

The Role of Control Perception of Behavior: The Influence of Social Networks and Entrepreneurship Education on Entrepreneurial Intentions

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ABSTRACT: Entrepreneurship has become an important focus of attention for all countries in the world including Indonesia. Even the number of entrepreneurs in a country can be used as a measure of the country's economic progress (Valliere and Peterson, 2009). The number of Indonesian entrepreneurs currently has reached 3.1% of the total 260 million people. However, this number is still below the percentage of entrepreneurs in neighboring countries such as Malaysia, reaching 5%, China 10%, Singapore 7%, and Japan 11% of the total population. Therefore, the Government of Indonesia needs to encourage its people to become entrepreneurs with quality, innovative and following technological developments. This study aims to determine the effect of social networks and entrepreneurship education on entrepreneurial intentions. In addition, this study also aims to examine the moderating role of perceived control behavior in strengthening the influence of social networks and entrepreneurship education on entrepreneurial intentions. The analysis technique used is SEM analysis with SMARTPLS 3.0 software. The study population was 540 undergraduate students majoring in Management in semester VI of the Faculty of Economics and Business, Warmadewa University Bali Indonesia. The sample was chosen randomly with a sample size of 170 respondents. The results of this study provide evidence that social networks have a positive and significant effect on entrepreneurial intentions. Entrepreneurship education has a positive and insignificant effect on entrepreneurial intentions. The results of this study indicate that the role of perceptual behavior control strengthens the relationship between social networks and students' entrepreneurial intentions. Furthermore, this study succeeded in proving that the role of high perceptual behavior control when interacting with the increase in entrepreneurship education did not necessarily increase students' entrepreneurial intentions.

KEYWORDS: Social Networks, Entrepreneurship Education, Perceptions of Behavior Control, Entrepreneurial Intentions.

I. INTRODUCTION

Entrepreneurship has become an important focus of attention for all countries in the world including Indonesia. Even the number of entrepreneurs in a country can be used as a measure of the country's economic progress (Valliere and Peterson, 2009). The number of Indonesian entrepreneurs currently has reached 3.1% of the total 260 million people. However, this number is still below the percentage of entrepreneurs in neighboring countries such as Malaysia, reaching 5%, China 10%, Singapore 7%, and Japan 11% of the total population. Therefore, the Government of Indonesia needs to encourage its people to become entrepreneurs with quality, innovative and following technological developments.

Efforts to increase the number of entrepreneurs in Indonesia can be done by involving the participation of universities. President Joko Widodo has instructed every university in Indonesia to be able to facilitate an entrepreneurial ecosystem on campus in order to foster an entrepreneurial spirit in students (ristekdikti.go.id, 2017). As one of the universities in Indonesia, Warmadewa University Denpasar (UNWAR) is committed to supporting the entrepreneurial spirit of its students by providing the facilities for the Entrepreneurship Development Center and Cooperatives and forming a Business Incubator unit as an institution that is tasked with providing provisions for students in entrepreneurship education and training.

The establishment of an entrepreneurial environment in the form of a Business Incubator at UNWAR aims to foster students' entrepreneurial intentions. As the Ministry of Cooperatives and MSMEs noted, the number of entrepreneurs and the entrepreneurial spirit of the Indonesian nation were still low. Currently, it is estimated that the number of Indonesian entrepreneurs is only 3.1%. Meanwhile, to become a developed country requires entrepreneurs as much as 14 percent of the population ratio. This can be seen from several

indicators on entrepreneurship. In the Global *Entrepreneurship Index 2017*, Indonesia's entrepreneurial ranking is still ranked 90 out of 137 countries. At the Asia Pacific level, Indonesia ranks 16th out of 24 countries. So if you want to become a big country with strong economic fundamentals, the number of Indonesian entrepreneurs needs to be boosted. Higher education as an institution that is tasked with producing superior human resources, must be actively involved in producing graduates with entrepreneurial spirit. Furthermore, the results of a survey by the Indonesian Young Entrepreneurs Association (HIPMI) stated that out of 5 million students in Indonesia 83% of them aspire to become employees, 4% become entrepreneurs, and the rest are members of NGOs and politicians. This fact is concerning in the midst of the incessant era of competition which actually requires Indonesia to have more entrepreneurs to support the national economy. So a radical movement is needed so that the desire to become an entrepreneur is made national awareness so that Indonesia is able to build its nation to be smarter and more competitive. It can be started from college. Higher education institutions must change their orientation from seeking diplomas to focus on knowledge and creating jobs. This concerns the mindset that needs to be changed from an early age (Editorial Sinar Indonesia, 2019)

Students' entrepreneurial intentions are the best predictors of the formation of student entrepreneurial behavior (Ajzen, 2005). Intention shows how hard a person tries to do a behavior (Fisbein and Ajzen, 2011). Ajzen (1991) explains that intention is a motivational factor that affects behavior and indicates how hard people are willing to try and how much effort is made to carry out the planned behavior. Whereas Bird (1998) in Crespo *et al* (2018) explains that intention is a state of mind that directs someone's attention from experiences and actions to certain objects to achieve goals or ways to achieve something desired. So it can be concluded that intention is a person's state of mind through his experiences and actions towards certain objects which indicate how hard the effort is to carry out the planned behavior in order to achieve the desired goal.

Entrepreneurial intention can be influenced by personality, environmental and demographic factors (Indarti and Kristiansen, 2003, Sesen, 2013 and Smith *et al*, 2016). Personality factors include factors within individuals such as the need for achievement, self-efficacy and perceptions of behavior control. Environmental factors include contextual elements such as access to capital, information and social networks. Meanwhile, demographic factors include gender, age, educational background and work experience. In addition, intention can be influenced by socioeconomic factors, personality, knowledge and social capital (Galanakis & Giourka, 2017, Henley *et al*, 2017 and Quan, 2012).

Previous research shows that there are still inconsistencies in research results from several variables in influencing entrepreneurial intentions. Elali and Al-Yacoub (2016); Kusmintarti *et al* (2014); Farooq *et al* (2018); and Indarti and Kristiansen (2003) found that social networks influence entrepreneurial intentions. Meanwhile, Susetyo and Lestari (2014) and Sumarsono (2013) actually found that social networks included in the readiness instrument variable (access to capital, social networks and information) had no effect on entrepreneurial intentions. Furthermore Mohamad *et al* (2018); Teixeira *et al* (2018); Passoni and Glavam (2018); Supriyanto and Meilita (2017); and Wibowo and Pramudana (2016) found that entrepreneurship education has an effect on entrepreneurial intentions. However, Fayolle and Gailly (2015); Mahendra *et al* (2017); Suharti and Sirine (2011) and Sumarsono (2013) actually show that entrepreneurship education has no effect on entrepreneurial intentions.

Based on the inconsistency of the research results related to the predictors of entrepreneurial intention, this study adds a moderating variable, namely the perception of behavioral control to strengthen the relationship between social network variables and entrepreneurship education on entrepreneurial intention. To the knowledge of the researcher, research that includes perceptual behavior control variables into the relationship between social networks and entrepreneurship education has not included perceptions of behavior control as a moderating variable so that this conceptual model is novel in theoretical development regarding predictors of student intention to become entrepreneurs. Specifically, the main objectives of this study are 1) want to know the effect of social networks on entrepreneurial intentions, 2) want to know the effect of entrepreneurship education on entrepreneurial intentions 3) want to know the role of perceptions of behavior control in moderating the influence of social networks on entrepreneurial intentions and 4) want to know the role of perceived behavioral control in moderating the effect of entrepreneurship education on students' entrepreneurial intentions.

II. REVIEW AND HYPOTHESIS LITERATURE

his research uses three theories mainly used in explaining the relationship between research variables is *theory of planned behavior*, social capital theory and bloom taxonomy theory. *Theory of planned behavior* explains the relationship between perceptions of behavioral control that can affect entrepreneurial intentions. Social capital theory explains regarding the social networks formed in the community can influence one's intention to be entrepreneurial. While the bloom taxonomic theory explains related to the entrepreneurial education process received by someone can influence entrepreneurial intentions.

One of the environmental factors that can influence students' entrepreneurial intentions is the social network they have. A social network is a bond that connects a group of people, organizations, agencies,

government or the state through social relations (Agusyanto, 2014). Kusmintarti et al (2014) explained that social networks are the tendency to have relationships and interact with other people. Meanwhile, according to Casson (2010) social networks are a set of elements that are related to one another directly or indirectly to form a network structure that coordinates various activities. Field (2016) explains that social networks are part of social capital theory which contains shared relationships, norms, and a set of values that enable network members to achieve common goals in their social networks. So it can be said that a social network is a group of people who establish social relationships with one another either directly or indirectly to achieve the expected goals.

Social networks in the context of entrepreneurship refer to various people or entities that have close relationships with startup entrepreneurs who can provide support and assistance to improve entrepreneurship. Social networks help a person to reduce business costs and risks that will be faced. So that someone will try to build a good social network to benefit from the social network he has. Efforts to build a good social network can be done by socializing and forging strong social relationships with other people. In this study, social networks are measured by 3 indicators with 6 question items, namely Networks *Interest*, *Power* Networks and Networks *Sentiment* (Emotion) (Agusyanto, 2014)

The theory of planned behavior implies that education can influence attitudes toward structured behavior. By the cognitive and affective elements that the individual experiences throughout his life. Cognitive structures include behavior that is influenced by knowledge and information obtained from learning outcomes through education (Peris-Ortiz *et al.*, 2017). Education is a learning process that can provide knowledge, skills, and problem-solving skills needed by an entrepreneur (Hisrich *et al.*, 2017). As stated in the bloom taxonomy, education is generally directed at three domains, namely cognitive, affective and psychomotor (Suharsimi, 2010). Fayolle and Kyrö (2008: 5) state that education is the adoption of people's ideas about a good life and a process of preparation for the future of students. Meanwhile, Vaidya (2014) defines education in the context of entrepreneurship as the ability to develop skills and qualities by turning ideas into practical activities in both social, environmental and economic contexts. So it can be said that entrepreneurship education is a learning process to gain knowledge, attitudes and skills that can be used to develop one's own skills in entrepreneurial creativity.

Entrepreneurship education not only forms a theoretical foundation regarding the concept of entrepreneurship but also entrepreneurial characteristics such as attitudes, behaviors and entrepreneurial mindset (Supriyanto and Meilita, 2017). The formation of this entrepreneurial character has an important role in preparing young entrepreneurs who have quality and potential human resources. Through entrepreneurship education that is given by the university to students, it can be the initial provision for students to prepare themselves to become entrepreneurs who are superior and have strong competitiveness. Pramuki *et al.* (2019) stated that the inclusion of entrepreneurship education in the college curriculum is expected to provide graduate competencies with entrepreneurial hard skills and soft skills. Entrepreneurship education in this study is measured by 3 indicators with 3 questions, namely attitudes, *knowledge* and skills (Vaidya, 2014)

Ajzen (1991) explains that perceived behavioral control is the perceived ease or difficulty in doing something based on beliefs about the presence or absence of the necessary resources and opportunities to perform a given behavior. Liñán and Chen (2009) explain that perception of behavior control is a perception of the ease or difficulty of becoming an entrepreneur accompanied by controlling one's behavior.

Perceptions of behavioral control are also needed to analyze the risks and obstacles that will be faced in carrying out entrepreneurial activities (Ma'sumah and Pujianti, 2018). So it can be concluded that perceptions of behavioral control are perceptions of ease and difficulty accompanied by behavioral control to perform certain behaviors which indicate that the greater the perception of behavior control in a person, the stronger the individual's intention to start a business. Perceptions of behavioral control in this study were measured by 6 questions (Lunan and Chen, 2009).

Students' entrepreneurial intentions are the best predictors of the formation of students' entrepreneurial behavior (Ajzen, 2005). Intention shows how hard a person tries to do a behavior (Fisbein and Ajzen, 2011). Ajzen (1991) explains that intention is a motivational factor that affects behavior and indicates how hard people are willing to try and how much effort is made to carry out the planned behavior. To increase entrepreneurial intentions can be done by improving social networks and entrepreneurship education. Entrepreneurial intention in this study was measured by 6 questions (Lunan and Chen, 2009).

Perception variable behavior control is intended to strengthen or weaken the relationship between social networks and entrepreneurship education on students' entrepreneurial intentions. Perceptions of behavioral control are the perceived ease or difficulty in doing something based on beliefs about the presence or absence of the necessary resources and opportunities to perform the given behavior. Liñán and Chen (2009) explain that perception of behavior control is a perception of the ease or difficulty of becoming an entrepreneur accompanied by controlling one's behavior.

Based on the explanation in the background and the results of previous research, the firm value research model and the hypothesis can be formulated in Figure 1 below:

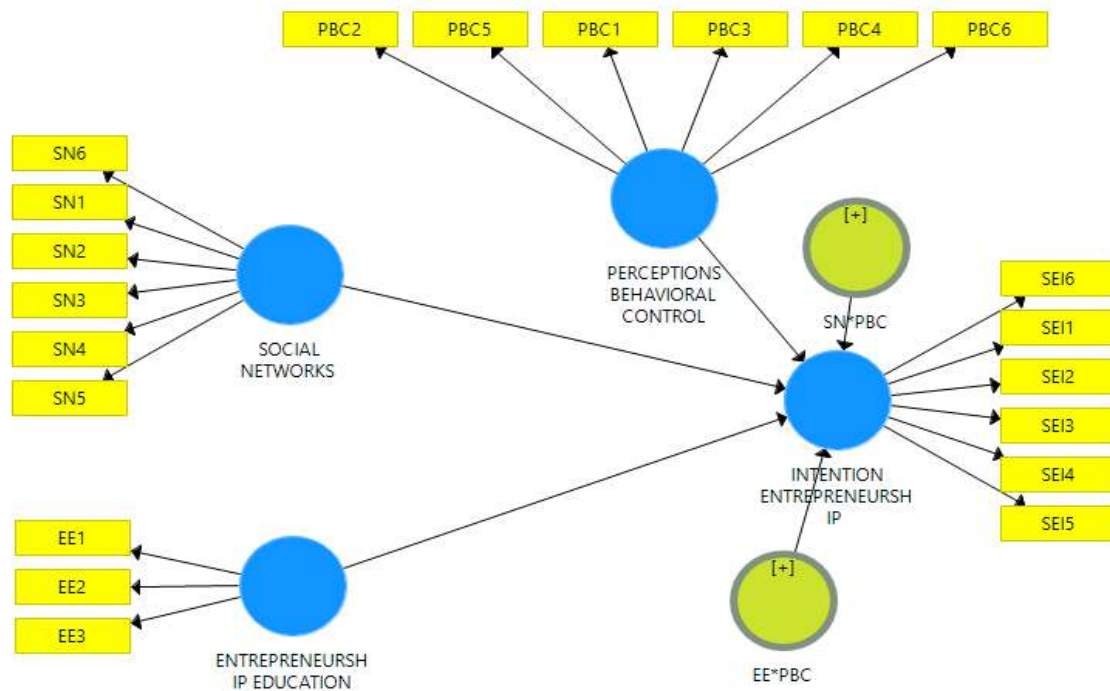


Figure 1
Research Conceptual Framework

Effect of Social Networks on Entrepreneurial Intention

Social capital theory explains that humans always build relationships with other people in a social network to achieve common goals and build connections in the form of reciprocal relationships and trust with other members of the social network. The interactions carried out by individuals with other individuals are carried out on the basis of the desire to try to pursue the interests they want. Putman (2000) states that social capital is part of social life which includes social networks, norms and beliefs that will encourage participants' intentions to act and establish connections more effectively in achieving common goals to be achieved. Likewise, the intention of students to become entrepreneurs is also influenced by how social networks can support them to start a business. Students who have active participation in membership of a social network will make it easier to achieve the desired entrepreneurial goals. This is because social networks can provide various entrepreneurial information that can be trusted by students in starting their business. A social network is a group of people who establish social relationships with one another either directly or indirectly to achieve the expected goals. The social network referred to in this study is a social network in the context of entrepreneurship, which refers to various people or entities that have close relationships with novice entrepreneurs who can provide support and assistance to improve entrepreneurship.

Elali and Al Yacoub (2016) have proven that social networks influence the entrepreneurial intentions of Kuwaiti citizens. Other findings are also supported by Kusmintarti et al (2014) who succeeded in proving that social networks, which are dimensions of entrepreneurial characteristics, have a significant effect on the entrepreneurial intention of students from the first semester to the end of Malang State Polytechnic. Indarti and Kristiansen (2003) also succeeded in proving that social networks influence entrepreneurial intentions. H1. Social Networks have a positive and significant effect on student entrepreneurial intentions.

The Influence of Entrepreneurship Education on Entrepreneurial Intention

The bloom taxonomy theory explains that the educational process undertaken by a person can develop self-skills including the knowledge, skills and attitudes needed by a person to be entrepreneurial. So that with the formation of entrepreneurial characters such as attitudes, behavior and patterns of thought through entrepreneurship education can increase student intention to become entrepreneurial. Furthermore, the theory of planned behavior assumes that almost all actions a person takes are the result of intentions that are influenced by personal traits, social influences and problems of self-control. In this study, entrepreneurship education is an external factor that can underlie personal traits. Entrepreneurship education which is carried out through the learning process can affect attitudes towards behavior and attitudes towards behavior. This is one of the three

main factors that influence intention in the theory of planned behavior. Therefore, with good entrepreneurship education, someone will have a good attitude towards entrepreneurship.

Mohamad et al (2015) succeeded in proving that entrepreneurship education, both formal and non-formal, obtained by students who were still in college and who had graduated had an effect on the entrepreneurial intentions of Universities Utara Malaysia Teixeira et al (2018) researched 22 countries in the European Union showing entrepreneurship education has an effect on entrepreneurial intentions. Supriyanto and Meilita (2017) show that entrepreneurship education affects the entrepreneurial intentions of Business Administration students at the University of Bandar Lampung. Wibowo and Pramudana (2016) which stated that entrepreneurship education has an effect on the entrepreneurial intention of students in the extension program of the Faculty of Economics and Business, Udayana University.

H2: Entrepreneurship education has a positive and significant effect on students' entrepreneurial intentions.

The Role of Perceptions of Behavioral Control in Moderating the Influence of Social Networks and Entrepreneurship Education on Students' Entrepreneurial Intention The

Theory of planned behavior states that perceptions of behavior control have motivational implications for intention. This means that whether a person's intention is strong or not is influenced by the person's confidence in the resources and opportunities they have to carry out the intended behavior. Ownership of social networks can provide the necessary support and motivation for a person to increase entrepreneurship, but the performance of one's behavior depends not only on the motivation of others to do so but also on the perception of adequate self-control over the intended behavior.

The educational process undertaken by a person can develop self-skills including the knowledge, skills and attitudes needed by someone to be entrepreneurial. The formation of entrepreneurial attitudes of each individual can also be influenced by the perceptions of each individual to control himself in behavior. This perception is related to the use of the sensing organs to obtain clues that guide motor activities in a person. So that the process of self-control in entrepreneurship education can form entrepreneurial characters such as attitudes, skills, behaviors and mindsets to increase student intention to become entrepreneurial.

Perceptions of behavior control in the theory of planned behavior are defined as perceptions of the ease or difficulty of being an entrepreneur accompanied by behavioral control to perform certain behaviors (Ajzen, 1991). This perception of ease and difficulty reflects the interpretation of what one sees or feels based on a person's past experiences in overcoming any obstacles experienced. Encouragement to entrepreneurship in social networks does not fully influence entrepreneurial intentions. Therefore, the perception of this behavior control can influence whether the influence between social networks and entrepreneurship education is strong or not on entrepreneurial intentions.

H3. Perceptions of behavioral control moderate the influence of social networks on student entrepreneurial intentions.

H4. Perceptions of behavioral control moderate the effect of entrepreneurship education on students' entrepreneurial intentions.

III. METHOD

The population in this study were undergraduate students majoring in management, Faculty of Economics and Business, Warmadewa University, amounting to 540 students who have sat in Semester 6 and above with the consideration that these students have received good entrepreneurship education. In the form of classroom learning and practical work in entrepreneurial laboratories as well as having participated in lessons in a business incubator. To determine the number of samples, the sample will be selected using a *random sampling technique* based on the Slovin method. Based on the Slovin method with an error threshold of 0.05 (5%), the minimum sample size for students is 230 respondents.

Each variable in this study uses questions from several sources and measures respondents' opinions using a Likert scale or an interval scale of 1 to 5, Number 1 = Strongly Disagree (STS) Number 2 = Disagree (ST), Number 3 = Doubt (R), Number 4 = Agree (S), Number 5 = Strongly Agree (SS)

Table 1. Operational Definition and

Variable	Indicators	Sources of
Entrepreneurial Intention	Ready to do anything to become an entrepreneur Professional goals to be an entrepreneur Make every effort to start and running your own business Decided to have a business or businesses in the future Seriously thinking of starting a business intending to establish a business someday	Linan and Chen (2009)
Social Networks	Network <i>Interest</i> (interest) Network <i>Power</i> (Power),	Agusyanto (2014)

Network *Sentiment* (Emotion).

Entrepreneurship Education	<i>Attitude</i> (attitude) <i>Knowledge</i> (knowledge) <i>Skills</i> (skills)	Vaidya (2014)
Perception of Personal Control	Confidence to make a business and run it easily Readiness to start a viable business Ability to control the process of creating a new business Knowledge needed to starting a business Knowing how to develop a business Opportunity to succeed	Liñán and Chen (2009)

Source: Results of Adaptation of the Questionnaire from Previous Research (2020)

Analysis of the data obtained from the questionnaire survey will use Structural Equation Modeling (SEM) because the theoretical model of this study uses variables -variables that cannot be measured directly (*unobserved variables*) or called constructs The inferential statistical method that will be used in processing research data is Partial Least Square (PLS) with the help of SmartPLS 3.0 Software. In general, the reasons or arguments for using the press model PLS component-based structural solutions for this study include: The

- 1) A model formed in the conceptual framework of this study is a structural equation so that the problems and objectives to be achieved can only be solved with the help of a structural model. PLS is an alternative in structural equation modeling analysis. With PLS it is possible to carry out an analysis series of several latent variables simultaneously and the results will be more optimal / efficient from a statistical perspective.
- 2) PLS does not require data to be normally distributed, the use of data scales can be ordinal categories, intervals or ratios, PLS does not use many assumptions, and PLS can be used for small amounts of data.
- 3) This study uses latent variables that are measured through indicators. The relationship between variables and indicators is reflective,
- 4) PLS has the advantage of being able to analyze indicators that are both reflective and formative (Ghozali, 2018).

IV. RESULTS AND DISCUSSION

Data collection was carried out by distributing questionnaires which were distributed directly to respondents. A total of 230 questionnaires were distributed either directly or indirectly via the link *Google docs* which was distributed in the whatsapp (WA) social media application. The tabulation results show that 170 questionnaires were successfully collected and answered completely and can be further processed. However, the response rate in this study can also be said to be high, namely 74%.

Testing the validity and reliability of the research data was carried out through two criteria, namely convergent validity and discriminant validity. Convergent validity testing can be seen through the outer loading value. The indicator is said to be valid if it has an outer loading value > 0.50 and is significant. Based on the results of data processing with the SmartPLS 3.0 program, it was found that several indicators had outer loading values below 0.50 so that they were excluded from the model. With the issuance of the indicators from the model, the outer loading value, Cronbach's Alpha, Composite Reliability and Average Variance Extracted (AVE) are obtained as shown in Table 2 below:

Table 2. The results of the validity and reliability test.

Indicator Code	Outer Loading	P. Value	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
Social Network * Perception Control Behavior <- JS * PKP	0.891	0,000	1,000	1,000	1,000
JS1 <- Social Network	0,849	0,000	0,758	0,833	0,506
JS2 <- Social Network	0,619	0,000			
JS3 <- Social Network	0,591	0,000			
JS4 <- Social network	0.841	0.000			
JS5 <- Social network	0.608	0.000			
NB1 <- intention	0.782	0.000			

Entrepreneurship					
NB2 <- intention Entrepreneurship	0.860	0.000	0.754	0.854	0.547
NB3 <- intention Entrepreneurship	0.671	0.000			
NB5 <- intention Entrepreneurs	0,849	0,000			
NB6 <- intention Entrepreneurship	0.504	0.000			
Education Entrepreneurship * Perceptions of Behavioral Control <- PK * PKP	0.946	0,000	1,000	1,000	1,000
PK1 <- Entrepreneurship Education	0.896	0,000	0.748	0.857	0.672
PK2 <- Entrepreneurship education	0.635	0.000			
PK3<- Entrepreneurship Education	0,900	0,000			
PKP2 <- Perceived Behavioral Control	0.984	0.000	0.966	0.983	0.967
PKP5 <- Perceived Behavioral Control	0.983	0.000			

Table 2 can be explained that the outer loading value of each indicator is greater than 0.50 and valid at p-value <0.05 so that all indicators are declared valid convergent. Table 2 also presents the variables of the study based on the criteria of reliability Cronbach Alpha and Composite Reliability and Average Variance Extracted (AVE), where the value of Cronbach's Alpha and Composite Reliability > 0.70 and the value of Average Variance Extracted (AVE) > 0.50 so that it can be stated reliably.

Evaluation based on the accuracy of the value of the research model R-square (R²), Q Square Predictive Relevance (Q²), and Goodness of Fit (GoF). Judging from the value of R² the model is rated to have a high accuracy rate, because the value of R² of 0,729 who means that 72.9% of the entrepreneurial intention variable can be explained by social networks, entrepreneurship education and perceptions of behavioral control, while 27.1% are other factors not included in the research model.

The results of hypothesis testing can be explained by Figure 2, Figure 3 and Table 3.

Figure 2. Path diagram analysis results using the SmartPLS 3.0 program (before bootstrapping)

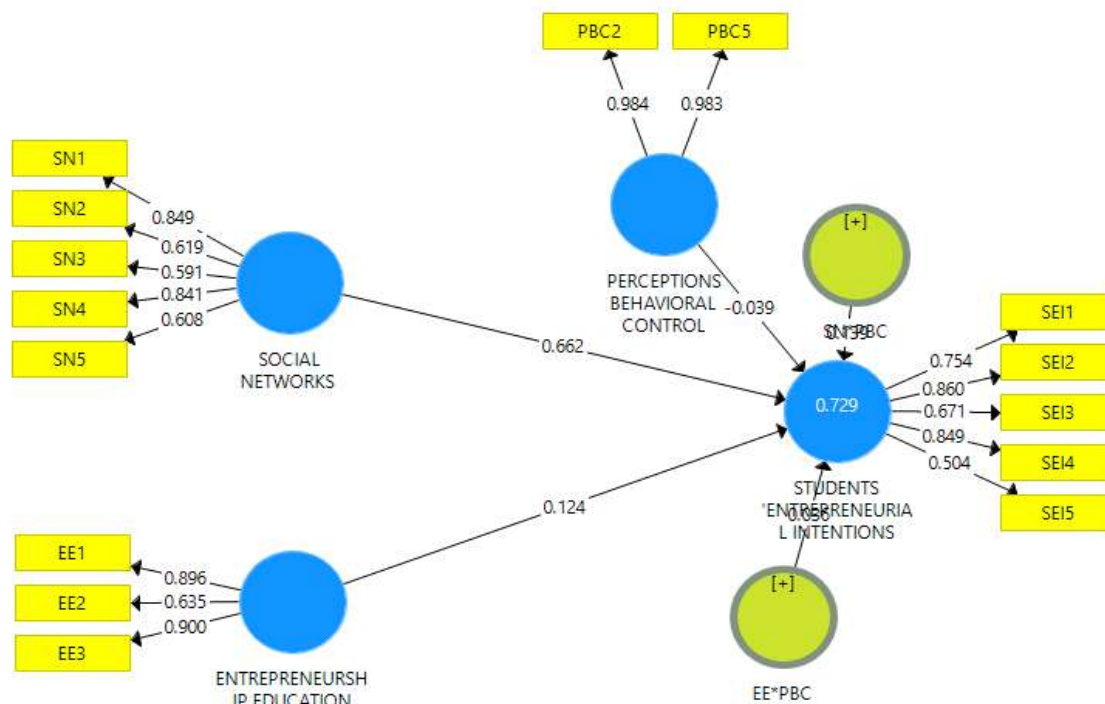


Figure 3. Path diagram analysis results using the program m SmartPLS 3.0 (after bootstrapping)

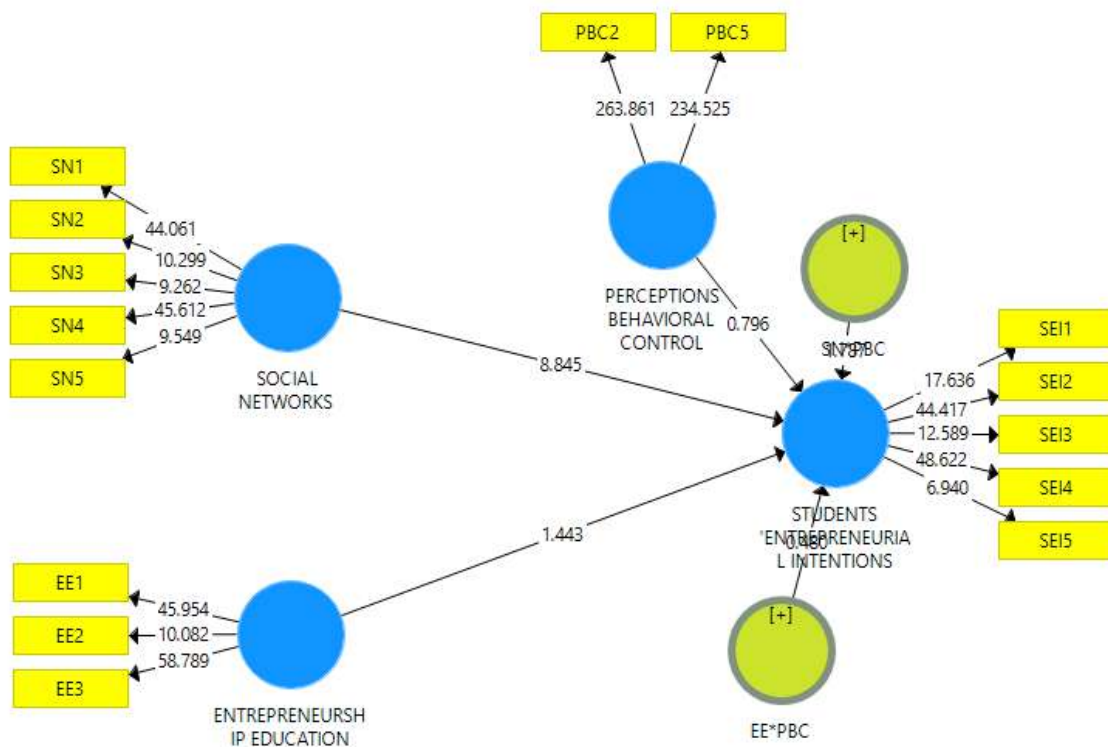


Table 3. Test Results of Direct Influence of Social Networks, Entrepreneurship Education and Moderation of Perceptions of Behavior Control on Student Entrepreneurial Intentions

	Original Sample (O)	T Statistics (O / STDEV)	P Values	Description
Social Networking -> Intention Entrepreneurship	0.662	8.729	0.000 *	Significant
JS * PFM -> Intention Entrepreneurship	0.139	1.771	0.077**	Significant
Entrepreneurship Education -> Intention Entrepreneurship	0.124	1.453	0.147	No significant
Perception behavior Control > Entrepreneurship intention	-0.039	0.822	0.412	No significant
PK * PFM -> intention Entrepreneurship	0.036	0.480	0.631	Insignificant

Noted * = significant at $\alpha = 0.01$
 ** = significant at $\alpha = 0.10$

Effect of Social Networking against Entrepreneurial Intention

The direct effect of social networks on entrepreneurial intentions shows a result of 0.622 and is significant at the 0.05 level where the T-statistic is $8.729 > 1.96$, this means that Hypothesis 1 is accepted, meaning that the social network is measured based on interest networks, power networks and emotional networks as indicators of being able to increase students' entrepreneurial intentions. This research is in

accordance with the theoretical basis used, namely the theory of planned behavior (Ajzen, 2005) and the theory of social capital. The theory of planned behavior explains that the intention of a person is influenced by three important factors, one of which is subjective norms. This subjective norm can be formed in social networks consisting of people, friends, family and acquaintances who are interconnected with one another, causing an influence on individual beliefs in performing a behavior. The influence of the social environment is what causes subjective views or subjective norms of individuals to approve or disapprove of social referrals from those who influence it. So that this social network can affect a person's intention to take or not perform a certain action. However, this influence depends on the extent to which the individual is motivated by the social references he receives. The results of this study are consistent with research conducted by Elali and Al Yacoub (2016), Kusmintarti et al (2014), Indarti and Kristiansen (2003) which state that social networks have an effect on entrepreneurial intentions.

The Influence of Entrepreneurship Education on Entrepreneurial Intentions

The direct effect of entrepreneurship education on entrepreneurial intentions shows a result of 0.124 and is not significant at the 0.05 level where the T-statistic is $1.453 < 1.96$, this means that Hypothesis 2 is not supported, meaning that entrepreneurship education which is measured based on attitudes, knowledge and skills as indicators are not automatically able to increase students' entrepreneurial intentions.

The results of this study differ from the concept of planned behavior theory which is the theoretical basis of this study. The theory of planned behavior assumes that almost all actions a person takes are the result of intentions that are influenced by personal traits, social influences and problems of self-control. This can be justified that the entrepreneurship education that has been obtained by students is an external factor that can background personal traits. Entrepreneurship education that is carried out through the learning process has not been able to fully influence attitudes towards behavior. Furthermore, attitudes towards this behavior are one of the three main factors that affect intention in the theory of planned behavior. Therefore, it is hoped that the entrepreneurial education model will be modified in such a way that with good entrepreneurship education, a person will have a good attitude towards entrepreneurship. The results of this study are in line with Fayolle and Gailly (2015); Mahendra et al (2017); Sumarsono (2013); Suharti and Sirine (2011) which state that entrepreneurship education has no effect on entrepreneurial intention.

Perceptions of Behavioral Control in Moderating the Influence of Social Networks on Students' Entrepreneurial Intention.

The role of perceptual behavior control in moderating the influence of social networks on student entrepreneurial intentions can be seen from the results of the coefficient of positive 0.124 and significant at the level of 0.10, with a significance probability value of $0.07 < 0.10$ and a T-statistic of $1.771 > 1.64$. This means that Hypothesis 3 is supported. The ability to control perceptions of behavior to strengthen the relationship of social networks to entrepreneurial intentions can be explained by the theory of planned behavior which states that perceptions of behavioral control have motivational implications for intention. This means that whether a person's intention is strong or not is influenced by the person's confidence in the resources and opportunities they have to carry out the intended behavior. Ownership of social networks can provide the necessary support and motivation for a person to increase entrepreneurship, but the performance of one's behavior depends not only on the motivation of others to do so but also on the perception of adequate self-control over the intended behavior. Perceptions of behavior control in the theory of planned behavior are defined as perceptions of the ease or difficulty of being an entrepreneur accompanied by behavioral control to perform certain behaviors (Ajzen, 1991). This perception of ease and difficulty reflects the interpretation of what one sees or feels based on a person's past experiences in overcoming any obstacles experienced. Therefore, the perception of this behavior control can influence the strength of the influence between social networks and entrepreneurial intentions.

Perceptions of Behavior Control in Moderating the Influence of Entrepreneurship Education on Students' Entrepreneurial Intentions.

The role of perceptual behavior control in moderating the effect of entrepreneurship education on student entrepreneurial intentions can be seen from the coefficient results of 0.036 and not significant at the 0.05 level with a significance probability value of $0.631 > 0.10$ and a T-statistic of $0.480 < 1.96$. This means that Hypothesis 4 is not supported. The inability of perceptions of behavioral control to moderate the effect of entrepreneurship education on student entrepreneurial intentions, it can be explained that before interacting with perceptions of behavioral control, the direct relationship between entrepreneurial education and entrepreneurial intentions is not significant. However, when entrepreneurship education interacts with the perception of control behavior, the relationship also becomes insignificant. The results of this study differ from the concept of planned behavior theory which assumes that almost all actions a person takes are the result of intentions that are influenced by personal traits, social influences and problems of self-control. In this study, the perception of behavioral control is a self-control problem factor that cannot affect the relationship between entrepreneurship

education and entrepreneurial intentions. This can be justified that when the learning process in entrepreneurship education has not been able to influence self-character, such as student attitudes towards behavior as the main predictor affecting intention in the theory of planned behavior, in this case the intention to become entrepreneurial.

V. CONCLUSION, LIMITATIONS AND SUGGESTIONS

The results of this study provide evidence that social networks have a positive and significant effect on entrepreneurial intentions. The high level of student social networks can increase student entrepreneurial intentions. Entrepreneurship education has a positive and insignificant effect on entrepreneurial intentions. The increasing entrepreneurship education that is attended by students, but this is not able to foster attitudes positives of students and subsequently unable to influence the intention to become entrepreneurs. The results of this study provide evidence that the role of perceived behavioral control strengthens the relationship between social networks and students' entrepreneurial intentions. This is because students who have high behavioral control and are also accompanied by high social networks are able to foster high student mental attitudes which can further increase entrepreneurial intentions. Furthermore, this study succeeded in proving that the role of high perceptual behavior control when interacting with the increase in entrepreneurship education did not necessarily increase students' entrepreneurial intentions.

The limitation in this study is that the sample that meets the research criteria is only 170 respondents (response rate of 74%) and only researches at one university so that it cannot be generalized. Based on the above limitations, it is hoped for further researchers that the research sample can be developed towards students outside Warmadewa University who are classified as LLDIKTI Region 8. There is still low entrepreneurship education in fostering entrepreneurial mental attitudes, so students should take entrepreneurship courses seriously and actively. Attend seminars, training and entrepreneurial organizations in order to have entrepreneurial intentions. The government also needs to encourage the quality of entrepreneurship education programs on campus by providing entrepreneurship projects to students and holding various entrepreneurship training activities as well as special mentoring programs for students who want to become entrepreneurs.

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