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THE EFFECTS OF INDIVIDUAL ATTITUDES, ACADEMIC SUPPORT, AND SOCIAL SUPPORT TOWARDS ENTREPRENEURIAL INTENTIONS IN MANAGEMENT STUDY PROGRAM OF ECONOMICS & BUSINESS FACULTY AT X UNIVERSITY

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ABSTRACT

This study aims to analyze the effect of individual attitudes, academic support, and social support on entrepreneurial intentions. The type of research method used is an explanatory survey. The population in this study were 378 students. Sample selection using simple random sampling technique and obtained a sample of 192. The statistical data analysis used is validity, reliability, classic assumption test, coefficient of determination, multiple regression analysis, and hypothesis testing with ANOVA. Based on the results of data processing shows that individual attitudes (X1), academic support (X2), and social support (X3) have a significant effect both simultaneously and partially on entrepreneurial intentions (Y). Thus the model used in this study is fit. Individual attitudes, academic support, and social support have a strong enough relationship with entrepreneurial intentions (Y) significantly, with a positive correlation. The coefficient of determination is 0.318 which means that individual attitudes (X1), academic support (X2), and social support (X3) contribute 31.8% to entrepreneurial intentions (Y), while the remaining 68.2% is influenced by other variables not examined in this research. The results of the partial study also found that the dominant variable affecting entrepreneurial intentions was the social support variable with a positive correlation.

INTRODUCTION

The problem of unemployment is a problem that occurs in almost all countries. This is due to the number of jobs that are less available than the number of people who need jobs. Coupled with the number of tertiary education graduates that each year is increasing causing more and more intellectual unemployment to be available. At present, the Indonesian government faces the problem of high educated unemployment. This is reflected in the open unemployment rate of university graduates with a range of S1 to S3 education reaching 737,000 people. According to data from the Central Statistics Agency (BPS) as of August 2019, the number of unemployed university graduates reached 5.67% of the total workforce of around 13 million people, and D-III graduates were 5.99% (<https://www.inews.id/finance/Makro/per-agustus-2019-pengangguran-lulusan-universitas-capai-737000-orang>).

The high number of educated unemployed is not caused by a lack of knowledge but rather the mindset owned by graduates who tend to think that after graduation they have to find work, so the graduates do not have the initiative to create jobs. This condition must be immediately addressed with real efforts that direct the change in one's mindset to become an entrepreneur, because the number of entrepreneurs in a country is one indicator of progress from that country, with a benchmark of at least 2% of the population must work as entrepreneurs. This means that with a population of 250 million people at least Indonesia must have five million entrepreneurs. At present, the entrepreneurship ratio in Indonesia is 3.1% with the number of national entrepreneurs reaching 8.06 million. Although this ratio has increased, compared to neighboring countries, Indonesia is still below Singapore at 7%, Malaysia 5%, Thailand 4.5%, and Vietnam 3.3%. While Japan has reached more than 10%. The increase in entrepreneurship ratio was due to the growth of the retail industry which reached 7-7.5% and contributed up to 60% for the national economy (<https://kominfo.go.id/content/detail/9503/peluang-besar-jadi-pengusaha-di-era-digital/0/berita>).

Referring to the Chamber of Commerce and Industry (KADIN) data, the majority of SMEs do not yet understand business management. This makes it difficult for the perpetrators to advance (<https://www.cnnindonesia.com/ekonomi/20181018210657-92-339664/hanya-31-persen-penduduk-produktif-diri-yang-wirusaha>). Unlike university graduates who have received business education, students certainly have great potential to be able to develop a business, so this condition is a great opportunity for higher education, especially universities to produce prospective entrepreneurs (job creation) who can create jobs for the community to be able to reduce the unemployment rate. The creation of young entrepreneurs from the education community is expected to increase the ratio of entrepreneurs to the level of 4% to encourage national economic growth

(<https://ekonomi.bisnis.com/read/20191001/9/1154153/> rasio-jumlah-wirausahawan-di-indonesia-baru-2-persen-idealnya-4-persen).

To realize an increase in the ratio of entrepreneurs in Indonesia, universities as institutions that conduct learning activities for prospective entrepreneurs need to determine a competency-based curriculum, especially in entrepreneurship education. The role of entrepreneurship education is not only aimed at changing the mindset that was once a job seeker into job creation but is also expected to be able to build strong entrepreneurial characteristics. To support the role of entrepreneurship education, universities must be able to create a conducive environment in encouraging entrepreneurial attitudes and intentions for entrepreneurial students. A conducive environment will create a strong entrepreneurial atmosphere. In addition, the practice of entrepreneurship will encourage students to be more interested in entrepreneurship, because, through direct implementation, students will feel challenged to create benefits for the wider community.

The management study program, Faculty of Economics and Business University X holds entrepreneurship education, which is a compulsory subject that must be taken by students. Entrepreneurship education is given not only in entrepreneurship lectures but there are also business unit activities and entrepreneurship workshops. The learning system applied is already based on entrepreneurial practice, because in addition to instilling the concept of entrepreneurship, the study program also organizes entrepreneurial unit activities by requiring students to plan what business will be run and surveying entrepreneurs who have been in business for more than 5 years, in order to know the key to success in running their business and providing motivation to students to become entrepreneurs. In addition, entrepreneurship workshops are the implementation of entrepreneurial activities that begin with the determination of ideas, producing products, and the ability to sell these products. Through this activity students are expected to be motivated and intend to become entrepreneurs. Although the study program has designed a curriculum based on entrepreneurial practice, it turns out that students' intention to become entrepreneurs is still relatively low. This can be seen from the results of a preliminary survey conducted to 30 students who have passed the entrepreneurship course with the following results:

Table 1.1
ENTREPRENEURSHIP ATTITUDE SURVEY RESULTS

No.	Statement Items	Percentage
1	After graduating, I want to be an entrepreneur	30%
2	Courage bears risk	27%
3	Understanding business management	56%
4	Entrepreneurship courses encourage entrepreneurship	54%
5	Entrepreneurial practices encourage entrepreneurship	58%
6	The social environment encourages entrepreneurship	43%

7	Prefer to work because there is a certainty	70%
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Source: Data processing results

Based on the table above shows that students are still oriented towards finding a job compared to entrepreneurship in pursuing his career after graduating. This condition is a challenge for S1 Management study programs in designing curriculum and improving an environment that is more conducive to motivating students to become entrepreneurs. Through a curriculum and a conducive environment in creating prospective entrepreneurs, it is expected to be able to foster the mental attitude of students in entrepreneurship and the mindset of an entrepreneur. Entrepreneur-based academic support is the initial capital for students in changing the mindset of students in entrepreneurship, so they can prepare themselves in starting a business through the integration of experience, skills, and knowledge to develop a business.

The results of the study by Suharti and Sirine (2011) show that entrepreneurial intentions are influenced by attitudes and contextual factors. Attitude factors consist of autonomy and authority factors, self-realization, trust, and security guarantees, while contextual factors consist of academic and social support. A person's entrepreneurial intentions are influenced by a number of factors that can be seen in an integral framework involving various internal factors, external factors, and contextual factors (Lee et al, 2011). Internal factors originating from within entrepreneurs can be in the form of character, as well as socio-demographic factors such as age, gender, work experience, family background, and others that can influence one's entrepreneurial behavior (Nishanta, 2008). While external factors come from entrepreneurs who can be in the form of elements from the surrounding environment and contextual conditions. Contextual factors that are quite widely studied are academic support and social support (Gurbuz & Aykol, 2008).

The attitude factor that exists in individuals is something that is learned and how individuals react to situations and determine what individuals are looking for in life. Individual attitude refers to the extent to which individuals hold positive or negative personal judgments about being an entrepreneur. The results of research from Wijaya (2008), Suharti and Sirine (2011), Lee at al (2011), Azwar (2013), and Walipah & Naim (2016) show that individual attitudes influence entrepreneurial intentions. While research Hattab (2014) that attitudes and self-efficacy do not affect entrepreneurial intentions. Likewise with the research of Indriyadi & Sumaryanto (2012) that attitude has no significant effect on entrepreneurial intentions.

Contextual factors are factors that are widely studied. Several studies have shown that contextual factors such as academic support (Gurbuz & Aykol, 2008) are contextual factors that influence entrepreneurial intentions. Research results Turker & Selcuk (2009) show that academic support influences entrepreneurial intentions. Whereas research results Wiyanto research (2014)

shows that academic support does not affect entrepreneurial intentions. While the research of Zampetakis & Moustakis (2006), Abebe (2012), and Wiyanto (2014) shows that social support influences entrepreneurial intentions. According to Agustina (2011) and Shirokova et al (2016) that a conducive campus environment will change the mindset of students towards entrepreneurial intentions. The campus environment can encourage or motivate students so that their entrepreneurial intentions become stronger. This is due to students who already have business management knowledge and are supported by an environment conducive to becoming an entrepreneur will motivate students to set up a business. The results of Sajjad & Dad (2012) study that the environment and culture of a university influence student entrepreneurial intentions. This study is in line with the study of Gurel et al (2010) and Lee et al (2011) that there is a significant relationship between the social environment and entrepreneurial intentions. Instead of the studies of Leung et al (2012) and Almobaireek & Manolova (2012). shows that social support has no effect on entrepreneurial intentions.

In connection with the increasing importance of the campus environment, support is needed for student independence in addressing or reacting to various campus programs, including entrepreneurship programs for students. Activities that encourage entrepreneurial enthusiasm are carried out through scheduled seminars and public lectures by inviting credible business practitioners in their fields to provide insight to students so that they are motivated to become entrepreneurs. Zimmerer (2002) states that one of the factors driving the growth of entrepreneurship in a country lies in the role of universities through the application of entrepreneurship education. The university is responsible for educating and providing entrepreneurial skills to its graduates and motivates them to dare to choose entrepreneurship as their career.

Universities need to apply clear entrepreneurial learning patterns based on empirical data to equip students with meaningful knowledge to encourage student enthusiasm in entrepreneurship (Li et al, 2008). The issue of how to foster entrepreneurial intentions among students and what factors influence students' intentions to choose an entrepreneurial career after they graduate, is still a question and requires further study. Therefore this study aims to analyze the effect of individual attitudes, academic support, and social support on entrepreneurial intentions in students of the Management Study Program at the Faculty of Economics and Business at X University.

LITERATURE REVIEW

Entrepreneurship is an activity that creates an opportunity to generate income both for oneself and others involved in these activities with limited resources. Someone who intends to carry out entrepreneurial activities requires vision, mission, determination, and commitment to lead others to realize that vision (Guclu, 2002). Besides that, the courage to take calculated risks, an instinct to do business, dare to invest, and dare to make changes quickly and large to create progress is part of entrepreneurial activities (Drummond, 2009).

Someone who intends to be entrepreneurial will give a response in dealing with a situation, thus enabling people to be able to adjust to their environment and be able to solve the problems they face (Harper, 2008). Entrepreneurial intention is the will, desire, and ability to entrepreneurship. Entrepreneurial intentions are driven by internal and external factors. Internal factors related to the urge from within a person to carry out entrepreneurial activities, while external factors related to the environment in which a person lives and interacts. External factors come from the family environment, social environment, business environment, physical environment, training, and entrepreneurial practices which are factors that can encourage someone to become an entrepreneur (Yitshaki & Kropp, 2016).

Entrepreneurial decisions are behaviors with high involvement because decision making will involve internal factors such as personality, perception, motivation, learning (attitude), external factors such as family, friends, neighbors, and others (subjective norms). Then measure the control of perceived behavior (self-efficacy) which is a condition of believers that the action is easy or difficult to do by understanding the various risks or obstacles that exist when taking this action (Ajzen, 2008).

Individual Attitudes

Individual attitude refers to the extent to which the individual holds a personal judgment about being an entrepreneur. Attitude is a tendency that is learned to respond or receive stimuli to objects consistently both likes and dislikes. An entrepreneurial attitude is a tendency to react affective in responding to the risks that will be faced in business. According to Gerungan (2009), an individual's attitude is an attitude towards a particular object which can be in the form of an attitude of view or an attitude or feeling, but that attitude is accompanied by a tendency to act by the attitude of the object. Meanwhile, according to Jain (2014) attitude is love or feeling towards a stimulus. Besides, attitude is the basis for the formation of entrepreneurial intentions and one component that influences the formation of entrepreneurial intentions (Wijaya, 2008). Behavioral attitude means a tendency to react effectively in responding to the risks that will be faced (Andika & Madjid, 2012). An entrepreneurial attitude is measured by the scale of entrepreneurial attitude with indicators that are interested in business opportunities, creative and innovative thinking, positive views about business failures, have a spirit of leadership and responsibility, and like to face risks and challenges (Gadaam, 2008). Meanwhile, according to Wijaya (2008) the element of attitude is being attracted to business opportunities, a positive outlook about business failures likes to face risks and challenges.

Academic Support

Academic support for students is a facility provided to achieve and complete study assignments with predetermined results and time targets (Alwisol, 2009)

Academic support following Government Regulation No. 60 of 1999, is the academic freedom needed by members of the academic community to support activities related to education and the development of responsible and independent science and technology. In agreement with academic support, academic freedom is the implementation of a form of academic support for students. According to Autio, et al., (2001) that academic support indicators use a scale from Autio, which is also used in Gurbuz and Aykol (2008) to find some people on campus who are successful in entrepreneurship (moving their own business), and actively motivated to issue their ideas on campus, meeting with many people on campus who have good ideas for starting a new business (entrepreneurship), there is good infrastructure support for the practice of building a new business on campus. Related to logistics infrastructure, investor finance, and externalities and more specifically in supporting universities related to entrepreneurial activities (Miranda et al, 2017).

The role of the campus in developing entrepreneurship on campus can be done by providing academic support as a facilitator in motivating, directing, and providing infrastructure in preparing scholars who have strong motivation, courage, abilities, and supporting characters in establishing new businesses (Wiyanto, 2014). In addition, according to Yohnson (2003) things that must be understood by the campus are first, entrepreneurship is a process, and secondly, entrepreneurship is not an activity that stands alone but activity continues continuously. So the campus needs to consider many things about the learning process that takes place both in the curriculum and learning methods so that students experience the process of gaining meaningful experience and the process can continue while doing business. In other words academic support in relation to entrepreneurial intentions is an impetus/condition given in relation to supporting the creation of entrepreneurial intentions. In this case academic support can be through the fulfillment of learning resources, student assistance, and infrastructure in order to increase entrepreneurial intentions (Elfving, 2009).

Social Environment

The social environment is a social relationship that contributes benefits to mental health or physical health to individuals. According to Antonucci (2001) social support is a physical and psychological comfort provided by individual friends and family. Social support is assistance from people who have close social relations with individuals who receive help. This form of support can be in the form of information, certain behaviors or material that can be individuals who receive assistance feeling loved, cared for, and valuable. According to Gottlieb & Bergen (2010) that the environment is considered to be able to create a fairly healthy adjustment for students if individuals are raised in families where there is security, love, respect, tolerance, and warmth. Further explained that the learning environment is the second environment after the family environment that forms individuals. Entrepreneurial activities

can also be explained by the influence of the surrounding business environment.

The social environment is a good and regular environment in physical infrastructure, physical assets of companies, R&D laboratories, and other aspects such as people, capital, routines, resources, which have a role in encouraging entrepreneurial intentions (Niosi & Bas, 2001). Social support can be one factor that can change stressful experiences. Individuals who are increasingly mature will be demanded to be more independent, but however, individuals still need support from others (Putri, 2014). The existence and support of these people can make individuals feel easier in solving the problems they face. Social support can be obtained from people who have close relationships with individuals such as relatives and friends, but the most important social support comes from family (Putri, 2014). Social support can be obtained in the family environment, such as parents. Parental social support is the support given by parents to their children either emotionally, appreciation, instrumental, information (Tarmidi & Rambe, 2010).

Form of social support according to Lin, et al (2015) consists of four, namely:

1. Emotional support

Emotional support involves the expression of empathy and concern for the individual, so that the individual feels comfortable, loved, and cared for. This support includes behaviors such as giving attention and affection as well as the availability of listening to the complaints of others

2. Information support

Information support can be given to individuals in the form of advice, guidance, and direction on how to solve problems.

3. Support assessment

Appraisal support as a support for appreciation, namely supports that involve expressions in the form of statements of agreement and positive assessments of the ideas, feelings, and performance of others.

4. Instrumental support

Instrumental support involves direct assistance, for example in the form of financial assistance or assistance in carrying out certain tasks.

Entrepreneurial Intention

Entrepreneurial intention reflects one's commitment to start a new business and is a central issue that needs to be considered in understanding the entrepreneurial process by establishing a new business. Entrepreneurial intention can be interpreted as the first step of a business establishment process that is generally long-term (Lee et al, 2011). A person's intention to entrepreneurship can reflect the tendency of people to establish a business in real terms. Entrepreneurial intention can be interpreted as the process of finding information that can be used to achieve the objectives of forming a business (Indarti & Rostiani, 2008). The intention of entrepreneurship is the ability to be courageous in fulfilling the needs of life and solving life

problems, advancing business, or creating new businesses with strengths that exist in yourself (Andika & Madjid, 2012).

Entrepreneurial intention is a psychological phenomenon to focus attention and do something about the entrepreneur with a feeling of pleasure because it brings benefits to him. Thus according to Ramayah & Harun (2005) that entrepreneurial intention is the tendency of individual desires to take entrepreneurial action by creating new products through business opportunities and risk-taking. Entrepreneurial intention can be measured by the scale of entrepreneurial intention (with indicators choosing the path of business rather than working for others, choosing a career as an entrepreneur, making plans to start a business, improving social status (self-esteem) as an entrepreneur and getting better income (Khuong & An, 2016).

Thinking Framework

Entrepreneurial intentions lately began to get attention for research because of an intention related to behavior. This can be a reflection of real behavior. Entrepreneurial intentions must come from perceptions of worthiness and desire plus a tendency to act on opportunities. Previous entrepreneurial experience must indirectly influence entrepreneurial intentions through this perception. Therefore an understanding of one's intention to entrepreneurship (entrepreneurial intention) can reflect the tendency of people to establish a business in real terms (Fini, et al, 2012). Someone who has an entrepreneurial intention is someone who already has an entrepreneurial spirit. The formation of the entrepreneurial spirit is influenced by internal and external factors (Sebora & Theerapatvong, 2010). Internal factors originating from within entrepreneurs can be in the form of personal traits, attitudes, willingness, and ability of individuals who can give individual strength to entrepreneurship. While external factors come from outside the entrepreneur who can be in the form of elements from the surrounding environment such as the family environment, business environment, physical environment, socio-economic environment, and others.

Many studies that have been conducted on a person's intentions for entrepreneurship are influenced by some factors which can be seen in an integral framework involving various internal factors, external factors, and contextual factors (Turker & Selcuk, 2009). One of the internal factors is the attitude of individuals in entrepreneurship. Attitude is a person's closed response to a particular stimulus or object, which already involves the factor of opinion and emotion in question (Souitaris et al, 2007). The results of research by Izquierdo & Buelens (2011) and Mirawati et al (2016) show that attitudes have a positive and significant effect on entrepreneurial intentions. Whereas contextual factors are defined as environmental factors in tertiary institutions that can influence student entrepreneurship intentions which include administrative complexity, access to resources, as well as physical and institutional infrastructure (Kristiansen & Indarti, 2004). Several studies

conducted by Rasheed (2000), Rashid (2012), and Wahyudiono (2017) show the role of entrepreneurship education and entrepreneurial experience influences intention. Someone who received education and experience entrepreneurship from an early age can increase one's potential to become entrepreneurs (Hafni & Andri, (2019). In addition to education and experience, academic and social support also influences entrepreneurial intentions (Gurbuz & Aykol, 2008). The social environment influences entrepreneurial intentions (Maulida & Nurkhin, 2017). Furthermore Walipah & Naim (2016) research shows that the social environment has a positive and significant effect on entrepreneurial intentions. Based on the description above, the following hypotheses can be drawn:

H1: There is an influence of individual attitudes on entrepreneurial intentions

H2: There is an influence of academic support on entrepreneurial intentions

H3: There is an influence of social support on entrepreneurial intentions

RESEARCH METHODS

This type of research is explanatory research, namely research that explains between variables through hypothesis testing or explanatory research (Sekaran & Bougie, 2016). The type of data in this study is quantitative data sourced from questionnaires with S1 management student respondents. Thus the data used are primary data. The population in this study were all management students who had participated in entrepreneurial unit activities and entrepreneurship workshops totaling 378 students. From the population, a number of samples were taken using a simple random sampling technique. The number of samples is determined by the Slovin method. Based on the results of calculations with this method obtained a sample of 195 samples. The research instrument used a Likert scale for each variable dimension. The instrument of this study will then be tested for validity and reliability. Validity testing uses correlation coefficient values, while reliability testing using Cronbach Alpha with a reliability measure of less than 0.6 is considered bad, reliability in the range of 0.7 is acceptable, and more than 0.8 is good (Sekaran & Bougie, 2016). The analytical tool used is the Product Moment Correlation (r) analysis used to determine the level of relationship between the independent variable and the dependent variable. The Spearman correlation test includes non-parametric statistics that do not require normally distributed data. Meanwhile, to test the effect or contribution of independent variables on the dependent variable using the coefficient of determination analysis. The magnitude of the coefficient of determination (r^2) lies between 0 to 1 or between 0% to 100%. The limit value of the coefficient of determination is $0 \leq r^2 \leq 1$. The effect of the independent variable model on the dependent model using multiple regression tests with hypothesis testing using ANOVA.

RESULTS AND DISCUSSION

Respondents in this study were students who had taken the unit entrepreneurship course and an entrepreneurial workshop totaling 195 respondents. Measuring instrument used to measure each variable using a questionnaire distributed to as many as 200 respondents and the results

obtained that respondents who responded to the questionnaire were 192 people with details of 8 respondents incomplete filling in the answers to the questionnaire, while 192 respondents filled out all items of the proposed statement, so questionnaires that can be processed are 192 respondents. Before the questionnaire was given to all respondents, a validity test was used by using the product-moment correlation coefficient from Karl Pearson and to measure reliability Chronbach Alpha (α) was used. Based on the results of data processing that all items of statements about individual attitudes, academic support, social support and entrepreneurial intentions as many as 33 items, have a value of $r_{count} > r_{table}$ (0.1409), so it can be concluded that all items of the statement are all valid and can be used as a measurement tool in research. While reliability testing using Cronbach alpha obtained an individual attitude value of 0.886 with 11 items, academic support with a value of 0.798 with 9 items, social support with a value of 0.799 with 8 items, and entrepreneurial intentions with a value of 0.852 with 5 items. Based on the results of reliability testing it can be concluded that all items of entrepreneurship education variables, family environment, motivation, and entrepreneurial attitudes can be relied on because the Cronbach alphabet is greater than 0.6.

The results of data processing from the questionnaire distributed to respondents are shown as follows:

Table 1
CHARACTERISTICS OF RESPONDENTS

No	Force	Number of Respondents	Percentage of Respondents
1	2017	32	17%
2	2016	67	35%
3	2015	93	48%
Jumlah		192	100%

Source: Data processed

The highest number of respondents was the class of 2015 at 48%. This is due to students who have attended the entrepreneurship unit lectures and relatively many entrepreneurship workshops because they are following their generation. While the 2016 and 2017 batch respectively 35% and 17%. Although these two classes are not supposed to take both subjects because of their good achievement index so students can take both subjects on condition that their prerequisite subjects have been met.

Statistical data analysis is performed by testing the classical assumptions first. The results of data processing showed that based on Kolmogorov-Smirnov normality test data, asymp values were obtained for individual attitudes 0.148 > 0.05, academic support 0.246 > 0.05, social support 0.269 > 0.05, and entrepreneurial intentions 0.119 > 0.05 means that the significance value (2-tailed) is above 0.05, so it can be concluded that the data are normally

distributed for the variables of individual attitudes, academic support, social support, social support, and entrepreneurial intentions. Furthermore, the multicollinearity test shows that the value of the variance inflation factor (VIF) of the three variables is the individual attitude of $1.272 < 10$, and a tolerance value of $0.786 > 0.10$. Academic support $1.589 < 10$, and tolerance value $0.629 > 0.10$. Social support was $1.491 < 10$, and a tolerance value of $0.671 > 0.10$. So it can be concluded that between independent variables there is no multicollinearity problem. While the autocorrelation test showed that the Durbin-Watson (DW) value of $2.140 > 1.6499$, meaning that there was no autocorrelation between the variables studied. Furthermore, the heteroscedasticity test shows that the scatter diagram shows that the points are scattered randomly above and below zero on the Y-axis and do not form certain patterns. This shows that heteroskedasticity does not occur in this research model.

The results of testing the correlation between independent variables namely individual attitudes, academic support, and social support for the dependent variable namely entrepreneurial intentions are shown in the following table:

Table 2
CORRELATION TESTING RESULTS

R	R Square	Adjusted R Square	Std. Error of the Estimate
0.574	0.329	0.318	0.34908

Source: Primary data processing results

Based on the table above shows that the magnitude of the correlation coefficient of 0.574 is between (0.40 - 0.599) which means that individual attitudes, academic support, and social support have a strong enough relationship with entrepreneurial intentions. The coefficient of determination was obtained at 0.318 which means that variations in entrepreneurial intentions can be explained by variations in individual attitudes, academic support, and social support by 31.8%, while the remaining 68.2% is explained by other factors not examined in this study.

Furthermore, the regression equation models the effect of individual attitudes, academic support, and social support on entrepreneurial intentions shown in the following table:

Table 3
REGRESSION TESTING RESULTS

Variabel	Unstandarized		Standarized	t	Sig.
	B	Std Error	Coefficients		
(Constant)	1.404	0.298	Beta	4.704	0.000
Individual Attitudes (X1)	0.162	0.054	0.201	2.986	0.003

Academic Support (X2)	0.151	0.066	0.173	2.292	0.000
Social Support (X3)	0.361	0.078	0.337	4.622	0.000
F _{hitung}					30.750
Sig. F					0.000

Source: Primary data processing results

Based on the table above, the regression equation model influences individual attitudes, academic support, and social support for entrepreneurial intentions as follows:

$$NB = 1.404 + 0.162SI + 0.151DA + 0.361DS + e$$

From the above equation it can be interpreted that the coefficient value on the independent variable above shows that social support has the greatest coefficient value of 0.361, while the smallest coefficient value obtained by the academic support variable is 0.151. Thus the results obtained that the social support variable (DS) is the most dominant factor influencing entrepreneurial intentions, while the academic support variable has the least influence compared to other independent variables. The regression coefficients of individual attitudes (SI), academic support (DA), and social support (DS) indicate the direction of a positive relationship with entrepreneurial intentions (NB) for management students. This means that the stronger individual attitudes, academic support, and social support provided by the campus, the stronger the intention of students to start a business and choose a career as an entrepreneur.

The fit model test results with the F test obtained a significant value of 0,000 less than 0.05 so that the resulting regression model is feasible and can be used for further analysis. This means that individual attitudes (SI), academic support (DA), and social support (DS) can be used to predict entrepreneurial intentions (NB), or it can be said that individual attitudes (X1), academic support (X2), and social support (X3) has a joint effect on entrepreneurial intentions (Y), so the model used in this study is suitable. The results of this study are in line with the research of Suharti and Sirine (2011) and Lee et al (2011), that individual attitudes, academic support, and social support have a significant and positive influence on entrepreneurial intentions. Individual attitude shows a positive attitude from someone towards entrepreneurial activities. Academic support that equips students with entrepreneurial knowledge and doing entrepreneurial practices will enhance students' experience in entrepreneurship. This will change the mindset of students to choose careers to become entrepreneurs. Especially with the existence of social support from family, campus, and the closest people will strengthen the students' intention to run a business.

Partial test results with a significance level of 0.05 indicate that Individual attitude (SI) significantly influences the intention of Management students to become entrepreneurs with a significance value of 0.03 less than 0.05. The results of this study are in line with research by Wijaya (2008), Suharti and Sirine (2011), Lee et al (2011), Azwar (2013), Walipah & Naim (2016), and Ikhtiangung & Soedihono (2018) showing that individual attitudes influence entrepreneurial intentions. Individual attitudes will strengthen students' intention to become entrepreneurs. This condition shows that a positive attitude towards an entrepreneur's career will change the mindset of students to choose entrepreneurship as their future career. Students who are interested in entrepreneurship will try to find business opportunities that can be run and have prospects for the future. Being an entrepreneur is a challenge to create a better life. This is driven by the desire to be able to improve their social status in society and the desire to get a better income compared to being a company employee. Besides having the free time he has, it will strengthen students to become entrepreneurs. Therefore, the attitude of individuals must be a concern of management study programs to be able to manage the curriculum and environment that is more conducive to supporting students to realize their intentions of being an entrepreneur.

Then the test results of the influence of academic support on entrepreneurial intentions show that academic support (DA) partially influences entrepreneurial intentions (NB) because the significance value is 0,000 less than 0.05. The results of this study are in line with studies of Turker & Selcuk (2009), Gurbuz & Aykol (2008), Walipah & Naim (2016), Aryaningtyas & Palupiningtyas (2017), Utami & Istiqaroh (2017), and Ikhtiangung & Soedihono (2018), that Academic support has a significant effect on the entrepreneurial intentions of Management students. Academic support in learning systems can motivate creative ideas, provide adequate infrastructure in entrepreneurial practices, examples of successful entrepreneurs on campus, and meet people who have good ideas in entrepreneurship can form a student mindset to become an entrepreneur. Entrepreneurship activities organized by the institution involving students can provide valuable experience for students in running a business even though it is still in a small scope. Therefore, the study program must consider many things about the learning process that takes place, both in the curriculum, learning methods, and other forms of academic support so that students experience the process of gaining meaningful experience and the process can continue while running a business.

The results of testing social support on entrepreneurial intentions show that social support (DS) has a partial effect on entrepreneurial intentions (NB) because the significance value is 0,000 less than 0.05. The results of this study are in line with research by Zampetakis & Moustakis (2006), Abebe (2012), Wiyanto (2014), Walipah & Naim (2016), and Utami & Istiqaroh (2017), that social support influences the entrepreneurial intentions of Management students. Social support can be in the form of motivation, advice, and advice from close friends, people who are considered important, and family. The

higher the social support from the surrounding environment, the higher the entrepreneurial intention. High social support will provide a comfortable feeling for students, especially when facing problems. Therefore, to encourage the emergence of students' intentions to become entrepreneurs after graduation, it is necessary to have the support of all relevant parties from family, closest friends, and people who are considered important in their lives. Social support is a strong motivation to move forward from the social environment so social support is the initial capital to realize students' intentions to start a business because social support is not only in the form of emotional support, information, appreciation, but also has a role to directly support the realization of existing businesses in a form of financial support, especially from the family.

CONCLUSIONS AND SUGGESTIONS

Based on the results of the study, some conclusions can be drawn as follows: (a) the attitude of the individual has a positive and significant influence on entrepreneurial intentions. The more positive students' perceptions about entrepreneurship, the stronger the intention of students in entrepreneurship. (B) Academic support has a positive and significant effect on entrepreneurial intentions, which means that the stronger academic support in the campus environment is the stronger the intention of students to be entrepreneurial because a campus environment is a place for students to gain entrepreneurial knowledge and at the same time as a place to socialize with friends who have entrepreneurial ideas. (c) Social support has a significant positive effect on entrepreneurial intentions, meaning that the stronger the social support, the stronger the intention of students to become entrepreneurs. This means that the family environment, close friends, and people who are considered important to themselves are the driving factors for students to become entrepreneurs.

Based on the conclusions outlined above, it can be put forward some suggestions related to the results of the study. Suggestions can be submitted as follows:

a. Individual attitudes are aspects that can influence entrepreneurial intentions. For this reason, study programs must always evaluate curricula and effective learning methods so that students' mindset for entrepreneurship becomes stronger. This can be done by giving seminars and workshops with entrepreneurial practitioners. For this reason, study programs can work together with Kadin or the MSME community.

b. To create academic support, universities must also try to provide the facilities needed by students in entrepreneurial practice activities by building business incubators or business centers, building institutional cooperation both with the MSME community as a model for developing entrepreneurial ideas or with financial institutions that can support venture capital in the initial implementation of the establishment of his business.

c. To increase social support for students, study programs can involve the role of parents in supporting student entrepreneurial activities. The study program can establish communication with parents of students, especially those related to entrepreneurial activities such as involving parents at entrepreneurship

seminars by inviting the profile of successful entrepreneurs as a model for instilling entrepreneurial intentions. In addition, building information systems related to entrepreneurial activities, so that information related to entrepreneurial activities can be easily obtained by students.

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