | 1.   | 0,542       | 0,306       | Valid    |
|   | 2.   | 0,900       | 0,306       | Valid    |
|   | 3.   | 0,827       | 0,306       | Valid    |
|   | 4.   | 0,883       | 0,306       | Valid    |
|   | 5.   | 0,926       | 0,306       | Valid    |
| <i>Entrepreneurial Intention (Y)</i>              | 1.   | 0,921       | 0,306       | Valid    |
|   | 2.   | 0,858       | 0,306       | Valid    |
|   | 3.   | 0,943       | 0,306       | Valid    |
|   | 4.   | 0,880       | 0,306       | Valid    |
|   | 5.   | 0,775       | 0,306       | Valid    |
|   | 6.   | 0,624       | 0,306       | Valid    |

This stage, instruments that have been declared valid are then tested for reliability to measure a questionnaire consisting of variable indicators. A variable be evidence reliable when indicate

Cronbach Alpha values  $> 0.70$  (Ghozali, 2011). The purpose of the reliability test is to determine the accuracy of measurements and the consistency of the data obtained.

**Table 11 : Reliability Test Results**

| Variable  | Cronbach Alpha | Keterangan  |
|---|----------------|-------------|
| <i>Entrepreneurship Education (X<sub>1</sub>)</i> | 0,803          | Reliability |
| <i>Internal Locus of Control (X<sub>2</sub>)</i>  | 0,819          | Reliability |
| <i>Entrepreneurial Attitude (Z)</i>               | 0,818          | Reliability |
| <i>Entrepreneurial Intention (Y)</i>              | 0,809          | Reliability |

### Normality Test

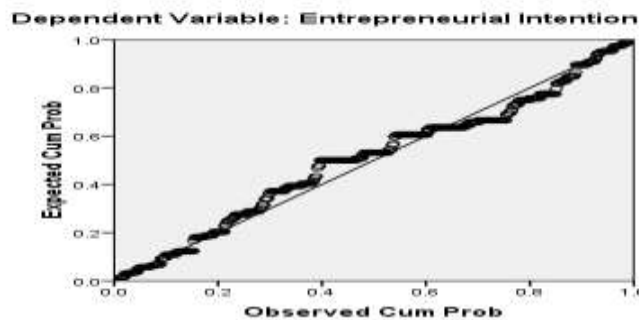
Normality test to find out whether the research data obtained is normally distributed or approach to normal and is used to find out samples that represent the population (Gunawan, 2017). The normality test in this

study can see at the distribution of data on the P-P Normal Plot of Regression Standardized Residual chart the following are the criteria for the normality test (Triton, 2006). Observe figure 6.1 the research data looks normal

because on normality analysis on chart P-P research plot. Data is spread around the

diagonal line on the graph the histogram shows that the data distribution is normal.

Normal P-P Plot of Regression Standardized Residual



Plot.

### Linearity Test

The correlation test was conducted to determine whether there was a linear relationship between the two research variables. Linear relationships illustrate that changes in

predictor variables will tend to be followed by changes in criterion variables by forming linear lines. Calculation of relationship linearity test in this study use regression analysis. The results of the regression analysis obtain the results of the data can be seen as follows.

Table 12 : Research Linearity Test

ANOVA Table

|  |                           | Sum of Squares | df  | Mean Square | F       | Sig. |
|--|---------------------------|----------------|-----|-------------|---------|------|
| Entrepreneurial Intention * Entrepreneurship Education | Between Groups (Combined) | 187.377        | 6   | 31.229      | 47.455  | .000 |
|  | Linearity                 | 182.514        | 1   | 182.514     | 277.341 | .000 |
|  | Deviation from Linearity  | 4.863          | 5   | .973        | 1.478   | .195 |
|  | Within Groups             | 325.094        | 494 | .658        |         |      |
|  | Total                     | 512.471        | 500 |             |         |      |

From the results of the linearity test presented in table 6.2, the contents of Sig. Deviation from the Linear table is 0.195. Indicates that it meets the linearity assumption because  $P > 0.05$ . So it can be concluded that there is a relationship between the variables of entrepreneurship education and internal locus of control, entrepreneurial attitudes with the intention of entrepreneurship in a linear.

### Path Analysis

#### Analysis Path Data of Coefficient I

This research used path analysis techniques to find out coefficients based on data analysis, and calculate the regression coefficients to find the significant value between variables with the object of research aimed at state vocational schools accredited A in Malang City to consists of 8 Schools with quality excellent education. The researcher will describe the results of the research process with path analysis between variables the entrepreneurship education (X1) and internal locus of control (X2) entrepreneurial intention (Y) can be see from the following Figure.

**Table 13 : Variable Coefficient Test**  
Coefficients<sup>a</sup>

| Model |                            | Unstandardized Coefficients |            | Standardized Coefficients | t      | Sig. |
|-------|----------------------------|-----------------------------|------------|---------------------------|--------|------|
|       |                            | B                           | Std. Error | Beta                      |        |      |
| 1     | (Constant)                 | 1.185                       | .233       |                           | 5.094  | .000 |
|       | Entrepreneurship Education | .627                        | .035       | .632                      | 17.746 | .000 |
|       | Internal Locus of Control  | .126                        | .044       | .101                      | 2.849  | .005 |

a. Dependent Variable: Entrepreneurial Attitude

From observe the results of path analysis that the value on the significance of two variables is (X1) entrepreneurship education obtaining a value sig 0.000 and (X2) internal locus of control obtains a value sig 0.005. The results of the analysis of these values are smaller than  $P < 0.05$ , it can be concluded that the two variables have a significant effect. Furthermore, based on

**Table 14 : Variable Coefficient Test**  
Model Summary

| Model | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1     | .678 <sup>a</sup> | .460     | .458              | .70900                     |

a. Predictors: (Constant), Internal Locus of Control, Entrepreneurship Education

### Analysis Path Data of Coefficient II

The researcher describes a results of the research process with path analysis between the variables entrepreneurship education (X1),

**Table 15 : V;** Coefficients<sup>a</sup>

| Model |                            | Unstandardized Coefficients |            | Standardized Coefficients | t      | Sig. |
|-------|----------------------------|-----------------------------|------------|---------------------------|--------|------|
|       |                            | B                           | Std. Error | Beta                      |        |      |
| 1     | (Constant)                 | .033                        | .212       |                           | .156   | .876 |
|       | Entrepreneurship Education | .206                        | .040       | .203                      | 5.146  | .000 |
|       | Internal Locus of Control  | .170                        | .040       | .133                      | 4.276  | .000 |
|       | Entrepreneurial Attitude   | .574                        | .040       | .559                      | 14.457 | .000 |

a. Dependent Variable: Entrepreneurial Intention

The results of path analysis that the value of the significance on the variable (X1) entrepreneurship education obtained a sig value of 0.00 and (X2) internal locus of control obtained a value sig 0.00 (Y) entrepreneurial intention obtained a value sig of 0.00. The results of the analysis of values are smaller than  $P < 0.05$ , so it can be concluded that the whole variable has a significant effect. Furthermore,

**Table 16 : Variable Coefficient Test**  
Model Summary

| Model | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1     | .772 <sup>a</sup> | .596     | .593              | .63026                     |

a. Predictors: (Constant), Entrepreneurial Attitude, Internal Locus of Control, Entrepreneurship Education

the R square value found in table 4.14 and see model summary is 0.460. This value can be interpreted that the influence (X1) and (X2) on (Y) is 46%. To find out the value of  $e1 = \sqrt{1-0,460} = 0.734$ . It can see that the value of entrepreneurial intention (Y) is 0.734.

internal locus of control (X2), entrepreneurial intention (Y) through entrepreneurial attitude (Z) can be see in the following Figure.

based on the R square value found in table 4.16 the model summary is 0.596. This value can be interpreted that the effect of influence (X1), (X2), (Z) to (Y) is 59.6%. To find out the value of  $e1 = \sqrt{1-0,596} = 0.635$ . It can be seen that the value of the entrepreneurial variable (Y) Intention is 0.635.

(Source: Research Data Analysis)

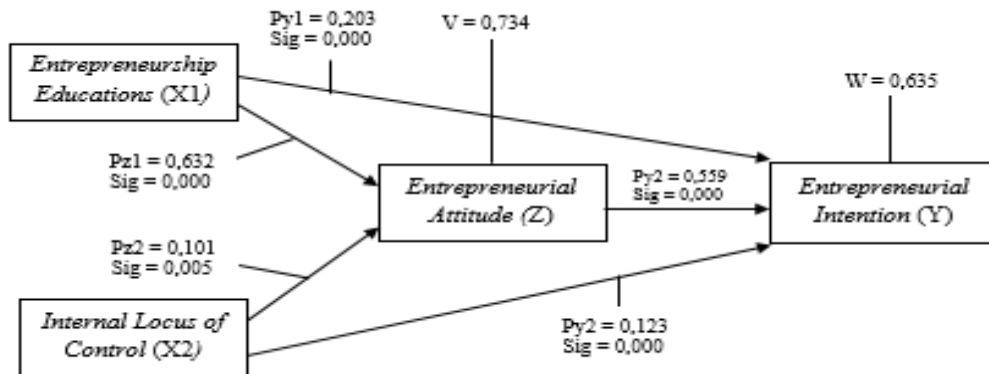


Figure 6 : Empirical Research on Diagram Models

## Discussion

The results of study show that there is a significant direct and indirect influence of entrepreneurship education, internal locus of control, and entrepreneurial attitude towards entrepreneurial intention. Answering the first hypothesis, based on the results of the analysis there is the effect of entrepreneurship education on entrepreneurial intention, this is consistent with the research statement (Zhao, et al., 2005; Schwartz, et al., 2009; Mahendra, et al., 2017; Lorz, M, 2011; Küttim, M., et al, 2014; Rauch, A., & Hulsink, W. 2015; Gerba, 2012). From theoretical and research explanations from severe experts, The concluded that entrepreneurship education has an effect on entrepreneurial intention.

Answering the second hypothesis, from the results of analysis there is an influence of internal locus of control on entrepreneurial intention. If the person has high entrepreneurial intention, it will make it easier to print an entrepreneurial generation. In the third hypothesis, from the results of the analysis there is a significant direct effect between internal locus of control and entrepreneurial intention. According to previous research, entrepreneurial intention is part of personality traits that make individuals develop themselves because of self-control

and trust in the individual themselves (Karabulut, 2016; Krueger, N, F & Karsud, A, L, 1993).

If see from the previous relevant research, the also see in his research (Karabulut, A, T, 2016; Zain, Z, M., Akram, A, M., & Ghani, E, K, 2010; Luthje, C & Franke, N, 2003; Marsh & Seaton, 2013; Lefcourt, 2014; Robbins & Judge 2008; McGee, 2015). From the theory and research explanations from severe experts, it can be concluded that internal locus of control has an effect on entrepreneurial intention. The results of the analysis also have a direct and significant effect on entrepreneurial attitude with entrepreneurial intention supported by previous research (Fayolle, A., & Gailly, B, 2015) with the title "The Impact of Entrepreneurship Education on Entrepreneurial Attitudes and Intention: Hysterisis And Persistence. If seen from previous relevant research can also be known in his research (Schwarz, et al., 2009; Zampetakis, et al., 2008; Fitzsimmons, J. R., & Douglas, E, J, 2005). From theoretical and research explanations from severe experts, it can be concluded that entrepreneurial attitude influences entrepreneurial intention.

## Conclusion

In this study has been proven that entrepreneurship education, internal locus of control, entrepreneurial attitude can influence entrepreneurial intention. Evidenced by path analysis tests have obtained significant and positive results. Entrepreneurship education is a science that attention students to do business. With entrepreneurship education will make someone have an intention in entrepreneurship. after conducting a trial in the field of entrepreneurial attitude can also influence the intention of entrepreneurship, the results of the analysis prove a significant and positive influence.

Success in business is they can have strong desires and intentions in themselves to become entrepreneurs. Based on these findings, researchers can provide advice to schools that have business education programs or entrepreneurship to always pay attention and train students to focus on entrepreneurship, and always still strong self-confidence to become entrepreneurs.

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