

The Effect of Entrepreneurship Attitude and Knowledge on Entrepreneurial Intention of Students

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Abstract

Intention in entrepreneurship is the basis in the formation of the entrepreneurial spirit of students, while intention in entrepreneurship itself can be influenced by entrepreneurial knowledge. For this reason, FEBI UIN Bukittinggi students are expected to be able to master entrepreneurial knowledge as a provision in entrepreneurship, which can be obtained through; entrepreneurship training, entrepreneurship practicum, and Student Entrepreneurship Program (PWM) held by the institution. The purpose of this study was to examine and analyze the effect of entrepreneurial attitudes and knowledge on entrepreneurial intention in FEBI UIN Bukittinggi students. The research sample was drawn by quota random sampling based on a balanced proportion of the existing study programs at FEBI. Respondents are students who will graduate (at least semester IV for DIII, and semester VI for S1), for the three study programs contained in FEBI UIN Bukittinggi, totaling 136 people. The results showed that entrepreneurial attitude had no effect on entrepreneurial intention, while entrepreneurial knowledge had an influence on entrepreneurial intention in FEBI UIN Bukittinggi students.

Keywords: Attitude, Knowledge of Entrepreneurship, intention in entrepreneurship

Abstrak

Minat berwirausaha menjadi dasar dalam pembentukan jiwa kewirausahaan mahasiswa, sedangkan minat berwirausaha itu sendiri dapat dipengaruhi oleh pengetahuan kewirausahaan. Untuk itu mahasiswa FEBI UIN Bukittinggi diharapkan dapat menguasai pengetahuan kewirausahaan sebagai bekal dalam berwirausaha, yang dapat diperoleh melalui; pelatihan kewirausahaan, praktikum kewirausahaan, dan Program Wirausaha Mahasiswa (PWM) yang diadakan oleh lembaga. Tujuan penelitian ini adalah untuk menguji dan menganalisa pengaruh sikap dan pengetahuan kewirausahaan terhadap minat berwirausaha mahasiswa FEBI UIN Bukittinggi. Adapun sampel penelitian ditarik dengan quota random sampling berdasarkan proporsi berimbang pada program studi yang ada pada FEBI. Responden adalah mahasiswa yang akan divisuda (minimal semester IV untuk DIII, dan semester VI pada S1), untuk tiga program studi yang terdapat pada FEBI UIN Bukittinggi yang berjumlah 136 orang. Hasil

penelitian memperlihatkan bahwa sikap kewirausahaan tidak memiliki pengaruh pada minat berwirausaha, sedangkan pengetahuan kewirausahaan memiliki pengaruh terhadap minat berwirausaha mahasiswa FEBI UIN Bukittinggi.

Kata Kunci: *sikap, pengetahuan kewirausahaan, minat berwirausaha*

Introduction

It is a must for FEBI UIN Bukittinggi to realize competitive graduates, both in the academic field and in the field of work or the business world. In the academic field, graduates are expected to master various knowledge and skills that support them to continue education to a higher level. At the same time, in the business world, the institution can provide the ability for students or graduates to get decent jobs or for entrepreneurs to create new jobs for others.

In Bharata, it is so important to have an ability in entrepreneurship for students or graduates.¹ In realizing entrepreneurship in students is inseparable from the role of tertiary institutions. To do entrepreneurship, we need to start with entrepreneurial intention. Entrepreneurial intention is a desire to do entrepreneurship. Entrepreneurial attitudes and knowledge can nurture student entrepreneurial intentions. Attitudes in entrepreneurship are an individual's mental and emotional readiness to carry out entrepreneurial activities.

Entrepreneurship knowledge is a basic one must have to be able to do entrepreneurship.

Some research results state about entrepreneurial attitudes and entrepreneurial intentions of students; they are; Anam², and Prasetya³ stated that the entrepreneurial attitude held by students could influence intention in entrepreneurship. With the intention or desire for entrepreneurship owned by college graduates, they are not dependent on job seekers but can create new businesses or jobs.

Ludwina and Selly also suggested that attitudes influence the intentions of student entrepreneurship.⁴ Some of the same research results were also stated by Asep and Supriatna, where attitudes influence students' intentions in entrepreneurship⁵. Also, Muhammad et al. suggested that entrepreneurial attitudes influence the entrepreneurial intention in students.⁶ Then the results of Rini and Yani's research also put forward the same thing.⁷

Some of the studies above state that entrepreneurial attitudes can influence students' entrepreneurial intentions. For this reason,

¹ Wira Bharata, Pengaruh Pendidikan Kewirausahaan dan Motivasi Usaha Terhadap Minat Berwirausaha (Studi Pada Mahasiswa Fakultas Ekonomi Universitas Muhammadiyah Ponorogo)', *Capital: Jurnal Ekonomi Dan Manajemen*, 2.2 (2019), 98 <<https://doi.org/10.25273/capital.v2i2.3985>>.

² Muhammad Syariful Anam and others, 'Pengaruh Sikap, Norma Subjektif, Religiusitas, Pengetahuan Kewirausahaan, dan Faktor Demografi Terhadap Minat Berwirausaha', *Jurnal Ilmu Manajemen*, 9.4 (2021), 1369–82 <<https://doi.org/10.26740/jim.v9n4.p1369-1382>>.

³ Hendra - Prasetya and Hendra - Prasetya, 'Pengaruh Sikap dan Pendidikan Kewirausahaan Pada Minat Berwirausaha', *EKOBIS : Jurnal Ilmu Manajemen dan Akuntansi*, 9.1 (2021), 81–89 <<https://doi.org/10.36596/ekobis.v9i1.506>>.

⁴ Ludwina Pormes and Selly Sipakoly, 'Pengaruh Sikap dan Motivasi Terhadap Niatt Berwirausaha (Studi

Pada Mahasiswa Jurusan Akuntansi Politeknik Negeri Ambon)', *Jurnal Maneksi*, 8.2 (2019), 204–12.

⁵ Asep Munawar and Nono Supriatna, 'Pengaruh Sikap dan Motivasi Terhadap Minat Berwirausaha Siswa', *OIKOS Jurnal Kajian Pendidikan Ekonomi Dan Ilmu Ekonomi*, II (2018), 14–23 <<https://doi.org/10.23969/oikos.v2i1.916>>.

⁶ Program Studi, Pendidikan Ekonomi, and Universitas Hamzanwadi, 'Pengaruh Pengetahuan dan Sikap Terhadap Minat Berwirausaha pada Mahasiswa Program Kewirausahaan Lintas Prodi', 5.2 (2021), 365–75 <<https://doi.org/10.29408/jpek.v5i2.4842>>.

⁷ Sulastrri Rini Rindrayani, 'Pengaruh Praktik Kewirausahaan, Lingkungan Keluarga dan Sikap Kewirausahaan Terhadap Minat Berwirausaha Pada Mahasiswa Program Studi Pendidikan Ekonomi Stkip Pgri Tulungagung', *Jurnal Pendidikan Ekonomi ...*, Kewirausah (2017), 37–53.

universities need to be efforts to form student entrepreneurial attitudes such as preparedness of mentality, knowledge and skills readiness, and source readiness if they want students not to be unemployed after college. All of which can be formed through education in university institutions.

Besides the attitudes in entrepreneurship, knowledge can also affect students' entrepreneurial intentions. From several studies on entrepreneurial knowledge and entrepreneurial intentions, Josia and Hani suggested that entrepreneurial knowledge could influence the intentions of entrepreneurship⁸. Also, Khairinal et al. suggested that entrepreneurial knowledge can influence entrepreneurial intention. Furthermore, Bida Sari and Maryati also stated that entrepreneurial knowledge could influence entrepreneurial intentions⁹.

Then also the results of Elida¹⁰, Marfuah¹¹, Agung¹² and Adniyana's research¹³ state that entrepreneurial intention that arises in students can be influenced by entrepreneurial knowledge gained on the lecture bench. For this reason, institutions must provide student entrepreneurial knowledge through face-to-face lectures,

practicums, training, and student entrepreneurial programs.

From some of the above studies, it also appears that students' entrepreneurial intentions can be influenced by entrepreneurial knowledge. Entrepreneurial intention can foster an entrepreneurial soul as an individual student competency that can be made as capital in dealing with the business world. By University, it helps to provide a variety of knowledge to students, including entrepreneurial knowledge, which can shape students' entrepreneurial intentions and souls, which is very useful for them after finishing college, especially for graduates who enter the business world.

Several researchers examined entrepreneurship attitudes, entrepreneurial knowledge and their influence on students' entrepreneurial intentions; Anam¹⁴, Prasetya¹⁵, Nydia (2019)¹⁶, Dede¹⁷, and Muhammad¹⁸, state that entrepreneurial attitudes and knowledge influence entrepreneurial intentions. The results of research from Josia suggest that entrepreneurial attitudes do not affect the intentions of student entrepreneurship. Meanwhile, the results of research from Josia¹⁹ suggest that entrepreneurial attitudes do not

⁸ Josia Sanchaya Hendrawan and Hani Sirine, 'Pengaruh Sikap Mandiri, Motivasi, Pengetahuan Kewirausahaan terhadap Minat Berwirausaha (Studi Kasus Pada Mahasiswa Feb Uksw Konsentrasi Kewirausahaan)', *Ajie-Asian Journal Of Innovation And Entrepreneurship*, 02.03 (2017), 2477–3824.

⁹ Bida Sari and Maryati Rahayu, 'Pengaruh Lingkungan, Pendidikan Kewirausahaan Dan Penggunaan E-Commerce Pada Peningkatan Minat Berwirausaha Mahasiswa FEB UPI YAP', *Jurnal IKRA-ITTH Ekonomika*, 2.3 (2020), 23.

¹⁰ Elida Gultom, 'Pengaruh E-Commerce, Pengetahuan Kewirausahaan Dan Lingkungan Keluarga Terhadap Minat Berwirausaha Mahasiswa (Studi Pada Mahasiswa Program S1 Manajemen Sekolah Tinggi Ilmu Ekonomi ...)', *Journal of Business and Economics Research ...*, 2.2 (2021), 40–46.

¹¹ Marfuah Marfuah, 'Pengaruh Pengetahuan Kewirausahaan, Motivasi Berwirausaha Dan Menanamkan Jiwa Leadership Terhadap Minat Berwirausaha', *SINAU: Jurnal Ilmu Pendidikan Dan Humaniora*, 7.1 (2021), 1–12
<<https://doi.org/10.37842/sinau.v7i1.56>>.

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¹² Anak Agung Gde Mantra Suarjana and Luh Mei Wahyuni, 'Faktor Penentu Minat Berwirausaha Mahasiswa (Suatu Evaluasi Pembelajaran)', *Jurnal Bisnis Dan Kewirausahaan*, 13.1 (2017), 11–22
<<https://doi.org/10.31940/jbk.v13i1.687>>.

¹³ I. Adnyana and N. Purnami, 'Pengaruh Pendidikan Kewirausahaan, Self Efficacy Dan Locus of Control Pada Niat Berwirausaha', *E-jurnal Manajemen Universitas Udayana*, 5.2 (2016), 253915.

¹⁴ Anam and others.

¹⁵ Prasetya and Prasetya.

¹⁶ Nydia Wirawati, Cliff Kohardinata, and Deandra Vidyanata, 'Analisis Sikap Kewirausahaan Sebagai Mediasi Antara Pendidikan Kewirausahaan Terhadap Intensi Kewirausahaan Di Universitas Ciputra', *Performa: Jurnal Manajemen Dan Start-Up Bisnis*, 3.6 (2019), 709–20.

¹⁷ Dede Kurnia, Kusnendi, and Chairul Furqon, 'Pengaruh Pengetahuan Kewirausahaan Dan Efikasi Diri Terhadap Minat Wirausaha', 2018, 6.2 (2018), 48–56.

¹⁸ Studi, Ekonomi, and Hamzanwadi.

¹⁹ Sanchaya Hendrawan and Sirine.

affect the intentions of student entrepreneurship.

Regarding the business world today, it is seen that it is increasingly limited employment for university graduates. To address this, universities must provide entrepreneurial knowledge to students, which can benefit them after graduation. Entrepreneurship is one alternative to overcoming the problem of unemployment in our country. Unemployment is caused by limited available employment, while the workforce always increases in a year, including university graduates²⁰. So, to overcome the problem of unemployment, there needs to be a university effort to provide entrepreneurial skills to students or graduates.

Ability in entrepreneurship for students can be formed in the period of education on a college basis through building entrepreneurial attitudes and then lecturing them with entrepreneurial knowledge by higher education institutions, including FEBI Bukittinggi, so students are motivated to carry out entrepreneurial activities after college. They can jump into the business world by starting to try on a small scale, which is done with perseverance, earnestness and tenacity. It will continue to be carried out until the business is large-scale and growing. If their business has already grown, it will certainly require an increase in labour which can also help reduce unemployment.

This research aims to test whether attitudes toward entrepreneurship and entrepreneurial knowledge influence students' entrepreneurial intention by looking at the influence of these two variables in the student

environment of FEBI UIN Bukittinggi. It is hoped that the results of this study contribute to the development of student entrepreneurial intentions through academic policies related to increasing student entrepreneurial intention.

The Foundation of Theory Entrepreneurship Attitude.

Nydia et al. state several definitions of entrepreneurial attitudes, namely²¹.; first, interpreting entrepreneurial attitudes as individual concepts and tendencies for entrepreneurship; both entrepreneurial attitudes are Graphican and emotional tendencies in entrepreneurship. So, it can be stated that an entrepreneur must have an entrepreneurial attitude. Then Yusuf et al. also state some definitions of the company's attitude:²² Ismail expressed that the attitude of entrepreneurship is a form of trust related to the results. Hendro added that entrepreneurial attitudes are readiness for a person to responding entrepreneurial traits.

Selvi & Untari state that an entrepreneurial attitude is a mental attitude that someone has.²³ So, it can be stated that the attitude of entrepreneurship is a form of individual personality in responding to entrepreneurial characteristics that can be the basis for forming an intention in entrepreneurship. If students own this, it can certainly be used as potential in the development of the entrepreneurial spirit of students

Entrepreneurship Knowledge.

Mustofa²⁴ and Dhanial²⁵ state that entrepreneurial knowledge is an intellectual ability that a person has to create something useful in human life. Regarding that, FEBI

²⁰ Leonardus Salman, (2014), *Kewirausahaan, Teori, Praktik, dan Kasus-Kasus*, Jakarta: Penerbit Selemba Empat, h.22

²¹ Wirawati, Kohardinata, and Vidyanata.

²² Ramayani Yusuf, Heny Hendawati, and Lili Adi Wibowo, 'Pengaruh Konten Pemasaran Shopee Terhadap Pembelian Pelanggan', *Jurnal Manajemen Pendidikan Dan Ilmu Sosial*, 1.2 (2020), 506–15 <<https://doi.org/10.38035/JMPIS>>.

²³ Evi Selvi and Dewi Untari, 'Sikap Motivasi Dan Pengembangan Jiwa Kewirausahaan Studi Kasus Harfandi, Zulhelmi dan Era Sonita

Mahasiswa Politeknik Kridatama', *Widya Cipta - Jurnal Sekretari Dan Manajemen*, 3.1 (2019), 51–60 <<https://doi.org/10.31294/widyacipta.v3i1.5102>>.

²⁴ Sanchaya Hendrawan and Sirine.

²⁵ Rama Dhanial, 'Pengaruh Pengetahuan Kewirausahaan Dan Praktek Kewirausahaan Dalam Menumbuhkembangkan Perilaku Kewirausahaan Mahasiswa', *Manajemen Dan Kewirausahaan*, 9.2 (2018), 64 <<https://doi.org/10.31317/jmk.9.2.64-76.2018>>.

Bukittinggi knows the importance of entrepreneurial knowledge for students.

Sumarno and Gimin suggested that entrepreneurial education is a method and activity for entrepreneurship²⁶. Sumarno and Gimin suggested that entrepreneurial education is a method and activity for entrepreneurship.

Rafika states that entrepreneurship education's goal is to realise student entrepreneurship²⁷. Then added by Bungatang and Nourhalima, entrepreneurship education is a science related to entrepreneurship.²⁸ From the entrepreneurship education given by FEBI UIN Bukittinggi to proclaim the entrepreneurial intention of students and graduates, which can be provided for graduates in addressing the world of work.

Ni Made suggested that entrepreneurial knowledge can increase student entrepreneurial intention²⁹. Intention or motivation in entrepreneurship is essential, so in entrepreneurship learning, there needs to be an effort to instil intention in conducting entrepreneurial activities.

Kustini et al. state the definition of entrepreneurship;³⁰ Entrepreneurship education is an effort to gain knowledge and attitude in entrepreneurship; subsequently, Lo Choi Tung said entrepreneurship education is a process of transferring knowledge and expertise to

students. FEBI UIN Bukittinggi provides entrepreneurial knowledge to students in courses that the students in each study program must take.

Entrepreneurial Intention.

Anam states that the definition of entrepreneurial intention is the desire to work hard to develop a business.³¹ Also quoted in Prasetya³² entrepreneurial intention, according to Katz and Gatner, as a process of seeking information to open a business. Then, Li expressed that the entrepreneurial intention is the desire to open a business independently. Furthermore, according to Fu'adi and Lorz in Dede³³, entrepreneurial intention is the motivation to establish a business. Thompson expressed entrepreneurial intention as an individual's belief in establishing a new business.

Siti & Rofiuddin state several definitions of entrepreneurial intention, that are;³⁴ Hendrawan & Sirine state that entrepreneurial intention is an individual's desire to create a business, then Suryawan define entrepreneurial intention as a strong desire for entrepreneurship. In Westri & Harie³⁵, Atmaja expressed an entrepreneurial intention as an individual's desire to create a business. Regarding this, entrepreneurial intention needs to be instilled in students as a basis for creating businesses to meet their needs in life.

²⁶ Sumarno dan Gimin, 'Analisis Konseptual Teoretik Pendidikan Kewirausahaan Sebagai Solusi Dampak Era Industri 4.0 Di Indonesia', *JURNAL PENDIDIKAN EKONOMI: Jurnal Ilmiah Ilmu Pendidikan, Ilmu Ekonomi Dan Ilmu Sosial*, 13.2 (2019), 1 <<https://doi.org/10.19184/jpe.v13i2.12557>>.

²⁷ Rafika Rahmadani, 'Analisis Faktor-Faktor Yang Mempengaruhi Pendidikan Kewirausahaan (Entrepreneurship Education) Di Perguruan Tinggi Negeri Kota Bandung', *SOSIO-DIDAKTIKA: Social Science Education Journal*, 1.1 (2018), 47–53 <<https://doi.org/10.15408/sd.v1i1.9522>>.

²⁸ Bungatang and Nourhalima, 'Pengaruh Kepribadian, Pengetahuan dan Lingkungan Terhadap Kinerja Usaha', *Jurnal Mirai Management*, Volume 5.Issue 2 (2020), 256–66.

²⁹ Ni Made, 'Peran Pengetahuan Dan Motivasi Terhadap Peningkatan Minat Berwirausaha Mahasiswa Universitas Pendidikan Ganesha', 4.1 (2020), 13–24.

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³⁰ Annesya Dhyta Ayuni and - Kustini, 'Kontribusi Pendidikan Kewirausahaan dan Internal Locus of Control Terhadap Intensi Kewirausahaan (Studi Pada Mahasiswa Fakultas Ekonomi Dan Bisnis di Universitas Pembangunan Nasional "Veteran" Jawa Timur)', *Jurnal Studi Manajemen Dan Bisnis*, 7.2 (2020), 152–60 <<https://doi.org/10.21107/jsmb.v7i2.9140>>.

³¹ Anam and others.

³² Prasetya and Prasetya.

³³ Kurnia, Kusnendi, and Furqon.

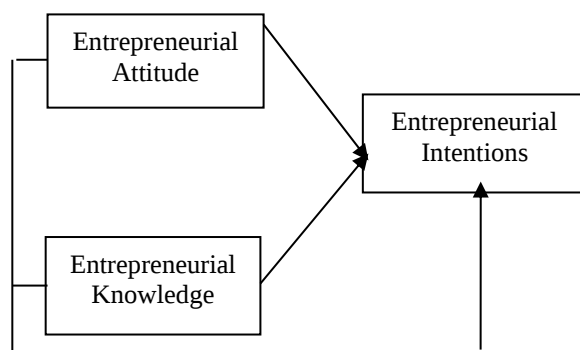
³⁴ Siti Maullah and Mohammad Rofiuddin, 'Mengukur Minat Berwirausaha dengan Menggunakan Pendekatan Theory of Planned Behavior Dan Religiusitas', *Journal of Management and Digital Business*, 1.2 (2021), 105–21.

³⁵ Subhan Harie and Westri Andayanti, 'Pengaruh Motivasi Wirausaha Terhadap Minat Berwirausaha Mahasiswa', *Intelektium*, 1.2 (2020), 107–14 <<https://doi.org/10.37010/int.v1i2.187>>.

Siti et al. expressed entrepreneurial intention as an individual's desire to do a business.³⁶ Entrepreneurial intentions can be realized through student entrepreneur knowledge. Furthermore, in Ade³⁷, Yekti expressed an entrepreneurial intention that could arise from the mastery of knowledge about entrepreneurship. So, it can be stated that entrepreneurial intention is a person's desire to create a business to meet his life's needs. FEBI UIN Bukittinggi seeks to foster entrepreneurial intention by forming entrepreneurial attitudes and knowledge for the students.

The Framework of Thinking and Hypotheses Development

From the previous information can be stated the following framework of thinking as Graphic:



Graphic 1. The Framework of Thinking

Anam (2021) and Prasetya (2021) state that the students' entrepreneurial attitude influences their intention in entrepreneurship. Ludwina and Selly (2019) also suggested that attitudes influence the intentions of student entrepreneurs. Asep and Supriatna (2018) express that attitudes influence student entrepreneurs' intentions. Then Muhammad et al. (2021) suggested that entrepreneurial attitudes influence the entrepreneurial intention in students. So, it can be

stated temporarily that entrepreneurial attitudes affect the intentions of student entrepreneurs.

H₁: The entrepreneurial attitude influenced the entrepreneurial intentions of FEBI UIN Bukittinggi students.

Josia and Hani (2017) suggest that entrepreneurial knowledge influences the intention in entrepreneurship. Khairinal et al. (2022) state that entrepreneurial knowledge can affect entrepreneurial intention. Bida Sari and Maryati (2020) also suggest that entrepreneurial knowledge can influence entrepreneurial intentions. Then also Elida (2021), Marfuah (2021), Agung (2017) and Adniyana (2016) state that entrepreneurial knowledge influences entrepreneurial intentions. So, it was stated a temporary allegation that the intentions of student entrepreneurs influenced entrepreneurial knowledge.

H₂: Entrepreneurship knowledge influences the entrepreneurial intentions of FEBI UIN Bukittinggi students.

Then Anam (2021), Prasetya (2021), Nydia (2019), Dede (2018), and Muhammad et al. (2021) state that entrepreneurial attitudes and entrepreneurial knowledge influence entrepreneurial intentions. The research results from Josia and Hani (2017) suggest that entrepreneurial attitudes do not affect students' entrepreneurial intentions. So, it can be stated temporarily that students' entrepreneurial intentions affect attitudes and entrepreneurial knowledge.

H₁₂: Attitudes and knowledge Entrepreneurship influences the entrepreneurial intentions of FEBI UIN Bukittinggi students

³⁶ Aslimah Siti, Nur Aini Lia, and Romadona Ugik, 'Jurnal Inovasi Penelitian', *Jurnal Inovasi Penelitian*, 1.1 (2017), 37–42.

³⁷ Ade Nurhayati, 'Implementasi Jiwa Wirausaha dan Pemanfaatan Media Sosial Terhadap Minat Harfandi, Zulhelmi dan Era Sonita

Berwirausaha pada Mahasiswi Purwakarta', *Eqien: Jurnal Ekonomi Dan Bisnis*, 7.2 (2020), 87–94 <<https://doi.org/10.34308/eqien.v7i2.141>>.

With the intention or desire for entrepreneurship owned by college graduates, they are not dependent on job seekers but can create new businesses or jobs.

Method

Population and Samples

The population in this service is all FEBI UIN Bukittinggi students, with a total of 2,392 people spread over 3 (three) study programs: Diploma of Sharia Banking, Islamic Economy, Sharia Banking, and Sharia Accounting. Samples are drawn with random quota *sampling* based on balanced proportions, taken on the three study programs in the FEBI UIN Bukittinggi, especially students that will graduate, except for the Sharia Accounting study program as shown in the following table:

Table 1: Population and Sample Details

Study Program	Population	Sample
Diploma of Sharia Banking	265	16
Islamic Economy	970	50
Sharia Banking	1.085	70
Sharia Accounting	72	-
Total	2.392	136

Source: FEBI Bukittinggi

Data Collection Techniques.

Primary data in this study were collected from respondents' answers to the questionnaire that had been distributed. Meanwhile, secondary data was obtained from the archives and publications in the FEBI UIN Bukittinggi.

Research Instrument.

In this study, the authors used the instrument of the following table:

Table 2. Variabel Instrumen Penelitian

Variable	Indication	Item Instrument
Entrepreneurial Attitude	Has values: religious, honesty, tolerance and solidaritas in entrepreneurship	1 - 4
	Have ideas and creativity in improving quality, as well as caring for	5 - 11

Entrepreneurial Knowledge	applicable norms and rules	
	Have a strong passion in learning, and try and drive to excel	12 - 17
	Have confidence, and ambition to always excel in entrepreneurship.	18 - 22
	Have knowledge and ideas about entrepreneurship	1 - 5
	Have knowledge about business administration	6 - 7
Entrepreneurial Intention	Have knowledge about business prospects	8 - 11
	Have knowledge about business management	12 - 22
	Have interest, perseverance, and motivation in entrepreneurship	1 - 3
	Have a desire to explore and produce economic resources	4 - 5
	Have the delicacy and honesty in entrepreneurship	5 - 6
	Has an entrepreneurial soul and skills	7 - 22

The next step is to collect the scores obtained from the respondent, then define the average values, and then find out the level of achievement of the respondent in the study variable by using the Arikunto formula (2005:44) as follows:

$$P = \frac{X}{n} \times 100 \%$$

Remarks :

P = the percentage of variable level achievement

X = Average Score

N = Total of maximum score

With the criteria as follows:

- Value p between 81 – 100% = very good
- Value p between 61 – 81% = good
- Value p between 41 – 60% = quite good
- Value p between 21 – 40% = not good
- Value p between 0 – 20% = bad

Instrument Test.

Some instrument tests the one did are Validity and Reliability Test, data normality test and classic test.

Results Validity tests are used to measure valid or not sequences (questionnaires). In measuring validity, if the CITC value > 0.361 , the question or statement submitted can be valid.

The reliability test is to measure whether a questionnaire is reliably or not. It is reliable if the respondent's answer to the question is consistent or stable. Reliability tests are carried out with measuring instruments Cronbach Alpha. If the value Cronbach Alpha is close to one, which states that the measurement is reliable.

Multicollinearity Test Results saw the relationship (correlation) of fellow free variables. To determine whether or not multicollinearity is carried out using the VIF magnitude method (Variance Inflation Factor), that is :

$$VIF = \frac{1}{(1 - r_{ij}^2)}$$

If the VIF value ≥ 5 , means that there is a high correlation of fellow free variables, showing there are cases of multicollinearity; otherwise, if the value of VIF < 5 , then there are no cases of multicollinearity on α 5%.

The normality test is done by looking at the distribution of data, whether normal or not. This test is carried out with the Kolmogorov-Smirnov test as follows:

$$D = \sup_x |F_n(x) - F_0(x)|$$

With provisions that If n sig value $< \alpha$, the data distribution is not spread normally.

If sig α , then data distribution is spread normally.

Heteroskedasticity Test.

It is a method to see the presence of heteroskedasticity in one variant of the therm error (Ut); a regression model is the Park test method.

$$U_t^2 = f(x_1, x_2, x_3)$$

With equation:

$$\sigma_{u_i}^2 = f(x_i) = \sigma^2 x_i^\beta e^{v_i}$$

With the following conditions:

If the value $\text{sig} \geq \alpha$: heterokedasticity variant

If the value $\text{sig} < \alpha$: Variants are no heterokedasticity

Hypothesis Testing.

Test t is used to find out the significant level of variable entrepreneurial attitudes and entrepreneurial knowledge of entrepreneurial intentions of FEBI UIN Bukittinggi students design equation as follows:

$$t_{hit} = \frac{\beta_i}{S(\beta_i)}$$

Remarks :

t_{hit} = Calculated value t

β_i = Regression Coefficient of Variabel Xi

$S(\beta_i)$ = Standard error of the coefficient β_i

For this test the following hypothesis is used:

$H_o : \beta_1 = \beta_2 = 0$ (no influence)

$H_a : \beta_1 \neq \beta \neq 0$ (there is influence)

Test F is used to test a significant level of variable of entrepreneurial and entrepreneurial knowledge together with entrepreneurial intentions of FEBI UIN Bukittinggi student with equations as follows::

$$F = \frac{R^2 / k - 1}{1 - R^2 / n - k}$$

Remarks :

F = Calculated F value

k = Number of influence variables and variable be affected

n = Number of years of observation

R^2 = Determination Coefficient

Data Analysis Techniques.

It is used to measure the influence of entrepreneurial attitude variables and entrepreneurial knowledge on the entrepreneurial intentions of FEBI UIN Bukittinggi students;

multiple liner analyzes are used with the following equation:

$$Y = a + b_1 X_1 + b_2 X_2 + e$$

Remarks:

- Y = entrepreneurial intentions
- X₁ = entrepreneurial attitudes
- X₂ = entrepreneurial knowledge
- b₁ b₂ = Regression Coefficient
- a = constants
- e = Other factors were not examined

RESULTS

To further test the influence of entrepreneurial attitudes and knowledge variables on the entrepreneurial intention of students, the following sections are some findings from the research results.

Characteristics of Respondents.

From the results of research conducted on FEBI UIN Bukittinggi students, then the characteristics of the respondent can be known by sex as follows:

Table 5. The Characteristics of The Respondent Can Be Known by Sex

No	Sex	Number	Percentage
1	Man	37	27
2	Woman	99	73
Jumlah		136	100

Source: Proceeded Primary Data

Table 5 above shows that most respondents consist of women, 73%, and gender also determines intention in student entrepreneurship.

The number of students based on the study program at FEBI UIN at the time of the study consisted of the following Table:

Table 6:

Number of Student Based on Study Program		
Study Program	Population	Percentage
Diploma of Sharia Banking	265	11
Islamics Economy	970	41
Sharia Banking	1.085	45
Sharia Accounting	72	3

Total	2.392	100
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Based on Table 6 above, it can be stated that the number of students in sharia banking is more significant compared to other study programs, which is 45%. Regarding this, it became the focus of forming entrepreneurial attitudes and entrepreneurship education in UIN Bukittinggi FEBI students.

Instrument Test Results.

From the results of the validity test calculation through SPSS 16, the test results were obtained that all research variable items were values above 0.361 or CITC values > 0.361. It means all the statement items in the questionnaire in research relating to entrepreneurial attitudes, entrepreneurial knowledge, and entrepreneurial interest in 136 as a sample of UIN Bukittinggi's FEBI students can be valid.

Based on the results of the Reliability test; each variable test results were obtained in the study as shown in the following table:

Table 3. Reliability Test of Entrepreneurial Attitudes

Cronbach's Alpha	N of Items
.752	22

Table 4. Reliability Test of Entrepreneurial Knowledge

Cronbach's Alpha	N of Items
.738	22

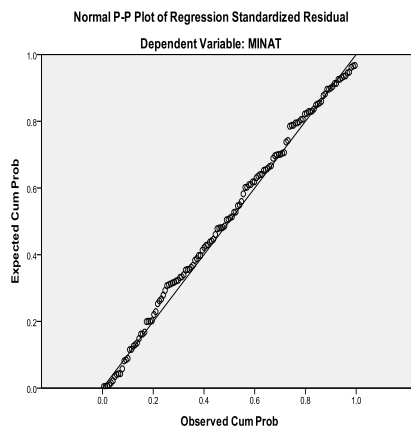
Results of the reliability test of the questionnaire on entrepreneurial attitude, entrepreneurial knowledge and entrepreneurial intention were shown in Table 2, Table 3, and Table 4 above, that show value of Cronbach's Alpha greater than 0.700. It means that the questionnaire implements entrepreneurial attitudes, entrepreneurial knowledge, and entrepreneurial intention in this study is reliable so that it can be used to conduct research.

Normality Test.

From the results of the normality test

through SPSS 16, each test results were obtained in the study as Graphic follows:

Graphic 2. Hasil Uji Normalitas Grafik



Graphic 2 above shows that the data distribution (dots) always follows and approaches the diagonal line. Then it can be stated that data distribution is normally distributed, so the requirements for using regression analysis can be fulfilled.

Multicollinierity Test.

The results of the calculation of the multicollinearity test, results are obtained in Table 6 as follows:

Table 6. Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta				Tolerance	VIF
1 (Constant)	87.953	8.354			10.528	.000		
Sikap Kewirausahaan	.132	.069	.161		1.916	.057	.994	1.006
Pengetahuan Kewirausahaan	.182	.077	.200		2.372	.019	.994	1.006

a. Dependent Variable: Minat berwirausaha

From Table 6 above, VIF values for entrepreneurial attitude variables and entrepreneurial knowledge are worth 1,006 each. It means the VIF value of each free variable is less than 5. It can be stated that the regression model did not experience a disturbance of Multicollinierity.

Heteroskedastity Test

From the results of the heteroskedasticity test through SPSS 16, it shows the result as follows:

Table 7. Heteroskedastity Test Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
1 (Constant)	-3.017E-15	8.354			.000	1.000
Sikap Kewirausahaan	.000	.069	.000		.000	1.000
Pengetahuan Kewirausahaan	.000	.077	.000		.000	1.000

a. Dependent Variable: Minat kewirausahaan

From Table 7 above, the value of sig for entrepreneurial attitude and entrepreneurial knowledge variables is worth 1,000 each. It means the value sig from each free variable is more significant from 0,05, and it can be stated that the regression model does not experience a heteroskedasticity problem.

Results of Descriptive Data Analysis.

From the results of the services conducted on 136 FEBI students regarding the attitude of student authority, as many as 22 items of statements were filled out by students who have taken an entrepreneurial course for three study programs, namely; 1). Diploma of Sharia Banking has as many as 16 people, 2). Islamic Economics Study Program has 50 people, and 3), Sharia banking is 70 people, as is the following Table:

Table 8. Students Entrepreneurial Attitudes

No	Entrepreneurial Attitudes	STS	TS	N	S	SS
		(%)	(%)	(%)	(%)	(%)
1	Has a religious value, honesty, tolerance and solidaritas in entrepreneurship	2,06	9,74	25,7	48,7	13,8
2	Have ideas and creativity in improving quality, as well as caring for	1,65	7,35	23,6	44,9	22,5

	applicable norms and rules					
3	Have a strong passion in learning, and try and drive to excel	1,06	6,74	20,5	47,3	24,4
4	Have confidence, and ambition to always excel in entrepreneurship..	0,44	4,56	18,8	48,4	27,8

Source: Processed Research Results

Table 8 above shows the results of research conducted on 136 FEBI students. Regarding the attitude toward entrepreneurship, it can be stated that as many as 62.5 % of FEBI students have entrepreneurial values. In comparison, 25% are neutral, and 11.8% do not have these values. Regarding statements concerning ideas, creativity, and care, as many as 67.4 % of students, 23.6 are neutral, and 9 % claim not to have them. Then students who expressed strong enthusiasm for achievement were as many as 71.7 % who had it, 20.5 % neutral, and 7.8 did not have it. Finally, among students who claim to have confidence in entrepreneurship are as many as 76.2 % who are heart-breaking, 18.8 % neutral, and 5 % who do not have it.

The data above found that most students (69.5 %) have an entrepreneurial attitude. They have attitudes like religious values, honesty, tolerance, solidarity, ideas and creativity in improving quality, concern for norms and rules that apply, a strong spirit in learning, trying and encouraging others to excel, and having confidence and ambition to always excel in entrepreneurship. Of course, this is all potential to shape the FEBI of UIN Bukittinggi's entrepreneurial intention.

Furthermore, from the results of the services conducted on 136 FEBI students, regarding student entrepreneurial knowledge, specifically regarding student entrepreneurial knowledge, there are as many as 22 statement items filled out by students who have taken an entrepreneurial course for three study programs, namely; 1). Diploma of Sharia Banking as many

as 16 people, 2). Islamic Economy of 50 people, and 3), Sharia banking is 70 people, as is the following Table:

Table. 9 Students Entrepreneurial Knowledge

No	Knowledge	STS (%)	TS (%)	N (%)	S (%)	SS (%)
1	Have knowledge and ideas about entrepreneurship	0,96	5,14	26	56,8	11,1
2	Have knowledge about business administration	0,81	5,89	28,7	47	17,6
3	Have knowledge about business prospects	0,1	5,3	25,9	46,1	22,6
4	Have knowledge about business management	0,72	4,28	22,9	49,4	22,7

Source: Processed Research Results

Table 9 above shows the results of research conducted on 136 students regarding student entrepreneurial knowledge. It can be stated that there are as many as 67.9 % of FEBI students who have knowledge and ideas about entrepreneurship, 26 % who are neutral, and 11.8 % who do not have that knowledge. Regarding statements that know administration, there are as many as 64.6 % of students, 28.7 are neutral, and 6.7 % claim not to have them. Then students who claim to know business prospects are as many as 68.7 %, 25.9 % neutral and 5.4 % do not have them. Finally, among students who claim to have business management, as many as 72.1 % have fun, 22.9 % are neutral, and 5 % do not have it.

The information above can be found in large part (an average of 68.3 %) of students of FEBI of UIN Bukittinggi have entrepreneurial knowledge such as; entrepreneurial ideas, business administration, business prospects, and business management. Of course, this is all potential in forming the entrepreneurship intention of student FEBI of UIN Bukittinggi.

The results of research on student entrepreneurial intention show that of the 136

FEBI students concerning student entrepreneurial interests, specifically regarding student entrepreneurial intention, there are as many as 22 statement items filled out by students who have taken an entrepreneurial course for three Prodi, namely; 1). Diploma of Sharia Banking as many as 16 people, 2). Islamic Economics Study Program of 50 people and 3) majoring in Sharia Banking as many as 70 people, as shown in the following Table:

Table. 10 Students Entrepreneurial Intention

No	Entrepreneurial Intention	STS (%)	TS (%)	N (%)	S (%)	SS (%)
1	Have intention, perseverance, and motivation in entrepreneurship	0	1	21,6	51,7	25,7
2	Have a desire to explore and produce economic resources	0	3,3	21,3	51,1	24,3
3	Have a desire to explore and produce economic resources	0,1	4	22,8	50,7	22,4
4	Has the soul and entrepreneurial skills.	0,2	3,9	28,9	45,6	21,4

Source: Processed Research Results

Table 10 above shows the results of research conducted on 136 UIN Bukittinggi FEBI students. Regarding students' entrepreneurial intention, it can be stated that there are as many as 77.4 % of FEBI students who have intentions, firmness, and motivation in entrepreneurship, neutral 21.6 %, and 1 % who have no intention, perseverance, and motivation in entrepreneurship. Concerning statements with the desire to exploit the Source of economic power, as much as 75.4 % of students, 21.3 % neutral, and 3.3 % state that it has no desire to explore and produce economic resources. Then students who claim to have the delicacy and honesty in entrepreneurship are as many as 73.1 % who have it, 22.8 % neutral and 4.1 % who do not have it. Finally, students who claim to have entrepreneurial souls and skills are as many as 67 % with their heart, 28.9 % neutral, and 4.1 % who do not have them.

From the above information, it can be found in large part (an average of 73.2 %) who have an entrepreneurial intention in students such as having; intention, perseverance, and motivation in entrepreneurship, the desire to exploit Source of economic power, sincerity and honesty in entrepreneurship, and entrepreneurial soul and skills. It is all a form of the entrepreneurial intention of FEBI students.

Results of Analysis of Multiple Linear Regression.

The equation of multiple linear regression in this study is to find out how much influence independent or free variables have, namely entrepreneurial attitudes (X1), Knowledge and Knowledge (X2) on entrepreneurial intention (Y). The results of multiple linear regression coalitions can be seen in the following Table:

Table 11. Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Correlations		
		Std. Error	Beta			Zero-order	Partial	Part
(Constant)	87.953	8.354		10.528	.000			
Entrepreneurial Attitude	.132	.069	.161	1.916	.057	.146	.164	.161
Entrepreneurial Knowledge	.182	.077	.200	2.372	.019	.188	.201	.199

a. Dependent Variable: Entrepreneur Intention

From Table 11, it can define the regression equation, as follows:

$$Y = 87.953 + 0,132 X_1 + 0,182 X_2 + e$$

Remarks:

Y = Entrepreneurial Intention

X₁ = Entrepreneurial Attitude

X₂ = Entrepreneurial Knowledge

Based on the regression equation multiple liners above, it can be explained that the linear of attitude entrepreneurship influence on entrepreneurial intention of student. Where coefficient value regression X1 is 0.132, which means that if the attitude toward entrepreneurship

rises as significant as one unit will be able to add entrepreneur intention of the student of FEBI of UIN Bukittinggi is 0.132 units. Then the regression coefficient value X_2 is 0.182, which means that if entrepreneurial knowledge is added to one unit, the entrepreneurial intention of UIN Bukittinggi's FEBI students will increase by 0.182 units.

Discussion

From Table 12 above, it can also be seen the value of the Test results t , where the beta coefficient value is 0.161 with the Sig value. $0.057 > 0.05$, which means that entrepreneurial attitudes have no significant effect on the entrepreneurial intention of UIN Bukittinggi's FEBI students. It is not in line with the results of research conducted by Anam (2021), Ludwina and Selly (2019), Asep and Supriatna (2018), and Muhammad et al. (2021) suggest that entrepreneurial attitudes influence the intention of student entrepreneurship.

Then the beta coefficient value is 0.200 with the Sig value. $0.019 < 0.05$, which means that entrepreneurial knowledge significantly affects the entrepreneurial intention of UIN Bukittinggi's FEBI students. It is consistent with the results of research from Josia and Hani (2017), Khairinal et al. (2022), Bida Sari and Maryati (2020), Elida (2021), Marfuah (2021), Agung (2017) and Adniyana (2016), they state that entrepreneurial knowledge influences students' entrepreneurial intentions. Next to see the results of Test F in the following table:

Table 12. ANOVA^b

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	.840	2	.420	14.331	.0012
Residual	.034	133	.00026		
Total	.874	135			

a. Predictor: (Constant), Entrepreneurial Knowledge, Entrepreneurial Attitude

b. Dependent Variable: Entrepreneurial Intention

From Table 12 above, the value of the F test can be seen, where is the value of F count $14,331 > F$ Table 5.86 or Sig value. $0.0012 < 0.05$,

which means the entrepreneurial attitude and knowledge together influence the entrepreneurial intention of student FEBI UIN Bukittinggi. It is in line with the results of research from Anam (2021), Prasetya (2021), Nydia (2019), Dde (2018), as well as Muhammad et al. (2021). They stated that entrepreneurial attitudes and entrepreneurial knowledge influenced entrepreneurial interests.

The study's results prove that entrepreneurial attitudes have no significant effect on the interest of UIN Bukittinggi's FEBI entrepreneurship. It is in line with the null hypothesis (H_{01}), which states that entrepreneurial attitudes do not affect the entrepreneurs' intention of FEBI UIN Bukittinggi students. It is because the respondent (FEBI UIN Bukittinggi student) cannot express or express appropriate entrepreneurial attitudes because filling out the client list, the respondent fills up based on values that generally apply to has not been focused anymore on entrepreneurial attitudes. The answer can be known correctly and precisely if those who fill the list of questionnaires or who are in conflict concerning entrepreneurial attitudes filled by entrepreneurs. In this case, only a tiny proportion of UIN Bukittinggi's FEBI students already have an independent business because, from their business experience, they can express their genuine entrepreneurial attitude.

Then the study results also proved that entrepreneurial knowledge had a significant effect on the entrepreneurial interests of FEBI UIN Bukittinggi students. This result is in line with hypothesis two (H_2), which states that knowledge influences the entrepreneurial interests of UIN Bukittinggi's FEBI students.

From the results of research conducted on UIN Bukittinggi's FEBI student students, it can be stated that entrepreneurial attitudes have no significant effect on entrepreneurship interests. In contrast, student entrepreneurial knowledge significantly affects the entrepreneurial interest

of UIN Bukittinggi's FEBI students. For this reason, the institution is forbidden to increase the provision of entrepreneurial knowledge to students so that they can instil a desire for entrepreneurship in students as an alternative to avoid unemployment for university graduates, especially FEBI of UIN Bukittinggi.

Conclusion

From the discussion can be the conclusion that entrepreneurial attitudes do not affect entrepreneurial intentions, while entrepreneurial knowledge significantly affects student entrepreneurial intentions. Together with entrepreneurial attitudes and knowledge significantly influence the entrepreneurial intentions of FEBI UIN Bukittinggi students.

Theoretical Implications.

From testing the hypothesis, it can be stated that the entrepreneurial attitude of students is not influenced by the entrepreneurial intentions of FEBI UIN Bukittinggi students. It is consistent with Josia's (2017) study, which states that attitudes do not affect students' entrepreneurial intentions. In comparison, entrepreneurial knowledge significantly affects the entrepreneurial intentions of FEBI UIN Bukittinggi students. It is in line with the results of research conducted by Anam (2021), Prasetya (2021), Nydia (2019), Dede (2018), as well as Muhammad et al. (2021), which states that entrepreneurial knowledge has a significant effect on students' entrepreneurial intentions. Then entrepreneurial attitudes and knowledge significantly influence the entrepreneurial intentions of UIN Bukittinggi's FEBI students; this is in line with research from Anam (2021), Prasetya (2021), Nydia (2019), Dede (2018), as well as Muhammad et al. (2021) which states that entrepreneurial attitudes and entrepreneurial knowledge influence the intentions of student entrepreneurship.

Applied Implications.

Based on the results of this study, the entrepreneurial attitude variable did not significantly affect the entrepreneurial intentions of FEBI UIN Bukittinggi students. In contrast, the entrepreneurial knowledge variable was significantly positive towards student entrepreneurial intentions. So, for that, FEBI UIN Bukittinggi students can increase entrepreneurial knowledge through entrepreneurship training, entrepreneurial practicum, and the establishment of the Student Entrepreneurial Program to increase student entrepreneurial intention.

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