



## Effect of Subjective Norms Mediation to Entrepreneurship Intention at Entrepreneurship Learning in School

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### **Abstract**

This type of research is quantitative research with the help of Smart PLS 3.0 application. The population in this study are all students of marketing program of SMK Negeri Boyolali on entrepreneurship learning. Through the sampling formula Issac and Michael obtained as many as 175 student samples. Sampling technique used proportionate stratified random sampling. Technical analysis used is structural equation model analysis. Testing hypothesis with significant level 5% obtained by coefficient of beta (original sample) at specific indirect effects equal to 0,105. It shows that entrepreneurship learning has positive predictive properties of entrepreneurship intention (EI) through students' subjective norms. The value of t-count is 2,844, the value of t-table is 1.96 then t-count > t-table (2,844 > 1,96). It shows that student EI is significantly influenced by entrepreneurship learning through students' subjective norms. While the value of coefficient of determination (r-square) obtained coefficient of determination for subjective norms (SN) variable shows that the amount of contribution, contribution given by entrepreneurship learning (EL) variables 9.3% and the value of coefficient of determination for EI variable shows that the amount of contribution, contribution given by variable SN 37.8%. So this research is well used in the development of economic learning innovation, especially entrepreneurship subjects.

**Keywords:** Entrepreneurship Learning; Subjective Norms; Entrepreneurship Intention;

### **Introduction**

Sustaining a nation is needed to create entrepreneurs who can grow a country's economy and create jobs for unemployment (Murtini., 2016: 6). It is important to establish entrepreneurial behavior as a starting point in starting a business (Fayolle et al., 2006: 2). Intention to entrepreneurship is also very important as an indicator of someone to start a business. Theory of planned behavior (Ajzen., 1991) is a theory that can understand entrepreneurial behavior. The planned behavioral theory of a person's intentions will be able and appropriate to explain behavior in entrepreneurship. This theory is reinforced by Fayolle et al. (2006) that if assessing the effect of an entrepreneurial learning program refers to theory of planned behavior. Theory of planned behavior has the factors that shape the intention of entrepreneurship, one of which is SN is the individual belief in the norms of the society around as well as

the individual's motivation to obey the norms (Krueger et al., 2000). Thus, the focus on this research is how the effect of SN mediation on EI on student entrepreneurship intentions.

### ***Literature Review***

Karimi et al. (2016) shows if entrepreneurial learning influences subjective norms. Kolvereid (1996), Gido et al. (2011) shows the result of research that SN as antecedent variable of entrepreneurship intention. Theory of planned behavior states that the intention of entrepreneurship and the decision to do business depends on SN (Cruz et al., 2009). Meanwhile, Roxas et al. (2008) states that knowledge gained from formal entrepreneurship education programs will have a positive impact on individual entrepreneurial intentions as a whole through the influence of SN mediation that support entrepreneurial behavior. The statement is reinforced by Zampetakis et al. (2011) that the presence of entrepreneurial learning moderates the effects of individual creativity on entrepreneurial intentions. Soutaris et al. (2007) shows that entrepreneurial learning improves students' entrepreneurship intentions and subjective norms. Meanwhile, Gerba (2012) shows that the antecedent factor has a significant effect on entrepreneurship intentions. Riani et al. (2012) shows the results of the analysis of EL programs affect subjective norms. Furthermore, SN affect entrepreneurial intentions.

### ***Methodology***

This type of research is quantitative research with the help of Smart PLS 3.0 application. The population in this study are all students of marketing program of SMK Negeri Boyolali on entrepreneurial learning. Through the sampling formula Issac and Michael obtained as many as 175 student samples. Sampling technique used Proportionate Stratified Random Sampling. Technical analysis used is structural equation model analysis. Testing hypothesis with significant level 5%. Understanding of the learning of entrepreneurship is adopted and modified from the 2013 curriculum entrepreneurship book. The measurement of SN adopted and modified comes from sources: Ahmed et al., 2017; Autio et al., 2001; Karimi et al., 2014; Marques et al., 2012; Shancez 2016. Measurement of EI adopted and modified comes from sources: Schwarz et al., 2009; Longnecker et al., 2001; Suharti & Sirine., 2011; Linan & Chen., 2006.

### ***Result and Discussion***

The results of descriptive analysis of entrepreneurship study, SN and entrepreneurial intentions obtained average scores, median, mode, minimum score, maximum score, variance and standard deviation, class number, class interval, value range and skewness. The way to facilitate in understanding the data of research results, data also presented in the form of frequency distribution. The following descriptive analysis results are presented in Table 1.

**Table 1** Summary of descriptive statistical analysis results

Variable	EL	SN	EI
N	175	175	175
Min	22	4	16
Max	32	12	32
Range	10	8	16
Mean	26.80571	9.697143	26.52571
Std. Deviation	2.556707	1.408	3.054706
Variance	6.536749	1.982463	9.331232

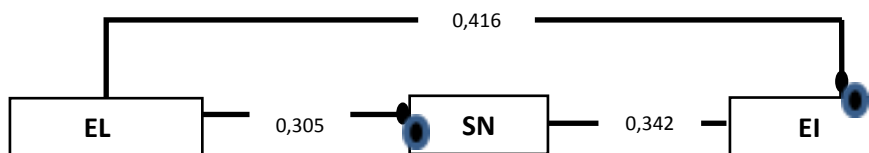
Analysis of structural model will present the decomposition of path coefficient that is calculate direct influence, indirect influence and influence of total exogenous variable to endogen variable. Based on the direct influence of the results obtained results described the direct influence table as follows:

**Table 2** Direct effect

	Original Sample (O)	Sample Mean (M)	Standard Deviation (Stdev)	T Statistics ( O/Stdev)	P Values
EL-> EI	0,416	0,437	0,063	6,585	0,000
EL-> SN	0,305	0,321	0,073	4,203	0,000
SN-> EI	0,342	0,334	0,069	4,968	0,000

- The direct influence of the EL on EI is shown by the beta coefficient EL -> EI of 0.416.
- The direct influence of EL on SN is shown by the beta coefficients EL -> SN of 0.305.
- The direct influence of SN on EI is shown by the beta coefficients SN -> EI of 0.342

Thus, the direct model of the effect of this research is as follows:

*Fig. 1 Model of direct effect*

Furthermore, the indirect influence of entrepreneurial learning on Entrepreneurial Intention through SN is shown by multiplication of beta coefficients  $X1 \rightarrow X2$  with beta coefficient  $X2 \rightarrow X3$  is equal to 0,105. So as to obtain the total effect by increasing the multiplication result with the direct influence of learning of entrepreneurship towards EI is  $0,105 + 0,416 = 0,521$ . The following table shows the indirect effect and total effect:

**Table 3** Indirect effect

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics ( O/STDEV )	P Values
EL -> EI	0,105	0,108	0,037	2,844	0,005

**Table 4** Total effect

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics ( O/STDEV )	P Values
EL -> EI	0,521	0,545	0,058	9,048	0,000
EL -> SN	0,305	0,321	0,073	4,203	0,000
SN -> EI	0,342	0,334	0,069	4,968	0,000

Based on the indirect effect table, EL has an indirect and significant positive effect on EI through students' subjective norms. Based on the test results show the value of beta coefficient (original sample) that is equal to 0.105 and t-statistic value  $2.884 \geq 1.96$ . Thus, the hypothesis that entrepreneurial learning has an indirect effect on the intention of entrepreneurship through the SN of students is accepted.

**Table 5** R square

	R Square	R Square Adjusted
EI	0,378	0,371
SN	0,093	0,088

The value of determination coefficient for the subjective norm variable is 9.3% can be explained by the EL variable and the coefficient value of determination for the EI variable of 37.8% can be explained by the SN variable in which the rest is influenced by other variables not examined in research this.

## Conclusion

Based on the results of the test descriptively with the value of coefficient beta (original sample) that is equal to 0.032 indicates that EL has positive predictive properties of EI through SN of students. So, when learning EL increases will increase the EI through students subjective norms. The t-statistic score of  $2,884 \geq 1.96$  indicates that student EI is significantly influenced by learning entrepreneurship through students' subjective norms. The result of this research is there is positive nature of influence of learning entrepreneurship physically to EI through subjective norms. This means that EL will improve students' entrepreneurship intentions through subjective norms.

Analysis of the mediation effect in this model is positive and significant. Analysis of the effect of mediation in the research model can be seen by looking at the regression of exogenous variables to the intervening variable and intervening variable regression results on the endogenous variables. If both regression results indicate an effect then the hypothesis conclusion of indirect effect is positive and significant between exogenous variables to endogenous variables through intervening variables (Shourt & Bolger., 2002).

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