



From Campus to Business: The Impact of University Support, Subjective Norms, and Attitudes On Students Entrepreneurial Intentions

Andhy Setyawan

Faculty of Business and Economics, Universitas Surabaya, Indonesia

Stefanus Budy Widjaja Subali*

Faculty of Business and Economics, Universitas Surabaya, Indonesia

Grace Felicia Djayapranata

Faculty of Business and Economics, Universitas Surabaya, Indonesia

Article Info

Keyword:
Entrepreneur Intention, Perceived University Support, Subjective Norm, Attitude

Received: 26-05-2025

Revised: 10-06-2025

Accepted: 29-06-2025

Published: 30-06-2025

JEL Classification Code:

M1, M30

Corresponding author:

budysubali@staff.ubaya.ac.id

DOI: [10.24123/jeb.v6i2.7498](https://doi.org/10.24123/jeb.v6i2.7498)

Abstract

Purpose: This study explores the factors that influence university students' entrepreneurial intentions by examining the roles of perceived university support, subjective norms, and attitudes. Using the Theory of Planned Behavior (TPB), the research highlights how the university environment can shape students' motivation to pursue entrepreneurship as a career.

Method: A quantitative survey was conducted among students who had received entrepreneurship-related education or training. Respondents were selected based on specific criteria, and data were analyzed using structural modeling techniques to examine the relationships among the study variables.

Result: The results show that university support positively influences students' attitudes and subjective norms related to entrepreneurship. In turn, both attitudes and subjective norms significantly contribute to the formation of entrepreneurial intention. When students perceive that their university offers meaningful support—such as entrepreneurial courses, mentoring, and practical experience—they are more likely to value entrepreneurship and feel encouraged by those around them. This supportive ecosystem increases their confidence and desire to start a business. The study reinforces the importance of universities in fostering an entrepreneurial mindset and suggests that institutional support is key in encouraging students to become future entrepreneurs.

INTRODUCTION

Unemployment is one of the main problems faced by various countries. The International Labor Organization (ILO) states that unemployment trends will increase globally by 2024 (Amani, 2024). Unemployment is certainly a big challenge that various countries must face. Indonesia ranks first (at 5.2%) in the unemployment rate in ASEAN according to the World Economic Outlook data reported by the IMF (Effendi & Hannany, 2025).

The high unemployment rate in Indonesia signals that this problem is crucial and must be resolved immediately. Based on BPS data (2023), the open unemployment rate is 5.32%, with the majority coming from the productive age group (Biro Pusat Statistik, 2023). This high rate is because the labor market has yet to absorb many university graduates. The job market requires a workforce ready to work with all the expertise needed, while universities cannot provide graduates who match the required qualifications. In addition, the need for more available jobs also causes many university graduates to be unemployed. To overcome this, what can be done is to encourage entrepreneurial interest among the younger generation to promote the creation of new jobs. The development of entrepreneurship is expected to reduce the dependence of graduates on limited employment opportunities, as well as have a positive impact on economic growth through the creation of new jobs.

The government also plays a vital role in encouraging young people to become entrepreneurs through various policy programs. The government is stated in Presidential Regulation (Perpres) Number 2 of 2022 concerning National Entrepreneurship Development for 2021-2024. This regulation was drafted to achieve the objectives of the National Medium-Term Development Plan (RPJMN) for 2020-2024 in improving the quality of economic growth, creating a conducive business climate, increasing competitiveness, and expanding employment opportunities (BPK, 2022). This policy immediately created new entrepreneurs among the younger generation in the next few years.

In line with this, the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) supports the government program by launching the Merdeka Entrepreneurial Program, which is integrated into the curriculum policy of the Merdeka Belajar Kampus Merdeka Program (MBKM) for all universities. Through the Merdeka Entrepreneurial Program collaboration, universities can develop an entrepreneurial learning curriculum that honest the entrepreneurial spirit, encourages increased entrepreneurial experience, and improves student employability.

This study uses the TPB theoretical framework (Ajzen, 1991) to explain the influence of the university support mechanism on entrepreneurial intention. University support is also considered to have a crucial role in encouraging student entrepreneurship. Universities provide support, for example, by giving an entrepreneurship-based curriculum, workshops, conferences, entrepreneurship project training, business incubation programs, and so on to encourage increased interest in entrepreneurship (Anjum et al., 2021; Dewantoro et al. 2024). The role of universities is not only to transfer knowledge but also to influence students' self-efficacy and motivation to play an active role in entrepreneurial activities (Santos & Liguori, 2020; Boseke & Meiryani, 2025). Thus, universities are expected to be institutions that provide knowledge and contribute to the development of students' entrepreneurial character and intentions.

In addition, the role of society is also needed in forming entrepreneurial interests. Ajzen (1991) states that subjective norms and attitudes influence students' entrepreneurial intentions. The views of the closest people, such as family, friends, and so on, also play a significant role in determining the decision to become an entrepreneur. Positive social support for entrepreneurship can increase students' interest (Aliedan et al., 2022). According to Saoula et al. (2024), attitudes towards entrepreneurship drive student interest. Attitudes towards entrepreneurship reflect individual perceptions of the advantages and disadvantages of entrepreneurship. If students feel that entrepreneurship offers an excellent opportunity to increase success, has better time flexibility, and encourages increased innovation, then this will enable students to have a positive attitude.

Although the government and universities have made various efforts to increase entrepreneurial interest among the younger generation, there is yet to be a clear conclusion in the relationship. Research by Wegner et al. (2019) shows no significant results regarding the role of university support for entrepreneurship in student interest in entrepreneurship. In line with this, research by Kraaijenbrink et al. (2010) revealed that despite the increase in interest in entrepreneurship revealed that although there was an increase in the number of entrepreneurship courses, it turned out that only a few eventually entered a career as an entrepreneur. In addition to previous studies that have discussed the influence of TPB on entrepreneurial intention (Joensuu-Salo, 2015), there have been few

studies that discuss the role of environmental conditions in the TPB model (Lortie & Giovanni, 2015; Saeed et al., 2015). This study adds the role of environmental influence, specifically perceived university support, as a variable in forming attitudes and subjective norms in influencing entrepreneurial intent.

Effect of Perceived University Support (PUS) on Attitude (ATT)

As a place for students to gain knowledge and innovation, universities need to encourage students in entrepreneurial activities. (Anjum et al., 2021). Some studies mention that university support can also give students a proactive attitude toward entrepreneurship (Huang & Kee, 2024; Anjum et al., 2021). Universities can provide support by providing entrepreneurship-based courses, assigning projects to students, organizing workshops and seminars, etc. Universities can also help students meet business practitioners such as investors, distributors, and business partners to increase confidence and self-efficacy in facing challenges in the business world. Students who feel supported by the university have a positive attitude towards entrepreneurship (Shi et al., 2020). A positive attitude includes the belief that by pursuing a career as an entrepreneur, individuals believe that can have a broader impact on society (opening up jobs), obtain the desired results (being able to achieve sure profits), and increase self-motivation to become an entrepreneur. Therefore, the hypothesis is as follows:

H1: Perceived university support has a positive influence on attitude.

The Effect of Perceived University Support (PUS) on Subjective Norm

Perceived university support refers to the extent to which individuals or graduates perceive the university to provide support for individual personal and career development. (Anjum et al., 2021; Shi et al., 2020). Universities have an essential role in equipping students with knowledge; universities can also support students through training programs, entrepreneurship courses, and workshops to help individuals develop business skills, management, and soft skills needed in entrepreneurial activities (Sampene et al., 2023). This support can increase students' confidence to start a business. It can strengthen subjective norms, namely social support such as friends, family, etc., to support entrepreneurial careers because individuals feel more prepared and can demonstrate their entrepreneurship abilities from the university's knowledge and entrepreneurial activities (Liu et al., 2022). In addition, universities can show their support by facilitating individuals with business practitioners, investors, and other business networks (Li et al., 2024). The professional environment that supports them in entrepreneurship will influence individuals' subjective norms. With this, individuals will feel social support through positive expectations from people in this business network.

Research by Liu et al. (2022) shows the relationship between perceived university support and subjective norms positively impacts entrepreneurship. This support increases individual self-confidence and social perceptions of the expectations of the surrounding environment related to the decision to become an entrepreneur. Therefore, the hypothesis is as follows:

H2: Perceived university support has a positive influence on subjective norms.

Effect of Attitude towards Entrepreneurship (ATT) on Entrepreneurial Intention (EI)

Attitude is a response given from an assessment of a particular action. Some of the causes that can affect attitudes are education, personality, values and past experiences (Mahmoud et al., 2020). Education plays an important role in building a positive attitude towards entrepreneurial intentions. (An & Xu, 2021; Vamvaka et al., 2020). The knowledge gained by students in lectures is able to provide a view of individuals regarding the risks, challenges, and benefits as well as career prospects in entrepreneurship. A person will have a positive attitude if the individual feels that entrepreneurship is able to provide promising income prospects and provide additional benefits such as time flexibility and so on (van Gelderen et al., 2008). Several previous studies have examined the effect of attitudes

on entrepreneurial intentions (Duong, 2022; Majeed et al., 2021). The results showed that a positive attitude has a significant impact on entrepreneurial intention (Turra & Melinda, 2021; Gultom et al., 2020). Therefore, the hypothesis is formulated as follows:

H3: Attitude towards entrepreneurship has a positive effect on entrepreneurial intention

Effect of Social Norms (SN) on Entrepreneurial Intention (EI)

According to Azjen (1987), subjective norm refers to "perceived social pressure to perform or not perform certain behaviors. Subjective Norms can be formed from individual beliefs about normative expectations and motivation to meet these expectations. This belief comes from expectations of expected behavior from people considered necessary by the individual, such as family, friends, and so on, coupled with pressure to comply with social references, such as the expected behavior of certain groups (Tornikoski & Maalaoui, 2019). In this case, subjective norm refers to the social support individuals expect when they have entrepreneurial intentions. Social views regarding a career as an entrepreneur are considered very influential on the intention to become an entrepreneur (Sampene et al., 2023). According to research by Amoros et al., (2021), an entrepreneur is seen as a career that can generate large profits and have good time flexibility. Therefore, the hypothesis is as follows:

H4: Subjective norms have a positive effect on entrepreneurial intention

RESEARCH METHODS

Data was collected through a survey using the judgmental sampling method, namely determination through specific criteria. The criteria are: 1. 17 years old and above, 2. have received entrepreneurship material from the university through training, seminars, courses, and other activities. This research takes sampling from students spread throughout Indonesia. Hair et al. (2017) recommend a minimum of 100 samples for SEM using maximum likelihood estimation when the model involves more than five variables. The collected data was 210, but the valid questionnaires were 208, and the number of samples taken exceeded the minimum required data. Respondent data in this study is represented in table 1, including gender, age, semester, university type, faculty, and domicile. e a positive effect on entrepreneurial intention.

Table 1.
Respondent Data

	Total	Percentage
Gender		
Men	35	16,8%
Women	173	83,2%
Age		
18-22	146	70,2%
23-27	59	28,4%
28-32	3	1,4%
Semester		
1-2	6	2,9%
3-4	13	1,3%
5-6	27	13%
7-8	103	49,5%
9-10	55	26,3%
>10	4	1,9%
University Type		
Public	92	44,2%
Private	116	55,8%
Domicile		

	Total	Percentage
Aceh	2	1%
Gorontalo	1	0,5%
Jakarta	19	9,1%
West Java	24	11,5%
Central Java	14	7,2%
East Java	135	65,1%
East Kalimantan	1	0,5%
Lampung	2	1%
Riau	3	1,4%
South Sulawesi	2	1%
Central Sulawesi	1	1%
North Sulawesi	1	0,5%
West Sumatra	1	0,5%
South Sumatra	1	0,5%

While the operational definitions and data measurement items can be seen in table 2 which are measured using a 5-point Likert scale. The data that has been collected will be tested for validity and reliability first, then proceed with hypothesis testing using the Structural Equation Modeling (SEM) method.

Table 2.
Measurement Item

Variable Name	Items	Source
Institutional Support Higher Education (Perceived University Support/ PUS) Defined as the university's efforts to provide a conducive atmosphere for students to increase their entrepreneurial intentions and efforts and prepare them to launch their businesses.	1. It really depends on me whether I will become an entrepreneur or not 2. If I try to start a new company, I will have a high probability of success. 3. I am ready and able to creating a new business	(Gallegos et al., 2024)
Entrepreneurial Intention (EI) Defined as students' awareness of entrepreneurship such as setting up a new business and choosing a career path as an entrepreneur.	1. I am ready to do anything to become an entrepreneur. 2. My professional goal is to become an entrepreneur. 3. I will make every effort to start and run a business myself. 4. I am determined to set up a business in the future. 5. I am thinking very seriously about starting a business. 6. I have a strong intention to start a business one day later.	(Sousa-Filho et al., 2023)
Attitudes towards entrepreneurship (ATT) Defined as a student's evaluation student's evaluation of the degree of enjoyment	1. I think being an entrepreneur gives me the opportunity to gain more than I will lose. 2. A career as an entrepreneur appeals to me 3. If I had the opportunity and resources, I would like to start a business.	(Liñán & Chen, 2009)

Variable Name	Items	Source
	4. Being an entrepreneur will give me great satisfaction 5. Among the various options, I prefer to be an entrepreneur	
Subjective Norm (SN) Defined as a perceived social idea from the perspective of the student and their environment about doing or not doing an action, such as for example, the desire to start a business.	1. My closest family members think that I should pursue a career as an entrepreneur 2. My closest friends think that I should pursue a career as an entrepreneur 3. People who are important to me think that I should pursue a career as an entrepreneur. 4. Career as an entrepreneur appeals to me 5. If I had the opportunity and resources, I would like to start a business 6. Being an entrepreneur will give me great satisfaction. 7. Among the various options, I prefer to be an entrepreneur	(Thi Loan et al., 2024)
Institutional Support Higher Education (Perceived University Support (PUS)) Defined as the university's effort to provide a conducive atmosphere for students in order to increase students' intention and effort in entrepreneurship and prepare students to launch a business and prepare students to launch a business.	1. My university offers course electives on entrepreneurship 2. My university create awareness of entrepreneurship as a viable career choice Enable 3. My university provides financial means for students to start a new business	(Liu et al., 2022)
Subjective Norm (SN) Defined as an social ideas that is perceived from the perspective of student and their environment about doing or not to take an action, for example, the desire to start a business.	1. Immediate family member I think that I should pursue career as an entrepreneur 2. My closest friends thought that I should pursue a career as an entrepreneur. 3. The people who are important to me think that I should pursue my career as an entrepreneur. 4. Indicate to what extent you attach importance to the opinions of your closest family members as you decide whether or not to pursue a career as an entrepreneur or not? 5. Indicate to what extent do you attach importance to the opinions of your closest family members when you are deciding whether or not to pursue a career as an entrepreneur? 6. Indicate To what extent did you place importance on the opinions of your peers when you were deciding whether or not to pursue a career as an entrepreneur?	(Thi Loan et al., 2024)

RESULTS & DISCUSSION

The research validity was assessed using Factor Loadings (α), while reliability was evaluated through Composite Reliability (CR). We use Confirmatory Factor Analysis (CFA) testing to see the results of factor loading. Validity is considered acceptable at a threshold of 0.5, and CR values should range between 0.6 and 0.8 (Hair et al. 2019). The results of this study can be seen in table 3 which shows that the measurement items used are valid and reliable. Next, we conducted Goodness of Fit (GOF) testing on the CFA model. The results of GOF testing are: CMIN/DF: 2,404; RMSEA 0,80; TLI 0.917; IFI 0,935.

Table 3.
Validity and Reliability

Construct	Item	Loading	CR
EI	EI1	0.54	0.76
	EI2	0.54	
	EI3	0.61	
	EI4	0.58	
	EI5	0.64	
	EI6	0.63	
SN	SN1	0.77	0.84
	SN2	0.87	
	SN3	0.76	
ATT	ATT1	0.62	0.87
	ATT2	0.80	
	ATT3	0.73	
	ATT4	0.83	
	ATT5	0.86	
PUS	PUS1	0.81	0.78
	PUS2	0.89	
	PUS3	0.48	

While the results of hypothesis testing using T value with a value of 1.96. Hypothesis testing results can be seen in table 4. The results of GOF testing on the structural model are as follows: CMIN/DF: 2,354; RMSEA 0,078; NFI: 0,89; IFI; 0,92).

Table 4.
Hypothesis Testing Results

Variable paths	Std estimate(β)	T-Value	P-value	Remarks
PUS \rightarrow ATT	0.71	7.53	***	H1 supported
PUS \rightarrow SN	0.67	7.39	***	H2 supported
ATT \rightarrow EI	0.76	8.09	***	H3 supported
SN \rightarrow EI	0.21	4.12	***	H4 supported

PUS = Perceived University Support; SN = Subjective Norm; EI = Entrepreneurial Intention; ATT = Attitude. *** $p \leq 0.001$.

All hypotheses are supported in this study (See figure 1). PUS has a positive effect on ATT and SN, and ATT and SN have a positive impact on EI. Perceived University Support is the support the university provides to develop students' abilities in entrepreneurship through curriculum, entrepreneurship projects, training, business networks, and others. Meanwhile, attitude (ATT) towards entrepreneurship is a student's evaluation of entrepreneurship as a career choice. This attitude is formed from students' beliefs about the results that might occur if they choose a career as an entrepreneur. The results showed that students who received entrepreneurship support from the

university had a positive attitude towards entrepreneurship. In other words, the university's guidance and facilities will motivate students to consider a career as an entrepreneur.

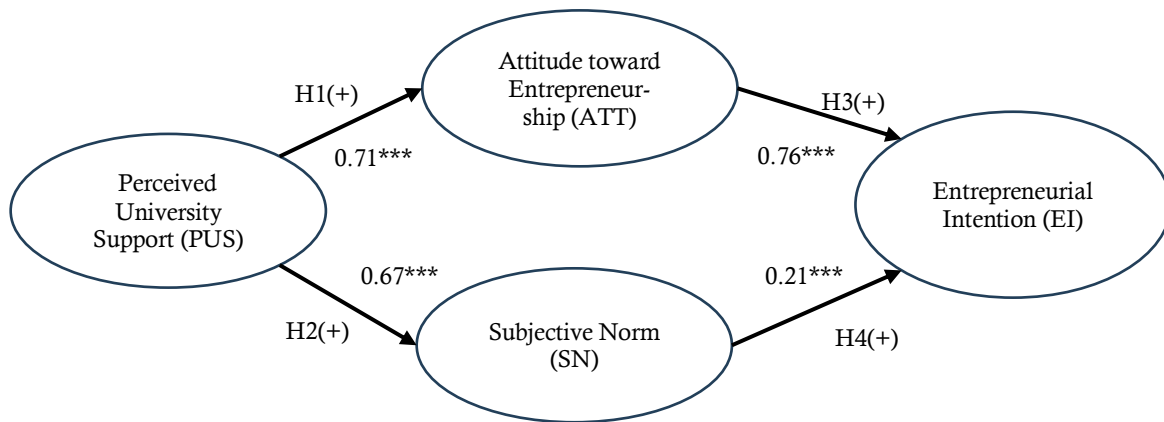


Figure 1.
Hypothesis Testing

Social support is also crucial in shaping entrepreneurial intentions. The responses of friends, relatives, family, etc, regarding the career choice as an entrepreneur are considered necessary. The results of this study show that university support can strengthen subjective norms because this support can change social perceptions of entrepreneurship. The university supports students to engage in entrepreneurial activities, which can grow an entrepreneurial ecosystem built on the background of the same interest in entrepreneurship.

In addition to university support, the results of this study indicate that attitude (ATT) and subjective norms can affect student entrepreneurial intentions. A positive attitude towards entrepreneurship reflects that individuals believe that a career as an entrepreneur can provide good results in terms of the impact generated if they succeed in setting up a business and in terms of profit and emotional effects such as self-motivation to become an entrepreneur. Subjective norm also has an essential role in shaping entrepreneurial intentions. Subjective norms can have an impact on social support from role models, as well as from friends, family, and so on, as well as social acceptance (reducing the fear of rejection). Support from admired people/role models and the closest people, such as family, friends, etc., can increase individual confidence to have strong intentions in entrepreneurship. In addition, social acceptance makes individuals feel confident that career choices as entrepreneurs are not rejected / contrary to what is expected by those around them, so this can increase entrepreneurial intention. Overall, attitude (ATT) and subjective norm (SN) influence Entrepreneurial Intention (EI). When individuals feel that a career as an entrepreneur has a high potential for them to be better and develop, and the surrounding environment supports this, they will be motivated to become entrepreneurs.

CONCLUSION

A career as an entrepreneur is often an attractive option, but it carries a high degree of uncertainty. Uncertainty is undoubtedly one of the obstacles to fostering an entrepreneurial spirit. The results of this study contribute to answering the research question of how to increase the entrepreneurial spirit so that it can be a solution to reducing unemployment. Theoretically, this study contributes to the development of literature. The results of this study found that university support has a crucial influence on forming an entrepreneurial spirit. The results of this study differ from those of Wegner et al. (2019). University support will have an impact on strengthening motivation, both

internally and externally. When students feel they are receiving support in the form of knowledge, entrepreneurial projects, and so on, it can provide internal encouragement that makes them more confident and courageous to start a business.

Additionally, university encouragement can also enhance family and friend support, thereby strengthening external motivation for individuals to choose a career as an entrepreneur. Thus, with strong internal and external motivation, individuals are more likely to have a firm intention to start a business. This research benefits university administrators in developing strategies to enhance entrepreneurial spirit. Developing strategies include creating an entrepreneurship curriculum that equips students with theoretical knowledge and practical skills, workshops, entrepreneurial collaboration networks, and other resources so that students can feel confident in starting their own businesses with the knowledge and skills provided. The entrepreneurship curriculum must be designed clearly and thoroughly so that students gain knowledge and learn from entrepreneurial experiences gained during their university studies.

Additionally, universities can develop entrepreneurial collaborations with various companies to support students in terms of practical field experience and business networks that can benefit students in developing their entrepreneurial spirit. Furthermore, support from friends, family, and others should also be encouraged through the creation of a robust entrepreneurship curriculum. Additionally, universities can establish entrepreneurship mentoring programs for students in small groups.

REFERENCES

- Ajzen, I. (1987). Attitudes, traits, and actions: Dispositional prediction of behavior in personality and social psychology. In L. Berkowitz (Ed.), *Advances in experimental social psychology*, Vol. 20, pp. 1-63. Academic Press. [https://doi.org/10.1016/S0065-2601\(08\)60411-6](https://doi.org/10.1016/S0065-2601(08)60411-6)
- Aliedan, M. M., Elshaer, I. A., Alyahya, M. A., & Sobaih, A. E. E. (2022). Influences of University Education Support on Entrepreneurship Orientation and Entrepreneurship Intention: Application of Theory of Planned Behavior. *Sustainability (Switzerland)*, 14(20). <https://doi.org/10.3390/su142013097>
- Amani, N. (2024). ILO Ramal Angka Pengangguran Global Naik Jadi 52 di 2024. Retrieved from <https://www.liputan6.com/bisnis/read/5502526/ilo-ramal-angka-pengangguran-global-naik-jadi-52-di-2024-waspada>
- Amoros, J.E., Cristi, O., & Naude, W. (2021). Entrepreneurship and subjective well-being: Does the motivation to start-up a firm matter?, *Journal of Business Research*, 127,389-398. <https://doi.org/10.1016/j.jbusres.2020.11.044>
- An, H., & Xu, Y. (2021). Cultivation of Entrepreneurial Talents Through Virtual Entrepreneurship Practice in Higher Education Institutions. *Frontiers in Psychology*, 12(July), 1-12. <https://doi.org/10.3389/fpsyg.2021.690692>
- Anjum, T., Farrukh, M., Heidler, P., & Tautiva, J. A. D. (2021). Entrepreneurial intention: Creativity, entrepreneurship, and university support. *Journal of Open Innovation: Technology, Markets, and Complexity*, 7(1), 1-13. <https://doi.org/10.3390/joitmc7010011>
- Boseke, R. E., & Meiryani, M. (2025). Strategic Entrepreneurship Mediating the Impact of, Financial Literacy and Use of Social Media on MSMEs' Entrepreneurial Orientation in Indonesia. *Journal of Entrepreneurship & Business*, 6(1), 1-19. <https://doi.org/10.24123/jeb.v6i1.6919>
- BPK. (2022). Peraturan Pengembangan Kewirausahaan Nasional Tahun 2021-2024. Retrieved from: <https://peraturan.bpk.go.id/Details/196126/perpres-no-2-tahun-2022>
- Biro Pusat Statistik, B. I. (2023). Unemployment rate was 5.32 percent & average labour wage was 3.18 Milion rupiahs per month. Retrieved from <https://www.bps.go.id/en/pressrelease/2023/11/06/2002/unemployment-rate-was-5-32-percent---average-labour-wage-was-3-18-milion-rupiahs-per-month.html>

- Duong, C. D. (2022). Entrepreneurial fear of failure and the attitude-intention-behavior gap in entrepreneurship: A moderated mediation model. *International Journal of Management Education*, 20(3), 100707. <https://doi.org/10.1016/j.ijme.2022.100707>
- Dewantoro, A. D., Christiananta, B., & Ellitan, L. (2024). The The Impact of Entrepreneurial Orientation and Social Capital on Culinary Business Performance in Surabaya with the Knowledge Creation Process as a Mediating Variable. *Journal of Entrepreneurship & Business*, 5(3), 236 - 246. <https://doi.org/10.24123/jeb.v5i3.6349>
- Effendi, E., & Hannany, Z. (2025a). BPS: Indonesia saw highest unemployment in ASEAN, job quality worsens. Retrieved from <https://www.idnfinancials.com/jp/news/54292/bps-indonesia-saw-highest-unemployment-in-asean-job-quality-worsens>
- Gallegos, A., Valencia-Arias, A., Aliaga Bravo, V. D. C., Teodori de la Puente, R., Valencia, J., Uribe-Bedoya, H., Briceño Huerta, V., Vega-Mori, L., & Rodriguez-Correa, P. (2024). Factors that determine the entrepreneurial intention of university students: a gender perspective in the context of an emerging economy. *Cogent Social Sciences*, 10(1). <https://doi.org/10.1080/23311886.2024.2301812>
- Gultom, S., Dalle, J., Restu., & Baharuddin, H. G. S. (2020). The Influence of attitudes and subjective norm on citizen;s intention to use e-government services. *Journal of security sand sustainability issues*, 9(M), 173-187. [http://doi.org/10.9770/jssi.2020.9.M\(14\)](http://doi.org/10.9770/jssi.2020.9.M(14))
- Hair Jr, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2019). *Multivariate data analysis* (8th ed.). Andover, Hampshire ENG: Cengage.
- Huang, Z., & Kee, D. M. H. (2024). Exploring entrepreneurial intention: The roles of proactive personality, education, opportunity and Planned Behavior. *Heliyon*, 10(11), e31714. <https://doi.org/10.1016/j.heliyon.2024.e31714>
- Joensuu-Salo, S., Varamaki, E., & Viljamäa, A. (2015). Beyond intention-What makes a student start a film? *Education++ Training*, 57(8/9).853-873. <https://doi.org/10.1108/ET-11-2014-0142>
- Kemdikbud. (2023). Perguruan Tinggi Siap Kembangkan Potensi Wirausaha Muda Indonesia Melalui Wirausaha Merdeka. Data retrived from: <https://www.kemdikbud.go.id/main/blog/2023/07/perguruan-tinggi-siap-kembangkan-potensi-wirausaha-muda-indonesia-melalui-program-wirausaha-merdeka>
- Kraaijenbrink, J., Bos, G., & Groen, A. (2010). What do students think of the entrepreneurial support given by their universities? *International Journal of Entrepreneurship and Small Business*, 9(1), 110-125. <http://dx.doi.org/10.1504/IJESB.2010.029512>
- Liñán, F., & Chen, Y. (2009). Development and cross-cultural application of a specific instrument to measure entrepreneurial intentions. *Entrepreneurship Theory and Practice*, 33(3), 593–617. [doi:10.1111/j.1540-6520.2009.00318.x](https://doi.org/10.1111/j.1540-6520.2009.00318.x)
- Liu, M., Gorgievski, M. J., Qi, J., & Paas, F. (2022). Perceived university support and entrepreneurial intentions: Do different students benefit differently? *Studies in Educational Evaluation*, 73(April), 101150. <https://doi.org/10.1016/j.stueduc.2022.101150>
- Li, X., Rahman, M. S., & Yu, L. (2024). Is University Support Effective? A Longitudinal Study of Cultural Adaptation of South Asian Students in Chinese Universities, *Journal of Studies in International Education*, 28(4) 643–662. [doi: 10.1177/10283153231211993](https://doi.org/10.1177/10283153231211993)
- Lortie, J & Castogiovanni, G. (2015). The theory of planned behavior in entrepreneurship research: What we know and future directions. *International Entrepreneurship and Management Journal*, 11(4), 935-957. <https://doi.org/10.1007/s11365-05-0358-3>
- Majeed, A., Ghumman, A. R., Abbas, Q., & Ahmad, Z. (2021). Role of Entrepreneurial Passion between Entrepreneurial Attitude, Subjective Norms, Perceived Behavioral Control, and Entrepreneurial Intention: Measuring the Entrepreneurial Behavior of Pakistani Students. *Pakistan Journal of Commerce and Social Sciences*, 15(3), 636-662.

- Mahmoud, M.A., Garba, A.S., Abdullah, Y.A., & Ali, A. I. (2020). Assessment of Entrepreneurship Education on the Relationship Between Attitude, Subjective Norms, Perceived Behavioural Control and Entrepreneurial Intention. *International Journal of Business and Technopreneurship*, 10 (2), 197-210.
- Saeed, S., Yousafzai, S. Y., Yani-De-Soriano, M., & Muffatto, M. (2015). The Role of Perceived University Support in the Formation of Students' Entrepreneurial Intention. *Journal of Small Business Management*, 53(4), 1127–1145. <https://doi.org/10.1111/jsbm.12090>
- Sampene, A. K., Li, C., Khan, A., Agyeman, F. O., & Opoku, R. K. (2023). Yes! I want to be an entrepreneur: A study on university students' entrepreneurship intentions through the theory of planned behavior. *Current Psychology*, 42(25), 21578-21596. <https://doi.org/10.1007/s12144-022-03161-4>
- Santos, S. C., & Liguori, E. W. (2020). Entrepreneurial self-efficacy and intentions: Outcome expectations as mediator and subjective norms as moderator. *International Journal of Entrepreneurial Behaviour and Research*, 26(3), 400-415. <https://doi.org/10.1108/IJEBr-07-2019-0436>
- Saoula, O., Abid, M. F., Ahmad, M. J., & Shamim, A. (2024). What drives entrepreneurial intentions? interplay between entrepreneurial education, financial support, role models and attitude towards entrepreneurship. *Asia Pacific Journal of Innovation and Entrepreneurship*, 19(2), 128–148. [doi:10.1108/apjie-10-2023-0189](https://doi.org/10.1108/apjie-10-2023-0189)
- Shi, L., Yao, X., & Wu, W. (2020). Perceived university support, entrepreneurial self-efficacy, heterogeneous entrepreneurial intentions in entrepreneurship education: The moderating role of the Chinese sense of face. *Journal of Entrepreneurship in Emerging Economies*, 12(2), 205-230. <https://doi.org/10.1108/JEEE-04-2019-0040>
- Sousa-Filho, J. M. de, Lessa, B. de S., Garcia-Salirrosas, E. E., & Castro, J. L. de C. (2023). The role of fear of failure on students' entrepreneurial intentions in Latin America. *International Journal of Management Education*, 21(3). <https://doi.org/10.1016/j.ijme.2023.100880>
- Thi Loan, N., Monzon Libo-on, R., Tuan Linh, T., & Nam, N. K. (2024). Does social media foster students' entrepreneurial intentions? *Cogent Business and Management*, 11(1). <https://doi.org/10.1080/23311975.2023.2298191>
- Tornikoski, E., & Maalaoui, A. (2019). Critical reflections - The Theory of Planned Behaviour: An interview with Icek Ajzen with implications for entrepreneurship research. *International Small Business Journal: Researching Entrepreneurship*, 37(5), 536-550. <https://doi.org/10.1177/0266242619829681>
- Turra, G. M. S., & Melinda, T. (2021). Personal Attitude, Subjective Norm, and Perceived Behavioral Control: Differentiating Factors of Entrepreneurial Intention of High School Students who are Joining and not Joining the Entrepreneurship Education in an International School. *KnE Social Sciences*, 2021, 366-377. <https://doi.org/10.18502/kss.v5i5.8823>
- Vamvaka, V., Stoforos, C., Palaskas, T., & Botsaris, C. (2020). Attitude toward entrepreneurship, perceived behavioral control, and entrepreneurial intention: dimensionality, structural relationships, and gender differences. *Journal of Innovation and Entrepreneurship*, 9(1). <https://doi.org/10.1186/s13731-020-0112-0>
- Van Gelderen, M., Brand, M., van Praag, M., Bodewes, W., Poutsma, E., & van Gils, A. (2008). Explaining Entrepreneurial Intentions by Means of the Theory of Planned Behaviour. *Career Development International*, 13 (6), 538-559. <https://doi.org/10.1108/13620430810901688>
- Wegner, D., Thomas, E., Teixeira, E. K., & Maehler, A. E. (2019). University entrepreneurial push strategy and students' entrepreneurial intention. *International Journal of Entrepreneurial Behaviour and Research*, 26(2), 307-325. <https://doi.org/10.1108/IJEBr-10-2018-0648>