



804-816MuhammadRakib.pdf

Dec 20, 2021

4656 words / 28528 characters

Muhammad Rakib

804-816MuhammadRakib.pdf

Sources Overview

15%

OVERALL SIMILARITY

1	Binus University International on 2020-07-05 SUBMITTED WORKS	2%
2	www.abacademies.org INTERNET	2%
3	moam.info INTERNET	2%
4	lbms03.cityu.edu.hk INTERNET	1%
5	D Pardana, R Abdullah, D Mahmuda, E Malik, E T Pratiwi, A Dja'wa, L O D Abdullah, Hardin, R S Hamid. "Attitude analysis in the theory of ... CROSSREF	<1%
6	docplayer.net INTERNET	<1%
7	www.scitepress.org INTERNET	<1%
8	www.scribd.com INTERNET	<1%
9	download.atlantis-press.com INTERNET	<1%
10	President University on 2019-01-24 SUBMITTED WORKS	<1%
11	Universitas Negeri Jakarta on 2020-01-16 SUBMITTED WORKS	<1%
12	www.ieomsociety.org INTERNET	<1%
13	www.shs-conferences.org INTERNET	<1%
14	Universitas Negeri Semarang on 2020-12-30 SUBMITTED WORKS	<1%
15	digilib.unimed.ac.id INTERNET	<1%
16	www.pendidikanekonomi.com INTERNET	<1%

17	pdfs.semanticscholar.org INTERNET	<1%
18	www.toefl-adimursalin.com INTERNET	<1%
19	Universitas Negeri Jakarta on 2020-07-05 SUBMITTED WORKS	<1%
20	garuda.ristekbrin.go.id INTERNET	<1%
21	ijisrt.com INTERNET	<1%
22	icoen.org INTERNET	<1%
23	seajbel.com INTERNET	<1%
24	M D F Bahrudin, D Rohmat, I Setiawan. "The School's Policy in Developing Students Ecological Intelligence", IOP Conference Series: Eart... CROSSREF	<1%
25	School of Business and Management ITB on 2016-09-06 SUBMITTED WORKS	<1%
26	Nasarawa State University on 2017-07-04 SUBMITTED WORKS	<1%
27	Anglia Ruskin University on 2019-09-26 SUBMITTED WORKS	<1%

Excluded search repositories:

None

Excluded from document:

Bibliography

Quotes

Citations

Excluded sources:

eprints.unm.ac.id, internet, 65%

See discussions, stats, and author profiles for this publication at: <https://www.researchgate.net/publication/346004549>

ENTREPRENEURSHIP EDUCATION ANALYSIS AND ITS EFFECT ON ENTREPRENEURIAL INTENTIONS (A STUDY ON ECONOMICS EDUCATION STUDENTS AT FACULTY OF ECONOMICS IN STATE UNIVERSITY OF MAK....

Conference Paper · January 2015

CITATIONS

2

READS

21

1 author:



Muhammad Rakib

Universitas Negeri Makassar

42 PUBLICATIONS 44 CITATIONS

SEE PROFILE

Some of the authors of this publication are also working on these related projects:

Project

Determinants of Entrepreneurial Intention: Empirical Study of Student Entrepreneurs [View project](#)

All content following this page was uploaded by Muhammad Rakib on 18 November 2020.

The user has requested enhancement of the downloaded file.

ENTREPRENEURSHIP EDUCATION ANALYSIS AND ITS EFFECT ON ENTREPRENEURIAL INTENTIONS (A STUDY ON ECONOMICS EDUCATION STUDENTS AT FACULTY OF ECONOMICS IN STATE UNIVERSITY OF MAKASSAR)

Muhammad Rakib¹

¹Economics Faculty Lecturer in State University of Makassar
Jalan A. P. Pettarani, Kampus Gunungsari Baru Makassar
E-mail: rakib_feunm@yahoo.com

Abstract:

The main problems of entrepreneurship education in Indonesia, is the mindset of the majority of Indonesian people that the purpose of continuing education to college to become a civil servant is not to be someone who has a mental entrepreneur. This study aims to identify and analyze the impact of entrepreneurship education on entrepreneurial intention of economic education students at Economics Faculty in State University of Makassar. The population was 446 students and 20% of samples taken from a population that is 89 respondents. Data collection techniques include inquiry, observation, interviews, and documentation. Data were analyzed using descriptive statistical analysis techniques and inferential. The results showed that (1) the level of entrepreneurship education on student economic education at the Faculty of Economics in State University of Makassar are in the category of being seen from the level of knowledge, attitudes, and skills of entrepreneurship, (2) the intentions of entrepreneurship, in economic education students at the Faculty of Economics in State University of Makassar is in the category being viewed from the need for achievement, Self efficacy, and orientation on purpose, and (3) there is the influence of entrepreneurship education seen from the level of knowledge, attitudes, and skills of entrepreneurship either partially or simultaneously to the entrepreneurial intention for economic education students at the Faculty of Economics in State University of Makassar. Further recommended to the chairman of the study program, and the faculty of economic education to integrate entrepreneurship education in the curriculum of economic education so that students can be improved entrepreneurial intentions.

Keywords: Entrepreneurship Education, Entrepreneurial Intention

1. PRELIMINARY

The role of Institution is very important in developing models of education to change students' mindset and answer the question of high unemployment was attained by the Institution. Now days, universities are now starting up entrepreneurship education program, but they can't guarantee to answer the high unemployment rate.



Where the formal education process in Indonesia, especially in Institution averaging around 7-9 hours each day and the time remaining students are within the family and society. Because, the mindset of people who think only in business entrepreneurship merely making informal education. Especially in the family environment has not significantly contributed in supporting the achievement of the competence of characterentrepreneurial students.

Thus, the integrated character education that, integrating and optimize the activities of informal education with a family or community environment by formal education in universities. In this case, students studying in college need to be optimized in order to improve the quality of learning outcomes, particularly the formation of characters including entrepreneurship education studentscharacters correspond onthe education that can be achieved.

The integration of entrepreneurship education in each course in college is one of solutions to increase students' entrepreneurialintention. In addition, coaching for students' activities (extracurricular activities) is also one of learning mediafor the development of potential characters including entrepreneurial characters and the quality of students' academic improvement.

Based on observations at the Faculty of Economics in State University of Makassar, all of study programs have included courses Entrepreneurship (weight 2 credits) and not integrated into other subjects.In addition, student guidance does not support the vision and mission of the faculty and university-minded entrepreneurship, even it parties faculty less support for students activities due to the cost factor is very limited. No integration of entrepreneurship education in each group of subject fields of expertise on Economic Education Studies Program at Faculty of Economics in State University of Makassar (UNM FE), thus achieving the vision and mission is not optimal. Entrepreneurship and education Insights is one of the objectives to be realized as the vision of the State University of Makassar, namely "As a center of education, assessment, and development of science education, science, technology, and art-minded educational and entrepreneurial superior to produce professional graduates as a perfect man (plenary man)."

To achieve this vision, entrepreneurship education surely needs to be developed and integrated into every course and associated with the context of everyday life, so that learning insightful entrepreneurial education not only at the level of cognitive, but touched on the internalization and practice in the life of daily students



in society. The condition now, in State University of Makassar incorporates entrepreneurship courses as a compulsory subject in all faculties.

The activities associated with entrepreneurship to be encouraged to improve student entrepreneurial intentions. Especially for Economics Faculty in State University of Makassar, which has a mission of education and entrepreneurship, have attention to the planting of students' entrepreneurial spirit. However, education and entrepreneurship only invested in the program Entrepreneurship subjects with a weight of 2 SKS who taught in the classroom, not in practice by requiring students to intern at a small industry. By the entrepreneurship courses are expected intentions of students to become entrepreneurs can be grown. However, in reality, these efforts have not been able to increase the guarantees the ¹³entrepreneurial intentions of students. In other words, the compulsory subjects of entrepreneurship in the curriculum can't guarantee to produce better entrepreneurial intentions.

This research is important because the results can give a comprehensive picture of entrepreneurship education and its implications entrepreneurial intention of students. Thorough understanding of the profile of entrepreneurial intentions related to the curriculum being taught, it can be a useful input in the provision of appropriate teaching and learning in fostering the entrepreneurial spirit. Therefore, researcher is interested in more depth with the title "Entrepreneurship Education Analysis and Its Effect on Entrepreneurial Intentions (A study on Economics Education Students at Faculty of Economics in State University of Makassar)."

Based on the background of the problem, it can be argued that the main problem formulation is "How effect of entrepreneurship education to entrepreneurial intentions of economics education students at Faculty of Economics in State University of Makassar". The ¹³purpose of this study is to investigate and analyze the influence of economic education to the intention of economic entrepreneurship education students of Economics Faculty in State University of Makassar"

2. LITERATURE REVIEW

¹¹Entrepreneurship education is one form of application awareness education to the advancement of the nation. Shown in entrepreneurship education among the values and forms of work to achieve success. According Soehamidjaja (1997) said that: "Entrepreneurship education is education that aims to forge a nation of Indonesia in accordance with the personality of Indonesia based on Pancasila". ¹⁰in a broader sense that entrepreneurship education is a aid to teach Human-Indonesia ¹⁰so that they



have a personal strength dynamic and creative in accordance with the personality of the Indonesian nation based on Pancasila.

According to Wibowo (2011: 30), "entrepreneurship education is an attempt to internalize entrepreneurial spirit and mental well through educational institutions and other institutions such as training institutions, training and so forth".¹⁶ Lo Choi Tung (2011: 36) said that entrepreneurship education is "the process of transmitting entrepreneurial knowledge and skills to students to help them exploit a business opportunity" (the transmission of knowledge and entrepreneurial skills to students to help them to take advantage of business opportunities).

¹ Entrepreneurship education is able to provide students with a variety of entrepreneurial competencies which will bring great benefits in life. Entrepreneurship education is an education program that is working on aspects of entrepreneurship as an important part in the debriefing students' competence.

⁷ Entrepreneurial education designed to inculcate competencies, skills and values necessary to identify business opportunities, organize and start a new business (Brown in Prince Famous Izedonmi and ChinonyeOkafor, 2010).⁹ Competencies acquired learners not only limited competence to sell goods or services such as the mindset of most people who consider entrepreneurship was limited as traders.

¹⁶ Hood and Young in Lo Choi Tung (2011: 35) said that "entrepreneurship education is to teach people to start new businesses successfully and Operate the businesses profitably, and Thus facilitates the economic growth" (entrepreneurship education aims to teach students to start and operate a new business to be successful and profitable, so it can facilitate for economic growth).

Based on the above, it can be concluded that ¹ entrepreneurship education is a conscious effort made by educational institutions to impart knowledge, values, spirit and entrepreneurial attitude to the learners. It aims to be able to create new entrepreneurs that are reliable, character and they can improve the welfare of society.

Furthermore, entrepreneurship education can be seen from three (3) components as expressed by Johannisson in Lo Choi Tung (2011) that ⁴ *know-what* (entrepreneurial knowledge), *know-why* (values and motives), *know-who* (social interaction), *know-how* (entrepreneurial skills and abilities), and *know-when* (intuition, the right time to start up). Based on Johannisson's opinion author takes three components to measure the level of economic education student entrepreneurship education, ²³ namely: Know-What (an entrepreneurial knowledge), Know-Why (an entrepreneurial attitude), and Know-Who (entrepreneurship skills).

Entrepreneurial intentions according to Bandura (2003), is self-efficacy (*self-efficacy*), namely: the belief someone will succeed in carrying out their duties to achieve something to be desired. While Ajzen (2005), and Krueger and Carsrud (2000) suggested that entrepreneurial intentions are the best predictors to know somebody through the entrepreneurial personality traits and situations.

According to Katz and Gartner (1988) defines entrepreneurial intention finding information that can be used to help meeting the goal of establishing a business. While Krueger and Carsrud (1993) stated that the intention is the best predictor for assessing entrepreneurial behavior. They found individuals who have entrepreneurial intentions are more advanced in running the business than entrepreneur who has no intention of entrepreneurship. Therefore, the intention can be used as the basis of a reasonable to understand who will be entrepreneur, (Choo, S., and Melvin Wong, 2006: 49).

Thus, entrepreneurial intention is individual commitment to the search for information relating to the establishment of a business that is based on self-efficacy and achievement needs and a clear benchmark. Self-efficacy and need for achievement itself comes from experience and observation (Bandura, 2003). While, Gnyawali and Fogel (1994: 53), present three main elements that influence a person's intentions towards entrepreneurship, namely: opportunity (opportunity), willingness of entrepreneurship (propensity to enterprise), and entrepreneurship skills (ability to enterprise).

According to Parvin (2003: 85-86) that represent the personality of the individual characteristics which consist of thought patterns, feeling and behavior consistent. There are three components that relate to the unit of cognitive personality that can affect the intention of a person to achieve a goal or success, namely: (1) proficiency in the act, (2) self-efficacy (self-efficacy), and (3) target and benchmark (goal and standard). Meanwhile, according to Indarti (2004) in his research using three different entrepreneurial intentions components, namely: (1) personality factors: the need for achievement and self-efficacy; (2) environmental factors, are seen in the three contextual elements: access to capital, information and networking; and (3) demographic factors: gender, age, educational background and work experience.

Some experts express their opinions regarding the intentions are: Ajzen (2005), which suggests that there are two main factors that determine persons have a desire to behave (behavioral intentions), namely: personal or attitude and normative factor or factors.



Thus it can be argued that individuals who have the intention to do something, influenced by individual attitudes and normative factors that lead to the relative importance in determining the intent and the conviction to make it happen. The clearer of the individual attitudes and normative factors of an interest, so more to fulfill his desire to conform to the behavior, situation, and its role.

According to the theory of reasoned action (*theory of reasoned action*) of Ajzen (2005), suggests that the intention is an important part of the theory of reasoned action. Intention is an intent or desire based on the attitude and factors that predispose a person to behave and act to do something. Therefore, the intention is said also as a predictor of success of behavior, as a bridge between attitudes and behavior, or in other words the intention as the closest changes from individual to perform the behavior. Furthermore, the intention can be seen as a special case of the behavior of an individual's belief (Littlejohn, 2002).

The main concern in *the theory of planned behavior* proposed by Fishbein and Ajzen are focused on one's intention to behave, because the intention or desire (intention) is an intermediate variable that causes the behavior of an attitude. The desire or intention of a influence mediator of various motivational factors that have an impact on behavior. In addition, the intention also shows how strong the desire for someone to dare to try, how much effort is planned for someone to do it, and how intent on subsequent behavior.

Based on the opinions mentioned above, it can be argued that an outline of the research about the entrepreneurial intention is done by looking at three things: the need for achievement (need for achievement), self-efficacy (*self -efficacy*) or confidence in the capabilities of the (*self-efficacy*) and orientation on the business goals (*goal or standard*).

3. RESEARCH METHODS

This study uses a quantitative approach to design that is based on the design model descriptive correlational survey for trying to investigate the influence of several variables, namely the study of entrepreneurship education variables as predictor variables and the intentions of entrepreneurship as a criterion variable. The Population in this study was all students of the Faculty of Economics in State University of Makassar active on odd semester in 2014/2015 is 446 students. While the sample is taken 20 percent of the population is 89 respondents. Data collection techniques used



in this study is a questionnaire, observation, interview,²⁰ and documentation. Data analysis technique that is used namely descriptive and inferential statistical analysis

4. RESULTS AND DISCUSSION

²⁶ Entrepreneurship education

The description of entrepreneurship education for students of Education Studies Program at Faculty of Economics in State University of Makassar can be seen in this table below.

Table 1. The description of entrepreneurship education for students of Education Studies Program at Faculty of Economics in State University of Makassar

Variabel	Obtained Value	Ideal Value	Achievement Level (%)	Category
Entrepreneurship education	3174	5340	59,44	Medium
Indicators:				
- Entrepreneurial Knowledge	1148	1780	64,49	High
- Entrepreneurial Attitude	1036	1780	58,20	Medium
- Entrepreneurship Skills	990	1780	55,62	Medium

Data Source: The Data has been processed from Test Results, 2015.

² Table 1 show that the level of entrepreneurship education students in the category being viewed from the indicator level of entrepreneurial knowledge, entrepreneurial attitudes, and entrepreneurship skills. However, when viewed by a variable, then the level of students' entrepreneurial knowledge at the high category, while attitudes and entrepreneurship skills in the Medium Category. This means that students have understood the lecture material on the definition and principles of entrepreneurship, nature and characteristics of entrepreneurs, the introduction and development of entrepreneurial personality, motivation and opportunities for entrepreneurship, entrepreneurial character, the idea of entrepreneurship and basic business planning. This means that a student has to have a level of understanding about entrepreneurship well, but the level of students' ability to identify them-selves on entrepreneurship and start to become an entrepreneur in the form of a personal profile and characteristics of entrepreneurship is not optimal. Whereas a successful entrepreneur is largely determined by the level of these capabilities, this is in accordance with the opinion Lo Tung Choi (2011) that ⁴ *developing the right attitudes and motivation for start-up is very important for entrepreneurship education.*



In addition, the level of students social skills collaborate and communicate with professors of entrepreneurship courses about entrepreneurship is not optimal. It can't be denied because the students who were respondents in this study, the students who have passed the course Entrepreneurship. Based on the writer's observation, that the achievement of entrepreneurial knowledge variable, is higher than the variable attitudes and skills due to the lack of practice or internship entrepreneurship in the curriculum. In addition, the unavailability of the entrepreneurship practices as a forum for students to communicate with the lecturer of entrepreneurship courses. The container can be either a production unit or laboratory which can improve the entrepreneurial attitude and entrepreneurial skills for students. Lack of communication between students and lecturers is one cause that is not optimal achievement of student skills. As stated by Lo Tung Choi (2011) that good social relationship is the key to entrepreneurial success.

Entrepreneurial Intention

The description of entrepreneurship education for students of Education Studies Program at Faculty of Economics in State University of Makassar can be seen in this table below.

Table 2. The description of entrepreneurship education for students of Education Studies Program at Faculty of Economics in State University of Makassar

Variabel	Obtained Value	Ideal Value	Achievement Level (%)	Category
Entrepreneurial Intentions	10709	17800	60,16	Medium

Data Source: The Data has been processed from the Instrument Research Questionnaire Result, 2015.

Table 2 shows that entrepreneurship intentions of students who indicated the desire of students to search for information related to the purpose of the establishment of successful business-oriented views of the indicator need for achievement, self-efficacy (self-efficacy), and goal-oriented in *middle* category. This means a boost in self-students to entrepreneurship as well as possible in order to achieve a commendable achievement with honors and confidence in the capabilities to run or do business is not optimal, as well as with the encouragement of students in creating their own businesses is also not optimal. Under these conditions, it is still influenced by the majority of students have a desire to become civil servants (teachers).



Some previous researchers proved that personality factors such as need for achievement (McClelland, 1992) and self-efficacy (Gilles and Rea, 1999; Indarti, 2004); targets and benchmarks (Pervin, 2003: 85-86), is a significant predictor for someone entrepreneurial intentions. In addition, the results of research and Carsrud Krueger (2000) found that the intentions associated feasibility and desire. Therefore, the entrepreneurial intention as the best predictors to know the entrepreneurial person with reference to a strong desire to succeed, need for achievement, and objectives were concrete so that motivates a person to find information, and the ability or skills required to establish a business-oriented entrepreneurship. Individuals who have a goal-oriented and entrepreneurship demonstrated by the desire, confidence and clear purpose.

Scott (1991: 31) argues that: the personality characteristic (*personality traits*) has been shown to be a predictor for entrepreneurial aspects, such as: starting a business, success in running the business, and entrepreneurship. Furthermore, McClelland (1992: 23) suggests that the achievement motivation (*achievement motivation*) is related to the advancement and economic development. While Furnham (2005: 4) argues that achievement motivation, is a predictor for always entrepreneurship used, and have a positive relationship with entrepreneur's behavior.

Research Hypothesis Testing

Partial influence of Entrepreneurship Education (Knowledge, Attitude, and Skills) against the intention of Entrepreneurship

Hypothesis testing is done to determine whether there is influence of independent variables with the dependent variable partially. From the results of calculations using SPSS program known that the t test for entrepreneurial knowledge variable (X1) obtained by the t count equal to 1,793 with sig. 0.007. Sig. is smaller than 0.05, it is thus accepted and rejected H1 Ho. So it can be said that "Entrepreneurial Knowledge is positive influence on entrepreneurial intentions". Results of the t test for variables entrepreneurial attitude (X2) obtained by the t count equal to 1,604 with sig. amounted to 0,011. Sig. is smaller than 0.05, it is thus accepted and rejected H1 Ho. So it can be said that "entrepreneurial attitude is positive influence on entrepreneurship intentions". T test results for entrepreneurial skills variable (X3) obtained by the t count equal to 1.137 with a significance of 0.002. Sig. is smaller than 0.05, it is thus accepted and rejected H1 Ho. So it can be said that the "positive effect on the entrepreneurship skills of entrepreneurial intention".



²²Based on the hypothesis test results, it can be argued that the Entrepreneurship Education seen from the knowledge, attitudes, and entrepreneurship skills partially effect on entrepreneurial intention.

Simultaneous influence of Entrepreneurship Education (Knowledge, Attitude, and Skills) against the intention of Entrepreneurship

Simultaneous hypothesis testing (test F) between the independent variables in this variable entrepreneurial knowledge (X1), an entrepreneurial attitude (X2) and entrepreneurship skills (X3) against the entrepreneurial intention (Y).

Table 3. Results of the analysis test F (In Simulation)

¹⁷ANOVA^b

	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3321.879	3	1107.293	6.113	.001 ^a
	Residual	15395.672	85	181.126		
	Total	18717.551	88			

a. Predictors: (Constant), entrepreneurship skills, entrepreneurial attitude, entrepreneurial knowledge

b. ²⁷Dependent Variable: entrepreneurship intention

The result using the program SPSS version 16.0 for windows can be seen that F count 6.113 with is 0,001, because sig. less than 0.05, then Ho is rejected and accept H1. So it can be argued that simultaneously Entrepreneurship Education seen from Knowledge, Attitude, Skills and Entrepreneurship are positive effect on entrepreneurship intentions".

Coefficient of Determination

Determination coefficient analysis was conducted ⁸to determine how large the percentage contribution of the independent variable factors of education, training and work experience on the quality of the accounting presentation. From the calculation results obtained coefficient of determination as ¹²follows.

Table 4. Determination Coefficient Test

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.421 ^a	.177	.148	13.45829

a. Predictors: (Constant), entrepreneurship skills, entrepreneurial attitude, entrepreneurial knowledge.

The coefficient of determination is equal to 0.177, it means that the variation of changes variable Y is explained by variable X1 X2 and X3 for 17.70 percent. While the remaining, 82.30 percent is explained by other variables.

Whereas to determine the influence of entrepreneurial knowledge variable (X1), an entrepreneurial attitude (X2), and entrepreneurship skills (X3) to the entrepreneurial intention (Y) used multiple regression analysis. Results of multiple regression analysis, is obtained coefficients for independent variables $X1 = 1.131$, $X2 = 0.955$ and 1.137 with a constant of 81.975, so the regression model obtained is:

$$Y = 81.975 + 1,131X1 + 0,955X2 + 1,137X3$$

Where:

Y = Entrepreneurship Intention

X1 = Entrepreneurial Knowledge

X2 = Entrepreneurial Attitude

X3 = Entrepreneurship Skills

Constant value (β) amounted to 81.975

Positive constant indicating that, as all is constant independent variables. Then Y is positive. The model showed that: (1) The regression coefficient entrepreneurial knowledge amounted to 1.131 states that if entrepreneurial knowledge higher while other variables constant will cause the entrepreneurial intention higher, (2) Regression coefficient the entrepreneurial attitude amounted to 0.955 states that if an entrepreneurial attitude is getting better while other variables constant will cause the higher entrepreneurial intentions, and (3) the regression coefficient entrepreneurship skills at 1.137 states that if the higher entrepreneurship skills while the other variables constant will cause the entrepreneurial intention is also high.

5. CONCLUSIONS AND SUGGESTIONS

²⁴ Conclusions:

Based on the results of research and discussion, it puts forward some conclusions, they are:

1. The level of students entrepreneurship education in the category being viewed from the level of students' understanding of entrepreneurship course materials include (a) understanding and principles of entrepreneurship, nature and characteristics of entrepreneurs, the introduction and development of entrepreneurial personality, motivation and opportunities for entrepreneurship, entrepreneurial character, the idea of entrepreneurship and basic planning effort, (b) the level of ability of students



to identify themselves on entrepreneurship and start to become an entrepreneur in the form of a personal profile and characteristics of entrepreneurship, and (c) the level of social skills of students collaborate and communicate with professors of entrepreneurship courses on entrepreneurship.

2. Students' entrepreneurial intention are in the category of being seen from the indicators of students' desire to search for information related to the purpose of the establishment of successful business-oriented form of need for achievement, self-efficacy (self-efficacy), and goal-oriented.
3. The results of hypothesis testing show that there is significant influence either partially or simultaneously entrepreneurship education seen from the level of knowledge, attitudes, and entrepreneurial skills to the intention of economic entrepreneurship education students at Faculty of Economics in State University of Makassar.

Suggestions:

Based on the results of the research conclusions above, it may be advisable to:

1. Economic Education Curriculum Development, entrepreneurship education should be integrated in each course.
2. Entrepreneurship course lecturer, should more pay attention to the development of attitudes and skills that students always have better entrepreneurial intention.
3. Researchers, should more conduct in-depth study of entrepreneurship education particularly with regard to better develop at any educational institution.

REFERENCES

Ajzen, Icek. 2005. Attitudes, Personality and Behavior. Scnd Edition. Open University Press. McGraw-Hill Edition. *Journal of Managerial Psychology*. Vol. 11 No. 3, 2000, pp. 33-47. MCB University Press, 0268-3946.

Bandura, A. dan Edwin A. Locke. 2003. *Negative Self-efficacy and Goal Effects Revisited*. Journal of Applied Psychology. Vol. 88, No. 1, 87-99.

Choo, Stephen dan Wong, Melvin, 2006. Entrepreneurial Intention: Triggers and Barriers to New Venture Creations in Singapore. Singapore Management Review; 28, 2; ABI/INFORM Global pg. 47.

Furnham, Adrian, dan K.V. Petrides. 2005. Deciding on Promotions and Redundancies Promoting People by Ability, Experience, Gender, and Motivation. *Journal of Managerial*



Psychology. Vol. 21 No. 1. Pp. 6-18. Emerald Group Publishing Limited 0268-3946. Institute of Education, University of London, UK.

Gilles, M. dan A. Rea. 1999. *Career Self-Efficacy: An Application of the Theory of Planned Behavior*. *Journal of Occupational & Organizational Psychology* 73 (3): 393-399.

Gnyawali, D., and Fogel, D. (1994). Environments for Entrepreneurship Development: Key Dimensions and Research Implications. *Entrepreneurship, Theory, and Practice* 18 (4): 43-62.

Indarti, Nurul and R. Rostiani. 2008. "Intensi Kewirausahaan Mahasiswa: Studi Perbandingan Antara Indonesia, Jepang, Norwegia". *Jurnal EkonomikadanBisnis Indonesia*, Vol. 23, No. 4. pp. 1-27.

Izedonmi.Prince Famous, ChinonyeOkafor. 2010. The Effect Of Entrepreneurship Education On Students' Entrepreneurial Intentions. *Global Journal of Management and Business Research* Vol. 10 Issue 6 (Ver 1.0) August 2010, pg. 49-60.

Katz, J., dan W. Gartner. 1988. "Properties of emerging organizations", *Academy of Management Review*, Vol. 13 No. 3, 429-441.

Krueger, N.F. Jr. Reilly, M.D and Carsrud, A.L. 2000. Competing Measures of Entrepreneurial Intentions. *Journal of Business Venturing*. Vol. 15, pp. 32.

Littlejohn, Stephen W, 2009. *Teori Komunikasi; Theories of Human Communication*. Edisi 9. Jakarta. Salemba Humanika.

Lo Choi Tung. 2011. The Impact Of Entrepreneurship Education On Entrepreneurial Intention Of Engineering Students. Cityu University Of Hong Kong.

McClelland. 1992. *Memacu Masyarakat Berprestasi*. Jakarta: CV. Intermedia.

Pervin, A. Lawrence. 2003. *The Science of Personality*. Second Edition. New York: Oxford University Press.

Scott, Williams, G. 1991. *Organizing Theory A Behavioral Analysis for Management*. Illinois: Richard D. Irwin Inc.

Soemahamidjaja, Soeparman. 1997. Falsafah Pengembangan Disiplin Kewirausahaan di Perguruan Tinggi dalam Konteks Pembangunan Sumberdaya Manusia. *Makalah Seminar Nasional*. Semarang: PIBI-IKOPIN.

Wibowo, Agus. 2011. *Pendidikan Kewirausahaan (Konsep dan Strategis)*, Yogyakarta: Pustaka Pelajar.

