



THE MODERATION OF CAMPUS ENVIRONMENT ON THE INFLUENCE OF ENTREPRENEURSHIP EDUCATION AND ROLE MODELS ON ENTREPRENEURIAL INTENTION

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ABSTRACT

The growth number of entrepreneurs in Indonesia is expected to continue to increase from the current condition which is still in the range of 3% of the total population of Indonesia by increasing entrepreneurial intention among university students. This research aims to find out the influence of entrepreneurship education, role models on entrepreneurial intention moderated by the campus environment. The research design used quantitative descriptive with undergraduate students population of with a sample of 173 people. Multiple regression and moderated regression analysis (MRA) was used to determine the effects of moderation. The results showed that entrepreneurship education had no effect on entrepreneurial intention while role models had a positive effect on students' entrepreneurial intention. Entrepreneurship education and role models together have an effect on students' entrepreneurial intention. The campus environment as a moderation variable is able to moderate the influence of entrepreneurship education on entrepreneurial intention but the campus environment does not succeed in moderating the influence of role models on entrepreneurial intention.

Keywords: entrepreneurship education, role models, campus environment, entrepreneurial intention

1. INTRODUCTION

Indonesia is a country that has abundant natural resources. In addition, Indonesia also has a large number of human resources in Indonesia. If it is not balanced with good quality human resources, it will cause various problems. One of the problems that occur is the problem of unemployment. Open Unemployment Rate According to higher education completed in August 2015-2019, that the unemployment rate in Indonesia reached 5.29 percent in 2019, only down 0.06 percent from 2018. While the ratio of the number of entrepreneurs or entrepreneurs in Indonesia currently only reaches 3.09 percent of the total population (Central Bureau of Statistics, 2019). Ideally, the entrepreneur ratio is 4 percent in order to encourage national economic growth. In this regard, Indonesia is still far from developed countries. It is known that America's ratio of entrepreneurs is 12 percent, Japan is 11 percent, China is 10 percent, Singapore is 7 percent and Malaysia is 5 percent. Based on the 2018 Global Entrepreneurship Index data, out of 137 countries, Indonesia is ranked 94th in terms of entrepreneurship. This position is still lagging behind several other Southeast Asian countries.

This is because Vietnam is in 87th place, the Philippines is 76th, Thailand is 71st, Malaysia is 58th, Brunei Darussalam is 53rd, and Singapore is 27th (republika.co.id)

One way to foster interest in entrepreneurship is through formal channels, namely entrepreneurship education. Entrepreneurship education needs to be fostered both in schools, universities and in the community. This is to form humans who have creative and innovative mindsets so that they are able to take advantage of opportunities to create new businesses. This is an investment in human capital to prepare students to start a new business through the integration of experience, skills and knowledge essential in developing and expanding a business. Entrepreneurship education can also increase students' interest in choosing entrepreneurship as a career choice in addition to career choices as private employees, civil servants, or State-owned enterprises employees which can significantly direct attitudes, behavior, and interests towards entrepreneurship [1].

An individual's decision to engage in a particular behavior is often influenced by the behavior and opinions of others [2]. This applies also to the choice of an individual's occupation [3] as well as to the decision to engage in entrepreneurship. Role Models are general references to individuals who are examples to be imitated by others and who can stimulate or inspire others to make certain (career) decisions and achieve certain goals [4]. Based on Gibson (2003) there are 4 indicators of entrepreneurship role models, namely inspiration and motivation, increasing self-efficacy, learning by example and learning with support [5], [6]. Although entrepreneurial role models have become a phenomenon, currently the academic field has only studied them in a limited way. In this study, role models will be examined in determining the effect on entrepreneurial intention.

Campus environment is a factor that can increase students' entrepreneurial intention. This is because students spend almost every day on campus on various academic and non-academic activities. The campus environment is able to support entrepreneurship education in universities. Research related to the influence of the campus environment on students' entrepreneurial intention shows that in the campus environment students can interact with lecturers, college friends and people they meet when students carry out on the job training. Students get high motivation when interacting with lecturers both in classical lecture activities, and in informal meetings. In this study, the campus environment was considered to be a moderating variable because the campus environment can strengthen or weaken the influence of entrepreneurship education and role models on student's entrepreneurial intention.

Entrepreneurship intention can be seen from the willingness to work hard and diligently to achieve business progress, the willingness to bear various risks related to the business actions he takes, the willingness to take new paths and ways, the willingness to live frugally, and the willingness to learn. The entrepreneurial intention of Yogyakarta State University students is still relatively low. This is evidenced by the lack of students participating in the Student Entrepreneurship Program (PMW) and the Entrepreneurship Development Program. With the number of active students in the 2019/2020 academic year as many as 29,983 only about 1% of students take part in the entrepreneurship program and own a business. Therefore, this study will examine the effect of entrepreneurship education and Role Models on Entrepreneurship Intention moderated by the Campus Environment of Yogyakarta State University Students.

2. LITERATURE REVIEW

Entrepreneurship intention is influenced by many factors, including entrepreneurship education [7], entrepreneurial motivation, campus environment, experience, self-efficacy, gender and so on ([8]). However, there are not many studies that use the campus environment as a moderating variable that will strengthen or weaken the entrepreneurial intention. This study examines the role of the campus environment in moderating the influence of entrepreneurship education and role models on entrepreneurial intention.

a) The Influence of Entrepreneurship Education on Entrepreneurship Intention

Entrepreneurship education has now become a compulsory university course at many universities. This is because entrepreneurship education is an important component in the formation of young entrepreneurs and provides a stimulus for students in creating and realizing business ideas as career choices. Through entrepreneurship education, it is hoped that it will be able to change the mindset of students from job seekers to job creators. Therefore, entrepreneurship education has a positive effect on a person's entrepreneurial intention. From this explanation, the hypothesis proposed is that there is a positive influence of entrepreneurship education on Entrepreneurship intention (H1).

b) The Influence of Role Models on Entrepreneurship Intention

Role Models have become a phenomenon in growing entrepreneurial intention. The role of role models is important for aspiring entrepreneurs before starting a business. The effect of role models on entrepreneurial intention provides an indication that role models are very important in the decision to actually become an entrepreneur [9]. So the hypothesis put forward is that there is a positive influence of Role Models on Entrepreneurship Intention (H2).

c) The Influence of Entrepreneurship Education and Role Models on Entrepreneurship intention

Enhancing entrepreneurial intention in students can be done through academic channels (formal channels) namely entrepreneurship education in the form of courses through role models owned by students. Both of these are expected to have a positive influence on the formation of entrepreneurial intention. The hypothesis put forward is that there is a positive influence of entrepreneurship education and role models on entrepreneurial intention (H3).

d) Campus Environment moderates the influence of Entrepreneurship Education on Entrepreneurship Intention

The campus environment is an external factor that influences the growth of interest in entrepreneurship. Interaction between students, between students and lecturers, providing infrastructure to support entrepreneurship activities can increase students' entrepreneurial intention. In this study the campus environment serves as a moderating variable that will strengthen or weaken the influence of entrepreneurship education on entrepreneurial intention. A conducive campus environment will strengthen the influence of entrepreneurship education on entrepreneurial intention. The entrepreneurship education provided will foster entrepreneurial intention if it is supported by an adequate campus environment. On the other hand, if the campus environment is not conducive, it will weaken the influence of entrepreneurship education on entrepreneurial intention. So the hypothesis proposed is that the campus environment moderates the effect of entrepreneurship education on Entrepreneurship intention (H4).

e) Campus Environment moderates the influence of Role Models on Entrepreneurship intention

Entrepreneurial figures as role models owned by students will be strengthened by a campus environment that supports the growth of Entrepreneurship intention. Role models can come from internal (family and relatives) or external such as successful entrepreneurs introduced by the campus through seminars, training and other activities that will foster student entrepreneurial intention. So that the campus environment will strengthen the influence of role models on the interest in entrepreneurship. The hypothesis put forward is that the campus environment moderates the influence of Role Models on Entrepreneurship Intention (H5).

Conceptual Framework Based on literature review and hypothesis development, the conceptual framework built to determine the effect of entrepreneurship education, Role Models on Entrepreneurship Intention moderated by the campus environment is based on research [10]. The difference with this study is that the moderation model used is comprehensive for both independent variables. The conceptual framework of the research is described as follows.

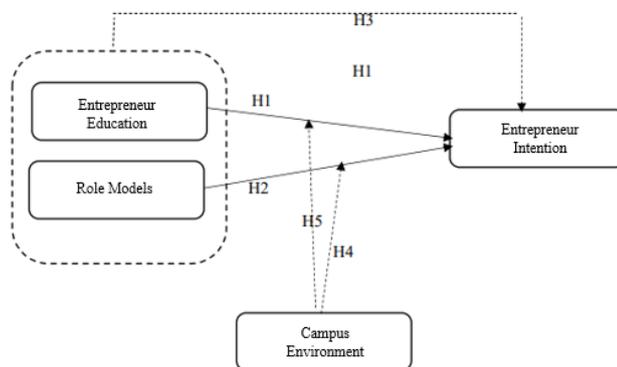


Fig 1: Research Conceptual Framework

3. RESULTS AND DISCUSSIONS

This study applied a quantitative approach, namely research that is used to examine certain populations and samples and uses data collection with research instruments that aim to test predetermined hypotheses. The time of the study was carried out from February to July 2020. In this study, the population was all students of Yogyakarta State University. The sample in this study was using purposive sampling method with criteria for undergraduate students at Yogyakarta State University who were or had taken entrepreneurship courses. The ideal and representative sample size or sample size according to Hair et al (2010) depends on the number of all question items multiplied by 5-10. This study has 33 question items, so the minimum sample size is $5 \times 33 = 165$. The minimum sample size is 165 respondents and this study took a sample of 173 respondents who were considered sufficient to represent the population to be studied.

3.1 Variable Indicator

In this study the indicators of entrepreneurship education include: (1) the objectives of entrepreneurship education, (2) learning facilities and infrastructure, (3) teaching materials, and (4) teaching methods. The number of question items on the entrepreneurship education variable is 9 items. The role models with indicators (Bosma, et al. 2012) are (1) to inspire and motivate, (2)

to increase self-efficacy, (3) to set an example, and (4) to provide support [11]. The number of questions asked is 4 items. Indicators used to measure entrepreneurial intention refer to research by Karimi, et al (2013), namely: (1) readiness to do anything to become an entrepreneur, (2) professional goal is to become an entrepreneur, (3) make every effort to start and run a business themselves, (4) determination to create their own company in the future, (5) seriously thinking about starting a business, and (6) having a strong intention to start a business in the future [12]. The number of question items is 6 items. The indicators for measuring the campus environment (Hapsari, 2018) are: (1) university support for students for entrepreneurship, (2) university assistance for students in entrepreneurship, (3) provision of facilities and infrastructure for entrepreneurial practice, (4) entrepreneurship seminar activities held university for students. (5) The university holds entrepreneurship training that encourages students to be entrepreneurs, (6) the university provides a forum for students to practice entrepreneurship, (7) has practiced entrepreneurship on campus [10]. The number of measurement items for campus environment variables is 14 items.

3.2 Validity Test

Validity test in this study using factor analysis. Factor analysis in multivariate analysis is classified as an interdependence analysis (interdependence technique) where the entire set of interdependent relationships is examined. In this study, the value of Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO MSA) is greater than 0.50 which is 0.883; this shows that the existing data is feasible for factor analysis, while the results of the Bartlett's Test of Sphericity test obtained a significance level of 0.000, which means that there is a correlation between variables (significance <0.05), thus it can be concluded that all existing variables can be analyzed more continue because it meets the criteria. Then table 1 shows that all statement items in each variable are grouped into one, with a loading factor value above 0.50. This shows that the indicator is a unified measuring instrument that measures the same construct and can predict what should be predicted.

Table 1. Rotated Component Matrix (Validity Test)

	Rotated Component Matrix ^a			
	Component			
	1	2	3	4
X11			.748	
X12			.783	
X13			.811	
X14			.859	
X15			.711	
X16			.568	
X17			.727	
X21				.704
X22				.692
X23				.707
X34	.695			
X36	.735			
X37	.780			
X38	.740			
X39	.825			
X310	.738			
X311	.819			
X312	.849			
X313	.761			
X314	.648			
X41		.792		
X42		.884		
X43		.793		
X44		.830		
X45		.819		
X46		.823		

Extraction Method: Principal Component Analysis.
 Rotation Method: Varimax with Kaiser Normalization.
 a. Rotation converged in 5 iterations.

3.3 Reliability

Reliability test is a tool to measure a questionnaire which is an indicator of a variable or construct. A questionnaire is said to be reliable or reliable if a person's answer to the question is consistent or stable from time to time. The results of the reliability test can be seen in table 2 below.

Table 2. Reliability Test

Variable	Normal Limit	Cronbach Alpha	Note
Entrepreneurship Education	>0.06	0.888	Reliable
Role Models	>0.06	0.781	Reliable
Campus Environment	>0.06	0.925	Reliable
Entrepreneurship Intention	>0.06	0.919	Reliable

Source: Primary Data (2020)

3.4 Data Analysis Technique

Hypothesis testing was carried out using multiple linear regression and moderating regression. The multiple regression equation was conducted to examine the effect of entrepreneurship education and role models on entrepreneurial intention.

The moderated Regression Analysis was carried out in two stages. The first moderation regression test was used to see the effect of the moderating variable on the campus environment on the relationship between entrepreneurship education and entrepreneurial intention. The second moderation regression test was used to see the effect of the moderating variable on the campus environment on the relationship between role models and interest in entrepreneurship.

4. RESULTS AND DISCUSSION

4.1 Results

Multiple linear regression analysis is used to determine the influence of entrepreneurship education and role models on entrepreneurial intention both partially and simultaneously. The results of regression analysis of the influence of entrepreneurship education and role models on entrepreneurial interests are shown in table 3.

Table 3 Regression Results of The Influence of Entrepreneurship Education and Role Models on Entrepreneurial Interest

Variable	Regression Coefficient	t-count	Sig	Decision
Entrepreneurial Education	0.071	0.770	0.442	Insignificant
Role Models	1.041	6.138	0.000	Significant
Adjusted R2 = 0.231				
F-count = 26,861				
Sig = 0.000				

Based on table 3, it can be seen that the regression coefficient of entrepreneurial education and role models have a positive regression coefficient. This means that entrepreneurial education and role models have a positive influence on entrepreneurial intention.

Regression moderation analysis is used to determine the influence of variables of campus environmental moderation strengthening or weakening the influence of campus education on entrepreneurial intention and role models on entrepreneurial intention.

The first stage of moderation test was conducted to determine the influence of the campus environment that moderates the relationship between entrepreneurship education and entrepreneurial interests. The effect of campus environment moderation on the influence of entrepreneurial education on entrepreneurial interests is done gradually. First, this study conducted regression analysis of the influence of Entrepreneurship Education and Campus Environment on Entrepreneurial Interests and then continued with moderated regression analysis presented in table 4 and table 5, consecutively.

Table 4. Regression Analysis Results of the influence of Entrepreneurship Education and Campus Environment on Entrepreneurial Intention

Variable	Regression Coefficient	t-count	Sig	Decision
Entrepreneurship Education	0.284	2.987	0.003	Significant
Campus Environment	0,0075	1.463	0.145	Insignificant
Adjusted R2 = 0.072				
F-count = 7.72				
Sig = 0.001				

Table 5. Regression Results of Entrepreneurship Education Interaction and Campus Environment to Entrepreneurial Intention

Variable	Regression Coefficient	t-count	Sig	Decision
Entrepreneurship Education	1.252	2.7	0.008	Significant
Campus Environment	0,923	2.302	0.023	Significant
Entrepreneurship Education*Campus Environment	-0.028	-2.123	0.034	Significant
Adjusted R2 = 0.091				
F-hitung = 6.769				
Sig = 0.000				

Based on the results of regression tables 4 and 5, it shows that the regression coefficient of entrepreneurial education and campus environment has a positive regression coefficient. This means that entrepreneurial education and the campus environment have a positive effect on entrepreneurship interests. Whereas, the regression coefficient of entrepreneurial education interaction with the campus environment is negative. This means that the interaction variables of entrepreneurial education and the campus environment negatively affect entrepreneurship interests.

The second stage of moderation test was conducted to determine the influence of the campus environment that moderates the relationship between role models and entrepreneurship intention. The effect of campus environmental moderation on the influence of role models on entrepreneurship interests is carried out gradually, the first stage of analysis of role models regression and campus environment on entrepreneurial interests and the second stage with regression of interaction between role models and campus environment. The results of the analysis are presented in table 6 and table 7.

Table 6. Results of Regression of Role Models and Campus Environment to Entrepreneurial Interests

Variable	Regression Coefficient	t-count	Sig	Decision
Role Model	1.089	6.72	0.000	Significant
Campus Environment	0,009	0.197	0.844	Insignificant
Adjusted R2 = 0.229				
F-count = 26.498				
Sig = 0.001				

Based on table 6, it is known that the Role Models regression coefficient and the campus environment have a significant positive regression coefficient. This means that Role Models and the campus environment have a positive influence on entrepreneurial intention.

The results of the regression analysis of the interaction between Role Models and the campus environment on entrepreneurial intention can be seen in table 7.

Tabel 7. Regression Results of The Interaction of Role Models and Campus Environment on Entrepreneurial Intention

Variable	Regression Coefficient	t-hitung	Sig	Decision
Role Model	0.533	0.703	0.483	Insignificant
Campus Environment	-0.194	-0.707	0.481	Insignificant
Role Models*Campus environment	0.016	0.752	0.453	Insignificant
Adjusted R2 = 0.227				
F-hitung = 17.809				
Sig = 0.000				

Based on the results of regression analysis in table 7, it shows that the Role Models regression coefficient has a positive regression coefficient, meaning that role models have a positive effect on entrepreneurial intention. The campus environment regression coefficient results in negative value means that Role Models negatively affect entrepreneurial intention. Whereas, the regression coefficient of Role Models interaction with the campus environment is positive. This means that the interaction variables of Role Models and the campus environment have a positive influence on entrepreneurial interests.

The summary results of multiple regression analysis and moderation can be seen in table 8.

Table 8 Summary of Research Hypothesis Testing

Hypothesis	Relationship	Coefficient Regression	t-count	Sig	Decision
Main effect					
H1	Entrepreneurship Education - > Entrepreneurial intention	0.071	0.770	0.442	Not supported
H2	Role Models - > Entrepreneurial intention	1.041	6.138	0.000	Supported
H3	Entrepreneurship education and Role Models - > Entrepreneurial intention		F-count 26.861 Adj R ² : 0.231	0.000	Supported
Moderating effect					
H4	Campus Environment * Entrepreneurship Education - > Entrepreneurial intention	-0.028	-2.132	0.034	Supported
H5	Campus Environment*Role Models -> Entrepreneurial Intention	0.016	0.752	0.453	Not supported

Based on the results of these regression analysis pada tabel 8, the regression coefficient in the effect of entrepreneurship education on entrepreneurial intention has positive value but not significant. Thus, hypothesis 1 is not supported. The regression coefficient in the effect of role models on entrepreneurial intention has significant positive value. Thereby, hypothesis 2 is supported. The effect of entrepreneurship education and role models, simultaneously, on entrepreneurial intention, have a significant positive regression coefficient. Thus, hypothesis 3 is supported. The interaction of campus environment and entrepreneurship education has negative significant positive regression coefficient. Thus, hypothesis 4 is supported. However, the campus environment interaction with entrepreneurial intention positive regression coefficient but not significant. Thus, hypothesis 5 is not supported.

4.2 Discussion

The results of linear regression analysis of the influence of entrepreneurship education and roles models on entrepreneurial intention moderated by the campus environment show that entrepreneurship education does not have a significant positive effect on

entrepreneurial intention, role models have a significant positive effect on entrepreneurial intention, campus environment moderates the influence of education on entrepreneurial intention but the campus environment does not moderate the influence of role models on entrepreneurial intention. In addition, entrepreneurship education and role models, simultaneously, have a significant positive effect on entrepreneurial intention.

4.2.1 *The Impact of Entrepreneurship Education on Entrepreneurial intention*

The results showed that the variables of entrepreneurship education had no effect on students' entrepreneurial intention. This result is derived from the calculated value of 0.770 with a significance value of t of 0.442 and a regression coefficient of 0.071.

In this study it turns out that entrepreneurship education obtained during lectures is not able to increase student entrepreneurial intention. Even though its effect is positive but it is not significant. Based on the respondents' answers to question items about entrepreneurship education, it was seen that question items through entrepreneurship education could make business feasibility studies respond the lowest (score 694). This means students feel they have not gained adequate knowledge of how to make business feasibility studies even though the question that responded the highest is on the entrepreneurship education item that can add knowledge and insight in entrepreneurship (score 754) and the entrepreneurship education item that provides thought to take advantage of opportunities in entrepreneurship (score 754).

The results of this study support Lorz's research (2011) which concluded that entrepreneurship education has a positive but not significant effect or in other words has no effect on entrepreneurial intention. Entrepreneurship education provided in the form of theory in the classroom for the cognitive realm and the conative realm in the form of field practices in the form of bazaars or business days has not been able to foster entrepreneurial intention among students.

4.2.2 *The Influence of Role Models on Entrepreneurial intention*

The results showed that Role Models had a significant positive effect on entrepreneurial intention. This is evidenced by a t -count value of 6,138 and a significance of t of 0.000 smaller than 0.05 and a positive regression coefficient of 1.041. Therefore, the results of this study support the hypothesis that role models have a significant positive effect on entrepreneurial intention in students.

The existence of business figures either from family, relatives, friends or others who are used as role models can increase entrepreneurial intention. The role of role models as an inspiration and motivation giver got the lowest answer score (672) which means that role models have not provided inspiration and motivation. The highest response to statements about role models can be an example for them (705).

The results of this study support [11] which states role models have a direct influence on entrepreneurial intention and [12] which states that role models have an indirect effect on entrepreneurial intention.

4.2.3 *The influence of Entrepreneurship Education and Role Models on Entrepreneurial intention.*

Based on the results of the F test obtained a calculated F score of 26,861 with significance of 0.000 smaller than 0.05 which means that entrepreneurial education and role models together affect students' entrepreneurship interest. In other words, this research model can measure the influence of entrepreneurial education and role models on entrepreneurship interests. The magnitude of the coefficient of determination (Adjusted R²) value of 0.231 which means the independent variable in the study was able to explain the dependent variable by 23.1% while the remaining 76.9% was explained by other variables that were not studied.

4.2.4 *Campus Environment moderates the influence of entrepreneurship education on Entrepreneurial intention*

The results of the moderation effect test showed that there was a positive influence of the campus environment on entrepreneurial intention which was indicated by a regression coefficient of 0.075 and a calculated t value of 1,463 insignificant at a t value of 0.145. But not because the results of the interaction between entrepreneurship education and the campus environment have a negative influence on entrepreneurial intention. (the regression coefficient of -0.028) is significant at the t value of 0.034. So it is said that the campus environment moderation absolutely (pure moderator) the influence of entrepreneurship education on entrepreneurial intention. The campus environment individually has no effect on entrepreneurial intention, but when interacting with entrepreneurship education, the campus environment moderates the influence of entrepreneurship education on students' entrepreneurial intention. These results support the hypothesis that the campus environment reinforces the influence of entrepreneurship education on entrepreneurial intention. This research supports previous research from [13].

4.2.5 *The Campus environment does not moderate the influence of Role Models on Entrepreneurial intention.*

The results of the moderation effect test showed that the campus environment independently had no effect on entrepreneurial intention shown with a calculated t value of 0.197 and a significance of a t value of 0.844. The results showed that the interaction

between the campus environment and role models had an insignificant positive (strengthening) influence on entrepreneurial intention. Thus, the campus environment does not moderate the influence of Role Models on entrepreneurial intention. The form of moderation that arises is the potential moderation or homologizer moderator. Thus, campus environment has the potential to moderate role models toward entrepreneurial intention. The results of this study support [14], which states that the campus environment does not moderate the influence of entrepreneurial courses on the interests of entrepreneurship students. There has not been much research linking the campus environment as a moderation variable in the relationship of entrepreneurship education and role models to entrepreneurial intention. Most studies treat the campus environment as an independent variable that can affect entrepreneurial intention.

5. CONCLUSION

Entrepreneurship interest among students still needs to be increased through various internal stimulus such as entrepreneurship education, campus environment that supports the creation of budding entrepreneurs in the form of competition and support of funding facilities and others and external stimulus in the form of the introduction of successful entrepreneurs who can be used as role models. Students still need to gain adequate knowledge of how to make business feasibility studies. The existence of good business figures who come from family, relatives, friends or others who are used as role models can be an example for students and can increase entrepreneurial intention. But when role models interact with the campus environment, role models are not able to foster entrepreneurial intention. The campus environment individually has no effect on entrepreneurial intention, but when interacting with entrepreneurship education, the campus environment moderates the influence of entrepreneurship education on students' entrepreneurial intention. So that the campus environment in the form of infrastructure facilities can increase or strengthen the role of entrepreneurship education to the entrepreneurial intention of students. Entrepreneurial learning combined with a conducive campus environment will foster high entrepreneurial intention.

6. ACKNOWLEDGEMENTS

This study was funded by Faculty of Economics, Universitas Negeri Yogyakarta.

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