

Perceived Desirability and Feasibility: Key Factors in Forming Entrepreneurial Intentions in Accounting Education

Ulfa Nurhayani^{1*}, Sondang Aida Silalahi², Weny Nurwendari³, Rini Herliani⁴

¹²³⁴ Faculty of Economics, State University of Medan

¹ulfanurhayani@yahoo.com, ²sondangaidasilalahi140179@gmail.com,

³weny.nurwendry@unimed.ac.id, ⁴me.sinuhaji@gmail.com

*Corresponding Author

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ABSTRACT

This research, titled "Perceived Desirability and Feasibility: Key Factors in Forming Entrepreneurial Intentions in Accounting Education," explores how perceived desirability (the desire to engage in entrepreneurship) and perceived feasibility (the practicality of engaging in entrepreneurship) shape the entrepreneurial intentions of accounting students. The study aims to evaluate how these perceptions influence students' willingness to undertake entrepreneurial activities. Using structural equation modeling (SEM), the research analyzes data from 120 students in the 6th and 8th semesters of the 2020 and 2021 cohorts who have taken entrepreneurship courses. A non-random sampling technique was employed for its convenience in data collection. The findings indicate that perceived desirability significantly impacts entrepreneurial intentions, with a t-statistic value of 6.992, while perceived feasibility also shows a significant effect, with a t-statistic value of 3.552. The study aims to provide a comprehensive understanding of the factors that motivate or hinder students' entrepreneurial intentions. The insights gained are expected to enhance accounting education and promote entrepreneurship among students. By identifying the key factors influencing entrepreneurial intentions, educational institutions can better design programs and curricula that create a supportive environment for aspiring entrepreneurs. This approach can lead to more students engaging in entrepreneurial activities, ultimately contributing to growth and innovation within the field of accounting and beyond. The research underscores the importance of fostering an entrepreneurial mindset in accounting education to drive future innovation and economic development.

Keywords: *Perceived Desirability, Perceived Feasibility, Entrepreneurial Intentions*

INTRODUCTION

Accounting education, as an integral part of the higher education system, plays a vital role in shaping students' understanding of the business world and career development. One of the primary goals of higher education, including accounting education, is to create individuals who are academically competent and possess the skills and attitudes necessary to become entrepreneurs. Accounting education is also a crucial component in forming quality professional accountants who not only master conventional accounting principles but are also able to adapt to contemporary business dynamics.

In recent years, the global business paradigm has shifted towards an innovation and creativity-based economy, giving greater urgency to the development of entrepreneurial skills. Entrepreneurship is now seen not only as a career alternative but also as an essential skill to face the ever-changing economic challenges. However, the lack of understanding about the factors that motivate accounting education students to become entrepreneurs poses a unique challenge. According to a BPS survey (2020), only about 32.42 percent of college graduates are interested in



entrepreneurship, while the remaining 67.58 percent prefer to become employees, indicating a low entrepreneurial intention among students.

Fostering entrepreneurial intention can start through entrepreneurship education in higher education institutions. Education serves as a bridge to a better life, and statistics from the Central Bureau of Statistics and the Ministry of Cooperatives and SMEs show an increase in the number of entrepreneurs from 1.6% to 3.1% of the total population in 2019. Nevertheless, this figure still lags behind other Asian countries such as Japan (10%) and Singapore (7%). To compete, Indonesia needs 5 million entrepreneurs (Kominfo.go.id, 2020).

Recognizing the importance of entrepreneurship in supporting economic advancement, the government has established strategic steps to support the development of entrepreneurship in Indonesia. Based on the Strategic Plan of the Deputy for Creative Economy, Entrepreneurship, and KUKM 2015-2021, the basic steps taken include fostering new entrepreneurs through education, aiming to cultivate the spirit and mindset of entrepreneurship and equip young generations with entrepreneurial skills. To date, the government continues to encourage universities in Indonesia to provide motivation that can foster an entrepreneurial spirit and transform students' mindset from job seekers to job creators.

Medan State University (UNIMED), as a state university, is committed to being a pioneer in education that integrates entrepreneurial elements. UNIMED strives to create graduates who are academically competent and capable of becoming innovators and successful entrepreneurs. Entrepreneurship education at UNIMED is expected to awaken the entrepreneurial spirit, independence, creativity, and contribute to national economic development (Jamal Ma'mur Asmani, 2011).

Various factors shape the inclination of accounting education students to participate in entrepreneurial activities. The primary motivators are Perceived Desirability and Perceived Feasibility. Perceived Desirability refers to the level of attraction students feel towards entrepreneurship, while Perceived Feasibility pertains to their confidence in their ability to run a business successfully.

Research conducted by (Afifah et al., 2020) revealed that Perceived Desirability, Perceived Feasibility, and Propensity to Act positively influence students' entrepreneurial intentions. These findings provide essential insights into the elements that drive students to engage in entrepreneurship. Given this context, the current study aims to investigate the impact of Perceived Desirability and Perceived Feasibility on the entrepreneurial intentions of Accounting Education students at Medan State University.

LITERATUREREVIEW

Theory of Planned Behavior

The Theory of Planned Behavior (TPB), introduced by Icek Ajzen in 1991, offers a framework for understanding human behavior, particularly in the context of entrepreneurship. TPB has three main dimensions that influence the formation of entrepreneurial intentions and behaviors. First, attitude encompasses Perceived Desirability, which measures the extent to which accounting education students view entrepreneurship as desirable. Second, subjective norms involve Perceived Feasibility, which assesses the extent to which students believe that their close ones support entrepreneurship. Previous research by Kruger (2020) shows that positive attitudes, supportive subjective norms, and perceived behavioral control can motivate accounting education students to have entrepreneurial intentions. This study builds on the theoretical framework of TPB to better understand the factors influencing entrepreneurial tendencies among accounting education students.

Entrepreneurial Intentions

Entrepreneurial intentions refer to an individual's desire and intention to engage in entrepreneurial activities (Liñán & Chen, 2009). In the context of Accounting Education students, these intentions encompass the extent to which they desire and intend to utilize their accounting knowledge to start and manage a business. Research conducted by Liñán, Rodríguez-Cohard, and Rueda-Cantuche (2011) highlights that entrepreneurial intentions are a primary driver of

entrepreneurial actions. Their study indicates that entrepreneurial intentions can be a strong predictor of actual actions in starting and developing a business. Therefore, understanding the factors that influence entrepreneurial intentions is crucial in designing and implementing entrepreneurial activities among Accounting Education students.

Perceived Desirability towards Entrepreneurial Intention

Perceived desirability is a crucial motivator for accounting education students to consider entrepreneurship as a desirable career option (Krueger, 2020). Research indicates that students who perceive entrepreneurship as an appealing career path tend to exhibit stronger entrepreneurial intentions (Lu et al., 2021). Within the realm of accounting education, perceived desirability plays a significant role in driving entrepreneurial intentions. Students with a favorable view of entrepreneurship are more inclined to pursue it as a career. Moreover, for accounting students, the desire to learn and practice entrepreneurship is often influenced by the perceived benefits, such as enhanced self-worth and the development of business skills.

Lopes et al. (2024) argue that high perceived desirability can further motivate accounting students to view entrepreneurship as an attractive career option. Therefore, perceived desirability directly impacts the entrepreneurial intentions of these students. A positive attitude towards entrepreneurship is expected to boost their intentions and aspirations to engage in entrepreneurial activities. This study aims to empirically test and validate this relationship within the context of accounting education students, providing insights into how perceived desirability influences their entrepreneurial intentions. By understanding this dynamic, educational institutions can better support and encourage students to explore entrepreneurial opportunities, ultimately fostering a more innovative and entrepreneurial mindset among accounting graduates.

H1: Perceived Desirability positively affects the Entrepreneurial Intentions of Students.

Perceived Feasibility towards Entrepreneurial Intentions

Perceived feasibility, which refers to an individual's assessment of the availability of resources and skills necessary to successfully run a business, plays a crucial role in shaping entrepreneurial intentions, especially among accounting education students (Autio et al., 2001). A study by Batz Liñeiro et al. (2024) shows that students who believe they have sufficient capabilities and resources are more likely to have high entrepreneurial intentions. This belief in the availability of resources and skills not only serves as a consideration but also becomes a determining factor and primary motivator that drives students to pursue their entrepreneurial intentions. Thus, a deeper understanding of the role of perceived feasibility can help identify the factors influencing the entrepreneurial intentions of accounting education students, indicating that confidence in resources and skills plays a key role in this process.

H2: Perceived Feasibility positively influences Entrepreneurial Intentions.

Perceived Desirability and Perceived Feasibility on Entrepreneurial Intention

In the context of Accounting Education, the interaction between Perceived Desirability and Perceived Feasibility can jointly influence students' entrepreneurial intentions. This simultaneous discussion supports the view that these factors are interrelated and synergistic, forming a foundation to guide Accounting Education students at the State University of Medan towards entrepreneurial careers.

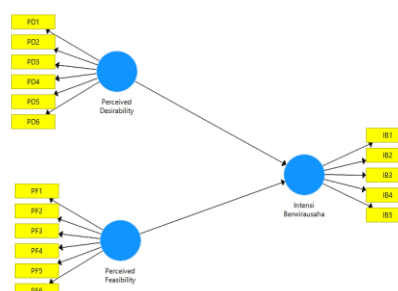


Figure 1. Research Model

METHOD

A study on accounting students at a Medan State University examined the link between entrepreneurship education and their entrepreneurial intentions. The researchers surveyed 120 students from the accounting program who had taken entrepreneurship courses. A convenient sampling method was used, with online questionnaires distributed to the students. The survey itself was adapted from a previous study and employed a 5-point scale. To ensure the survey's accuracy, the researchers conducted validity and reliability tests before analyzing the data.

The researchers opted for a more advanced statistical technique, Structural Equation Modeling (SEM) with Maximum Likelihood Estimation (MLE), to analyze the complex relationships between the variables. This method provided a more comprehensive picture compared to simpler techniques like regression analysis. The researchers then assessed the model's accuracy through two methods: goodness-of-fit, which measured how well the model fit the data, and construct validation, which examined the characteristics of the concepts being measured.

Construct validation was a three-step process. First, convergent validity ensured the survey questions accurately captured each concept. Second, discriminant validity verified that the concepts were distinct from each other. Finally, reliability assessed if the survey questions consistently measured each concept.

RESULTS

Sample Demographics

This study collected data from 120 respondents, which were then tabulated and analyzed. The data tabulation revealed that out of the 120 respondents, 20 (13.7%) were male, and 100 (86.3%) were female, indicating a predominance of female respondents. This gender imbalance reflects the higher number of female students in the Faculty of Economics. The respondents' ages ranged from 18 to 23 years, providing a broad representation across different classes and offering a comprehensive view of the Faculty of Economics students' responses.

Table 1. Analysis Design

	N	%
Gender		
Pria	20	16,6%
Wanita	100	83,3%
Total	120	100,00%
Age		
18	4	3,33%
19	28	23,33%
20	45	37,5%
21	28	23,33%
22	20	16,66%
Total	120	100,00%

Source: data first processed on 2024

Entrepreneurial Intentions Among Accounting Education Students

In this study, the entrepreneurial intentions of Accounting Education students at the Faculty of Economics, Universitas Negeri Medan, were observed through several variables, including Perceived Desirability, Perceived Feasibility, and Propensity to Act. Descriptive analysis provides a comprehensive overview of the views, beliefs, and intentions of Accounting Education students at Universitas Negeri Medan regarding entrepreneurship.

Perceived Desirability

Based on Table 2, Perceived Desirability indicates the level of interest students have in entrepreneurship as a career option. From the obtained data, the majority of Accounting Education

students at Universitas Negeri Medan have a positive view of this desirability. A total of 33.33% of students agree that entrepreneurship is an attractive career option, with 25% strongly agreeing. About 16.67% are neutral, while 8.33% disagree, and 4.17% strongly disagree that entrepreneurship is an attractive option. This shows that the majority of students have a positive perception of the desirability of entrepreneurship, although there is a small portion who are still uncertain or uninterested in this career path.

Table 2. Perceived Desirability

Scale	Number of Students	Percentage (%)
Strongly Disagree	5	4.17%
Disagree	10	8.33%
Netral	20	16.67%
Agree	40	33.33%
Strongly Agree	45	25%

Source: data first processed on 2024

Perceived Feasibility

Table 3. Perceived Feasibility

Scale	Number of Students	Percentage (%)
Strongly Disagree	10	8.33%
Disagree	15	12.5%
Netral	25	20.83%
Agree	30	25%
Strongly Agree	40	16.67%

Source: data first processed on 2024

Based on Table 3, Perceived Feasibility indicates how capable students perceive themselves to be in starting and running their own business. According to the survey results, the majority of Accounting Education students at Universitas Negeri Medan are neutral about their entrepreneurial abilities, with 20.83% expressing neutrality. Meanwhile, 25% of students agree that they feel capable of entrepreneurship, and 16.67% strongly agree. However, there are also some students who feel uncertain or lack confidence in their abilities, with 12.5% disagreeing and 8.33% strongly disagreeing that they are capable of entrepreneurship. Although the majority of students have confidence in their entrepreneurial abilities, there are still a number of students who need further encouragement or guidance to enhance their confidence and readiness to start their own businesses.

Entrepreneurial Intentions

Table 4. Entrepreneurial Intentions

Scale	Number of Students	Percentage (%)
Strongly Disagree	3	2.5%
Disagree	7	5.83%
Netral	15	12.5%
Agree	40	33.33%
Strongly Agree	55	29.17%

Source: data first processed on 2024

Based on Table 4 on Entrepreneurial Intentions, it can be observed how strongly students desire to become entrepreneurs. The survey results indicate that the majority of Accounting Education students at Universitas Negeri Medan have a strong intention to pursue entrepreneurship. A total of 33.33% of students agreed that they have entrepreneurial intentions, followed by 29.17% who strongly agreed. Additionally, 12.5% were neutral regarding this intention, while 5.83% disagreed

and 2.5% strongly disagreed about having entrepreneurial intentions. This data shows a high level of entrepreneurial intention among Accounting Education students at Universitas Negeri Medan, with the majority demonstrating a strong desire to become entrepreneurs.

This descriptive analysis provides a comprehensive overview of the views, beliefs, and intentions of Accounting Education students at Universitas Negeri Medan regarding entrepreneurship. The majority of students have a positive perception of entrepreneurial desirability (perceived desirability), confidence in their abilities (perceived feasibility), a tendency to take action (propensity to act), and a strong intention to become entrepreneurs. However, a small portion of students are less interested or confident in these aspects, suggesting they may need additional support in the form of training or coaching to enhance their readiness for entrepreneurship.

Construct Validity

Next, the researcher evaluated construct validity using different methods: cross-loading for convergent validity, Root of AVE and correlation matrix for discriminant validity, and Cronbach's Alpha for reliability (Backhaus et al., 2023). The results of the cross-loading analysis are shown in Table 5, indicating that all loading values exceed 0.7 and none fall below 0.7 for more than one construct (Backhaus et al., 2023). As a result, no measurement items were eliminated, and each dimension achieved construct validity.

Table 5. Loading Factor Value

	Perceived Desirability	Perceived Feasibility	Entrepreneurial Intentions
IB1			0.878
IB2			0.861
IB3			0.811
IB4			0.748
IB5			0.789
PD1	0.771		
PD2	0.771		
PD3	0.814		
PD4	0.811		
PD5	0.883		
PD6	0.882		
PF1		0.768	
PF2		0.834	
PF3		0.764	
PF4		0.861	
PF5		0.83	
PF6		0.751	

Validitas Konvergen

In this study, convergent validity was assessed by evaluating the factor loading values and the average variance extracted (AVE). All potential configurations needed to have factor loading values greater than 0.5. The study results confirmed that all factor loading values exceeded this threshold. Additionally, the AVE for each construct was calculated to support the statistical conclusions regarding convergent validity. According to Backhaus et al. (2023), an AVE score above 0.50 indicates strong convergent validity. The AVE results are shown in Table 6, demonstrating that each configuration meets the criteria for convergent validity, as the AVE values are all above 0.5.

Table 6. Construct Validity And Reliability

Matrix	Cronbach's Alpha	Rho_A	Composite Reliability	AVE
Entrepreneurial Intentions	0.877	0.888	0.910	0.670



Perceived Desirability	0.905	0.916	0.926	0.678
Perceived Feasibility	0.890	0.903	0.915	0.644

Discriminant Validity

The researchers checked to make sure their measures were distinct by comparing them to other measures that theoretically shouldn't be related. They found that their measures were indeed distinct, meaning each configuration captured something unique (Backhaus et al., 2023). To do this, they looked at a table 6 that showed how much variance each measure explained (average variance extracted or AVE) and compared those numbers to the correlations between the measures. If the AVE for a measure was bigger than the correlation between it and any other measure, that meant the measure was capturing something different and not just the same thing as the other measures. Since all the AVEs in Table 6 were bigger than the correlations, this suggests all the configurations were distinct.

Reliability

This study confirms the reliability of its measures by demonstrating high internal consistency (over 0.80 for all variables using Cronbach's alpha), which aligns with the previously established convergent and discriminant validity. In other words, the survey questions consistently captured the intended concepts, further supporting the overall validity of the measurement tool.

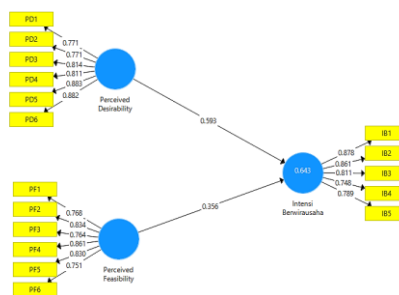


Figure 2. PLS Algorithm

DISCUSSION

The Influence of Perceived Desirability on Entrepreneurial Intentions

The structural model testing was conducted using the SmartPLS 3.0 application to determine the coefficient values of causal relationships between constructs. The results showed that Perceived Desirability has a significant positive impact on Entrepreneurial Intention, with a t-statistic value of 1.965. This value exceeds the significant t-statistic threshold of > 1.96 (Kline, 2023). The obtained t-statistic value of 6.992 supports the hypothesis that the higher a person's perceived desirability towards entrepreneurship, the stronger their intention to start a business. This indicates that students with a positive view and strong attraction towards entrepreneurship tend to have a stronger intention to start their own business. Perceived Desirability is defined as the level of attractiveness an individual feels towards the idea or activity of entrepreneurship.

According to the Theory of Planned Behavior (TPB), a person's intention to perform a certain action is greatly influenced by their attitude or desire towards that action. Perceived Desirability encompasses an individual's positive or negative feelings towards the idea of becoming an entrepreneur, related to how they perceive the value and benefits of entrepreneurship, and the extent to which they feel that becoming an entrepreneur is desirable and valuable.

Furthermore, the results of this study indicate that positive perceptions of entrepreneurship can be enhanced through various educational and developmental interventions. For instance, universities can organize seminars and workshops featuring successful entrepreneurs as guest speakers, allowing students to develop their entrepreneurial skills, and providing access to entrepreneurial resources and networks. Additionally, curricula that include entrepreneurship case studies, business simulations, and entrepreneurial projects can help increase the attractiveness of entrepreneurship among students.

Previous research also supports these findings. Shook & Bratianu (2010) found that Perceived Desirability is a key factor influencing entrepreneurial intention among students. Similarly, Krueger (2020) showed that personal attraction to entrepreneurship plays an important role in determining entrepreneurial intention. These findings underscore the importance of creating an educational environment that can enhance students' attraction to entrepreneurship through training programs, motivational seminars, and showcasing success stories of young entrepreneurs.

The Influence of Perceived Feasibility on Entrepreneurial Intention

Perceived Feasibility refers to an individual's perception of their ability to perform a certain action or achieve a particular goal. In the context of entrepreneurship, Perceived Feasibility relates to an individual's belief in their capability to start and manage a business. This includes an individual's evaluation of their skills, knowledge, and resources, as well as their confidence in overcoming potential challenges in the entrepreneurial process.

The analysis results indicate that Perceived Feasibility has a significant positive impact on Entrepreneurial Intentions, with a t-statistic value of 3.552. This supports the hypothesis that the higher an individual's perception of their entrepreneurial abilities, the higher their entrepreneurial intentions will be. It shows that students who have strong confidence in their ability to start and run a business are more likely to have strong entrepreneurial intentions. These findings highlight the importance of enhancing students' self-confidence and belief in their entrepreneurial abilities to boost their entrepreneurial intentions. Therefore, educational institutions need to provide programs that not only impart knowledge about entrepreneurship but also develop practical skills and offer hands-on experiences to increase students' confidence in starting a business. For example, opportunities for internships at start-up companies can help enhance Perceived Feasibility among students.

Previous research by (Kolvereid & Isaksen, 2006) shows that self-efficacy plays a crucial role in determining entrepreneurial intentions. Additionally, research by (Woo & Kwak, 2022) shows that satisfaction with social entrepreneurship education influences the intention to become a social entrepreneur. The main findings reveal that education satisfaction, influenced by the quality of teaching, relevance of the material, and institutional support, has a significant positive correlation with the intention to engage in social entrepreneurship.

Table 7. Path Coefficient

	Sample Mean	Standard Deviation	T Statistic	P Values
Perceived Desirability → Entrepreneurial Intention	0.593	0.085	6.992	0.000
Perceived Feasibility → Entrepreneurial Intention	0.367	0.100	3.552	0.000

Perceived Desirability and Perceived Feasibility simultaneously have a positive and significant influence on Entrepreneurial Intention at $\alpha = 5\%$ with a p-value of 0.000 (<0.05). In this analysis, both variables together affect the Entrepreneurial Intention of Accounting Education students at Universitas Negeri Medan. The results show that the combination of these two variables significantly influences students' intentions to start a business.

According to the Theory of Planned Behavior (TPB) proposed by Ajzen (2019), the intention to perform an action is influenced by three main factors: attitude toward the behavior, subjective norms, and perceived behavioral control. In the context of entrepreneurship, TPB can be translated into a positive attitude towards entrepreneurship, belief in one's ability to succeed, and a tendency to act based on the formed intention.

Perceived Desirability, or the perception of the attractiveness of entrepreneurship, plays an important role in shaping entrepreneurial intentions. When students see entrepreneurship as something attractive and beneficial, they tend to have a strong intention to start a business. Programs such as inspirational seminars, case studies of successful entrepreneurs, and business competitions can increase the attractiveness of entrepreneurship among students. Previous research, such as that conducted by (Krueger, 2020), found that personal attraction to entrepreneurship is an important factor in the formation of entrepreneurial intentions.

On the other hand, Perceived Feasibility, which measures a person's belief in their ability to succeed in entrepreneurship, also significantly contributes to entrepreneurial intentions. Students who believe they have the skills, knowledge, and resources needed for success are more likely to have a strong intention to start a business. Practical skills training, mentoring, and hands-on experience through business incubator programs can help increase students' confidence in their abilities. Research by Zhao et al. (2005) shows that self-efficacy, or belief in one's abilities, is highly influential in entrepreneurial intentions.

Overall, the simultaneous influence of Perceived Desirability and Perceived Feasibility creates a strong foundation for students to develop solid entrepreneurial intentions. When students feel that entrepreneurship is an attractive and beneficial choice, believe that they are capable of doing it, and have a tendency to act, their intentions to become entrepreneurs become more solid and directed. Research by (Liñán & Chen, 2009) supports these findings by showing that the intention to perform an action is influenced by attitudes towards the action, perceived behavioral control, and subjective norms.

The results of this research have important implications for entrepreneurship education programs at Universitas Negeri Medan and other educational institutions. To increase entrepreneurial intentions among students, entrepreneurship education programs must include a comprehensive and integrated approach that can simultaneously enhance both variables. With comprehensive program integration and the development of a supportive ecosystem, universities can create an environment that supports and motivates students to pursue entrepreneurship, contributing to the creation of a dynamic and sustainable entrepreneurial ecosystem.

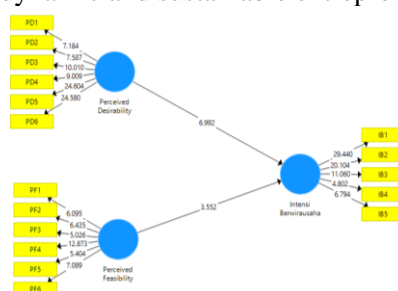


Figure 3. Results of Structural Model Testing

CONCLUSIONS

This research explored what factors influence accounting students at Universitas Negeri Medan to consider starting their own businesses. The study centered on two key concepts: how appealing students found entrepreneurship (perceived desirability) and how confident they felt in their ability to succeed (perceived feasibility). Researchers surveyed 120 accounting students, with the majority being female between 17 and 22 years old.

The study revealed that both perceived desirability and feasibility significantly impacted students' entrepreneurial desires. Students who viewed entrepreneurship as a positive and rewarding career path were more likely to be interested in pursuing it. This highlights the importance of educating students about the potential benefits and successes achievable through entrepreneurship to spark their interest.

The research also found that students' confidence in their own skills and resources significantly influenced their entrepreneurial intentions. This suggests that equipping students with the necessary skills and providing resources related to entrepreneurship can be effective strategies to encourage them to launch their own businesses.

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