

Model of Entrepreneurial Intention Among College Students with Gender Moderated

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Received: 17 April 2024; Revised: 7 October 2024; Accepted: 7 November 2024

ABSTRACT

This research was conducted with the aim of analyzing the influence of factors on entrepreneurial intentions of students at the Faculty of Agriculture, Brawijaya University. The number of respondents in this research was 150 respondents who were UB Faculty of Agriculture students. The analysis method used is SEM-PLS analysis with the WarpPLS 7.0 application and uses attitude variables, subjective norms, perceived behavioral control and entrepreneurship education which are moderated by the gender variable. Based on the results of the analysis that has been carried out, it is known that: 1) attitudes, subjective norms, perceived behavioral control, and entrepreneurship education have a positive and significant effect on entrepreneurial intentions among students, 2) gender is significantly able to moderate the independent variables of subjective norms and entrepreneurship education and is reinforcing because the coefficient of the moderating variable is positive, 3) attitudes and perceived behavioral control cannot be moderated by gender. Therefore, self-development programs and skills training are needed as an effort to improve entrepreneurial abilities. Programs that can be organized by the Faculty of Agriculture, Brawijaya University are coaching classes and interactive workshops.

Keywords: entrepreneurship education; entrepreneurial intention; gender; theory of planned behavior

How to cite:

Isaskar, R., Sheliena, E., & Dewi, H. E. (2024). Model of Entrepreneurial Intention Among College Students with Gender Moderated. *Habitat*, 35(3), 280–292. <https://doi.org/10.21776/ub.habitat.2024.035.3.23>

1. Introduction

Human resources are one of the important elements so that a business can run well. Human resources are inseparable from a business because they have the energy, ability, and creativity that the company really needs to achieve its goals (Sugiarti, 2021). Responding to the increase in human resources in line with the increase in the number of labor force and individuals looking for work, Indonesia encourages its people, especially the younger generation, to create their own jobs through entrepreneurship. This was done as an effort to overcome problems related to unemployment. Over the past few years, entrepreneurship has received increasing attention due to its impact on the economy (Gieure et al., 2020). The important contribution of entrepreneurship to economic and social development is made by creating jobs and important means to achieve high levels of competitiveness and innovation (Barba-Sánchez et al., 2022). Entrepreneurship can be an option to overcome educated unemployment and create jobs. For individuals, entrepreneurship is able to promote self-empowerment and act as a dominant tool for modernization efforts, organizational acclimatization, and strengthening of sustainable economic life (Almobaireek and Manolova in Sharahiley, 2020). Thus, it is important for an institution to know the entrepreneurial intentions of its students.

Intention is an important prerequisite for individual action because not all start their own business after seeing an opportunity, or in other words entrepreneurship is driven by each individual's entrepreneurial intention (Shi et al., 2020). The intention of entrepreneurship in students can be known through the Theory of Planned Behavior (TPB). SDGs is a behavioral theory that leads to human behavior based on the idea that human behavior can be predicted because most activities have been planned according to various scenarios (Al-Mamary & Alraja, 2022). According to Amofah & Saladrigues (2022), Theory of Planned Behavior (TPB) includes decision making that involves several factors, namely beliefs about the possible consequences of the behavior (attitude), normative expectations of others (subjective norms), and factors that can alleviate or inhibit behavior performance (perceived behavioral control). On the other hand, entrepreneurship education is also an important factor that contributes to entrepreneurial intentions in students (Maheshwari & Kha, 2022). Entrepreneurship education develops into a strategic mechanism to inspire entrepreneurial intentions as well as instill practical entrepreneurial skills to students and promote the formation of new ventures (Uddin et al., 2022). Students with high entrepreneurial and innovation potential are expected, this is because students are able to learn independently and foster the spirit of entrepreneurship and innovation easily (Lv et al., 2021).

Based on research conducted by Su *et al.* (2021) regarding entrepreneurial intentions in students in China shows that attitude variables and behavioral control have a significant effect on perceived university support. Meanwhile, subjective norm variables indirectly affect entrepreneurial intentions in these students. In another study conducted by Mirjana et al. (2018) and Che Nawi et al. (2022), it was found that attitudes, subjective norms, and behavioral control have a positive and significant effect on a person's entrepreneurial intentions. The difference with previous studies is in the object and location of the study. The object and location of this study are students of the Faculty of Agriculture at Brawijaya University. In this study, entrepreneurship education is also present as an independent variable. Referring to research by Vamvaka et al. (2020), gender differences have striking differences in the level of entrepreneurship in both the stage of action and entrepreneurial intention. This underlies the use of sex variables as moderation variables in this study. Research on the analysis of determinants of entrepreneurial intention is expected to be able to provide information and input for faculty related to student entrepreneurial intentions in terms of attitude factors, subjective norms, control of perceptual behavior, and entrepreneurship education moderated by gender, this is done in order to carry out long-term planning related to increasing entrepreneurial intentions in students.

2. Theoretical Underpinning

2.1. Entrepreneurial Intentions

The term entrepreneurship comes from French, namely *entreprendre*, which means doing, trying or starting to take action to organize and organize. Entrepreneurship can be defined as an activity process that involves innovation and creativity in making changes by using opportunities and various existing resources to produce added value and win the competition (Mardia *et al.*, 2021). Innovation and creativity are still often considered to mean the same thing. Creativity is the creation of new ideas, while innovation is the activity of implementing new ideas (Khamimah, 2021). In practice, entrepreneurship is carried out by entrepreneurs, someone who has the freedom and skills to design, manage and control their business.

Entrepreneurial intent is defined as the self-confidence of an individual who intends to start a new business and plans to do so in the future. Entrepreneurial intention is a plan or desire to create a new company or business activity or start an organization (Dao *et al.*, 2021). Entrepreneurial intention is the main force for understanding the entrepreneurial process, namely what makes someone motivated to become an entrepreneur (Darmawan, 2020). Entrepreneurial intentions and behavior are closely related. Entrepreneurial behavior is the process of searching, evaluating and exploiting business opportunities to create new business activities with entrepreneurial intention being the first and very important step of the whole process. A student's intention to become an entrepreneur is an important factor in turning the knowledge and skills they have into a real business (Wardani & Nugraha, 2021).

2.2. Theory of Planned Behavior (TPB)

A theory related to a person's intention to engage in a behavior at different places and times. The theory of planned behavior model states that intentions are influenced by attitudes, subjective norms, and behavioral control. Making a decision to show certain behavior is a process that is directed towards certain

goals or intentions in accordance with the sequence of thinking. In general, the antecedent factors of intention can be expressed through the Theory of Planned Behavior (TPB), namely behavioral beliefs or attitudes, subjective norms, and perceived behavioral control (Santy *et al.*, 2017).

Attitude is the basis and one of the components that influences the formation of entrepreneurial intentions in the Theory of Planned Behavior (TPB) (Kristiadi *et al.*, 2016). Attitude is a mental state and state of mind that is prepared to respond to an object, which is organized through direct and/or indirect experience and influence. Subjective norms, a person's perception of social pressure to show or not show behavior with certain considerations. The more social pressure an individual feels to do something, the greater the intention that arises. Subjective norms can influence entrepreneurial intentions from the external side in the form of support from the environment, whether from family, friends, lecturers, or successful entrepreneurs (Santy *et al.*, 2017). Perceived behavioral control, a person's ability to demonstrate the desired behavior. It is motivated by the control beliefs component, namely beliefs about the existence of factors that can encourage or inhibit the emergence of behavior and perceptions of the strength of these factors (Simanihuruk, 2020).

2.3. The Role of Gender on Entrepreneurial Intentions

Gender differences between men and women are closely related to gender regarding entrepreneurial intentions which has received increasing attention from scholars in recent years (Lo *et al.*, 2012). Women tend to consider career barriers higher, thus influencing career choices. This is proven by research on gender stereotypes that career obstacles are usually related to gender-based differences (Nuraeni & Lilin Suryono, 2021). Gender stereotypes influence individual career choices regarding entrepreneurship, because it is traditionally considered a male profession.

Apart from gender stereotypes, education also influences the courage to take risks in business. Women with a higher educational background who are entrepreneurs are generally more willing to take risks in employing other people so that their business can grow bigger and vice versa. The Theory of Planned Behavior considers gender as a controllable variable that can influence entrepreneurial intentions. According to Sarah in Bidori & Puspitowati (2021), gender is still a challenge for some women in building a business because women doubt their ability to run their own business.

2.4. Research Framework

Human resources or population are the driving assets of the Indonesian economy. The increase in population every year if not balanced with an increase in the quality of good human resources, it can cause various problems, such as unemployment due to strict and limited job selection and termination of employment (PHK). In response to this, entrepreneurship can be an alternative solution to overcome the problem of unemployment because entrepreneurship is able to open new jobs while absorbing human resources. *The Theory of Planned Behavior* (TPB) is one of the theories used to inform entrepreneurial intentions, consisting of three dimensions, namely behavioral attitudes, subjective norms, and control of perceptual behavior in order to foster a mindset for entrepreneurship.

The variables used in this study include the three dimensions of the Theory of Planned Behavior and gender-moderated entrepreneurship education. Attitude variables are proven to have a positive and significant effect on student intentions in entrepreneurship (Effendy *et al.*, 2021). Subjective norm variables are proven to have a positive and significant effect in increasing entrepreneurial intentions because subjective norms are a form of support from around such as parents, close friends, colleagues, and others in the context of entrepreneurship (Mirawati *et al.*, 2016). Perceptual behavior control variables are proven to have a positive and significant effect on entrepreneurial intentions, the higher the perceived behavioral control, the more positive entrepreneurial attitudes (Kurjono & Setiawan, 2020). The variable of entrepreneurship education is proven to have a positive and significant effect on entrepreneurial intentions, entrepreneurship education plays an important role in motivating entrepreneurial intentions in students (Syahrani & Debiyani, 2020). Gender variables are proven to play a real and meaningful role in moderating the relationship to entrepreneurial intentions (Setyawan, 2016). Based on this frame of mind, the hypothesis in this study are as follows:

H1: Attitude variable has a positive and significant effect on the entrepreneurial intentions of students.

H2: Subjective norm variable has a positive and significant effect on the entrepreneurial intentions of students.

- H3:** Perceptual behavior control variable has a positive and significant effect on the entrepreneurial intentions of students.
- H4:** Entrepreneurship education variable has a positive and significant effect on the entrepreneurial intentions of students.
- H5a:** The sex variable was able to moderate the relationship between attitude factors towards entrepreneurial intentions of students.
- H5b:** The relationship between subjective norm factors on entrepreneurial intentions of students.
- H5c:** The relationship between behavioral control factors perception of entrepreneurial intentions of students.
- H5d:** The relationship between entrepreneurial education factors and entrepreneurial intentions of students.

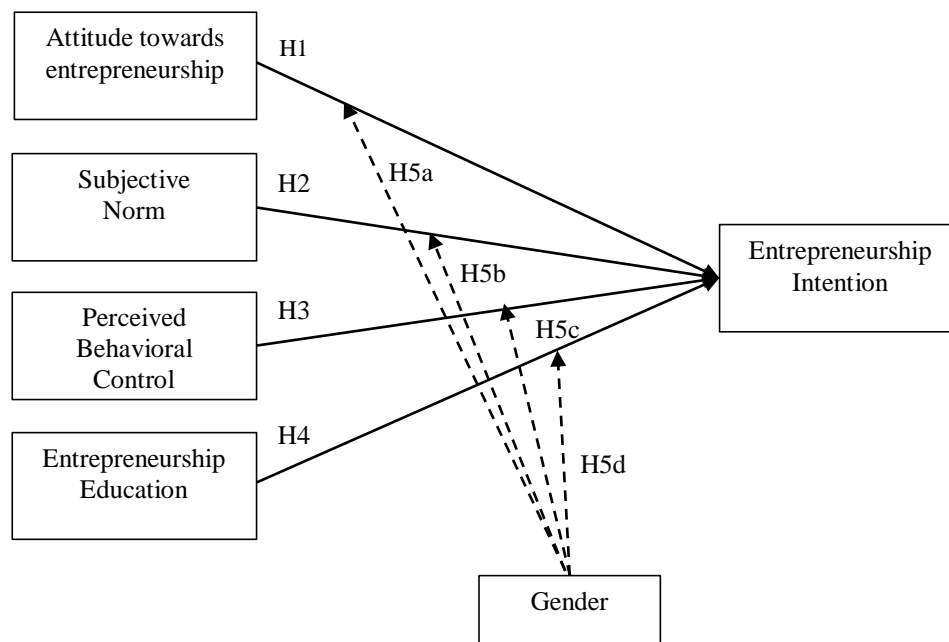


Figure 1. The Research Framework

3. Research Methods

The approach used in this research is a quantitative approach. A quantitative approach is used to see the correlation (relationship) between variables. The determination of the research location was carried out purposively, namely the Faculty of Agriculture, Brawijaya University, Malang City. The sampling method in this research is to use a non-probability sampling method through purposive sampling techniques. Purposive sampling is a method used to ensure sampling by determining special identities that are in accordance with the research objectives in order to respond to cases in the research (Lenaini, 2021). The population in this study is students from the Faculty of Agriculture, Brawijaya University. The sample characteristics needed to meet the sample criteria that the error rate in sampling is 10% which is still tolerable, this refers to the maximum error rate that can be tolerated in research related to social sciences (Sugiyono in Muktingrum & Prasetyo (2017)). Therefore, the minimum number of samples required is 100 samples. The number of samples used in this research was 150 samples. The data collection method in the research carried out was the use of two types of data collection, namely primary data collection (questionnaires) and secondary data (documentation and literature).

4. Results and Discussion

4.1. Evaluasi *Inner Model* SEM-PLS

Inner model evaluation is carried out to analyze and assess the relationship between latent variables contained in the model. Testing the inner model needs to pay attention to the values of the path coefficients, R-squared (R²), Q-squared (Q²), and Goodness Model of Fit. The evaluation of the inner model (structural model) in this research will be explained in detail as follows.

a. Path Coefficient

The path coefficient value of the relationship between the independent variable (X) and the dependent variable (Y) shows a positive and significant value. This can be seen from the direction of the relationship between X1 and Y, X2 with Y, X3 with Y, and X4 with Y showing a positive relationship direction. Then, the moderating variable (Z) on the relationship between the independent variable (X) and the dependent variable (Y) has a positive relationship direction, namely Z which moderates the relationship between X2 and Y and X4 with Y. However, Z is unable to moderate the relationship between X1 with Y and X3 with Y because the variable coefficient value is not significant.

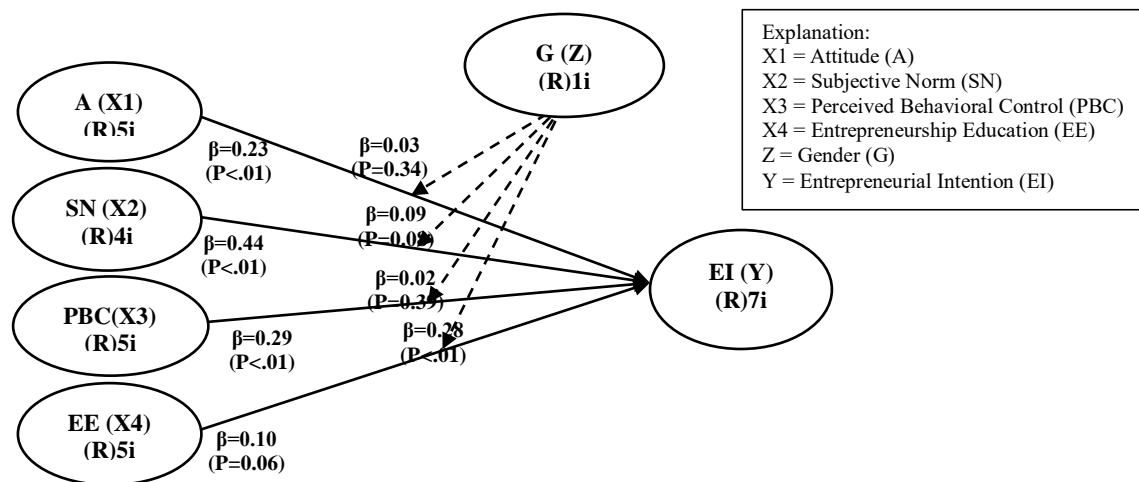


Figure 1. Path Coefficient of WarpPLS application modeling results

b. Coefficient of Determination (R²) and Q-square

Table 1. R-square and Q-square Score

Variable	R-square	Q-square
Entrepreneurial Intention (Y)	0,630	0,719

Source: Processed Primary Data (2023)

Based on the data processing results seen in Table 1, it shows that the R² value is 0.630. The R-square value shows that the independent variable moderated by the gender variable is able to explain its influence on entrepreneurial intentions by 63%. The remaining 37% is explained by other variables outside the research. According to Sari *et al.* (2018), the R² value criteria consist of three criteria, namely R² 0.67 (substance), 0.33 (moderate), and 0.19 (weak). This means that the influence of the independent variable on the dependent variable which is moderated by Z is included in the moderate model because it gets a value of more than 0.33. Next, the Q-square value is 0.705. The Q² value is above 0 and can be said to have predictive relevance for a construct. According to Solimun *et al.* (2017), if the Q² value is greater than zero then it shows good and acceptable predictive relevance. Thus, the independent variable and gender as a moderating variable have good predictive relevance for the entrepreneurial intention variable in students at the Faculty of Agriculture, Brawijaya University, class 2017 to 2021.

c. Goodness of Fit Model (GoF)

Table 2. Measurement Results of Model Fit and Quality Indices

No	Model Fit and Quality Indices	Kriteria Fit	Result	Explanation
1.	Average Path Coefficient (APC)	p < 0.05	0,184 p < 0,001	Ideal
2.	Average R-Squared (ARS)	p < 0.05	0,630 p < 0,001	Ideal
3.	Average Adjusted RSquared (AARS)	p < 0.05	0,609 p < 0,001	Ideal

Table 2. (continued)

No	Model Fit and Quality Indices	Kriteria Fit	Result	Explanation
4.	Average Block VIF (AVIF)	Accepted if ≤ 5	4,488	Ideal
5.	Average Full Collinearity VIF (AFVIF)	Accepted if ≤ 5	2,689	Ideal
6.	Tenenhaus GoF (TGoF)	Small > 0.1 Medium > 0.25 Large > 0.36	0,724	Large
7.	Sympson's Paradox Ratio (SPR)	Accepted if ≥ 0.7	0,625	Not Ideal
8.	R-Squared Contribution Ratio (RSCR)	Accepted if ≥ 0.9	0,832	Not Ideal
9.	Statistical Suppression Ratio (SSR)	Accepted if ≥ 0.7	1,000	Ideal
10.	Nonlinear Bivariate Causality Direction Ratio (NLBCDR)	Accepted if ≥ 0.7	1,000	Ideal

Source: Processed Primary Data (2023)

Based on the results in the table 2., it shows that two of the ten Goodness of Fit indicators in this study do not meet the criteria. This is not a problem because the GoF criteria listed in the Fit and Quality Indices Model are rule of thumb, that is, they do not apply rigidly and absolutely. so that if there are one or two Model Fit and Quality Indicators then the model can still be used (Solimun *et al.*, 2017).

4.2. Evaluasi Outer Model SEM-PLS

a. Convergent Validity

Table 3. Convergent Validity Test Results

Code	Indicators	Factor Loading	P-Value
X1.1	Interest in entrepreneurship	0,820	<0,001
X1.2	Creative and innovative mindset	0,841	<0,001
X1.3	See failure as a positive thing	0,722	<0,001
X1.4	Responsibility and leadership spirit	0,750	<0,001
X1.5	Ready for challenges and risks	0,816	<0,001
X2.1	Support from parents	0,763	<0,001
X2.2	Support from friends	0,854	<0,001
X2.3	Support from lecturers	0,711	<0,001
X2.4	Support of other interested parties (motivators, successful entrepreneurs)	0,750	<0,001
X3.1	Strong determination in starting a new business	0,853	<0,001
X3.2	Know the practical details needed to build a new business	0,707	<0,001
X3.3	Confidence to manage business	0,869	<0,001
X3.4	Self-confidence can lead others	0,841	<0,001
X3.5	Belief in success in trying to start a venture or business	0,871	<0,001
X4.1	Topics about entrepreneurship	0,836	<0,001
X4.2	Learning materials on entrepreneurship	0,888	<0,001
X4.3	Financial dimensions of entrepreneurial projects material	0,855	<0,001
X4.4	Material related to risk management	0,881	<0,001
X4.5	Approach through learning activities and curriculum	0,854	<0,001
Z	Gender	1,000	<0,001
Y1.1	Entrepreneurship as a priority	0,729	<0,001
Y1.2	Determination to build a business	0,843	<0,001
Y1.3	Ready to make any effort	0,868	<0,001
Y1.4	Freedom in developing business	0,867	<0,001
Y1.5	Potential income that can be obtained	0,811	<0,001
Y1.6	Entrepreneurship can improve self-esteem and social status	0,764	<0,001
Y1.7	Desire to have big impact on society through entrepreneurship skills	0,844	<0,001

Source: Processed Primary Data (2023)

The results of data processing show that the overall indicator has a value of more than 0.5. This means that all indicators in this research are valid and meet the convergent validity test criteria. The indicators with the highest factor loading values are Z and X4.2. This value shows that this indicator has the strongest influence on the variables gender and entrepreneurship education. Evaluation of convergent validity can also be done through the Average Variance Extracted (AVE) value. According to Solimun *et al.* (2017), the AVE value criterion must be more than 0.5, indicating that the construct can explain more than half of the variance in the indicator. On the other hand, if the AVE value is less than 0.5 then there is an error in the variant items explained by the construct. Based on the research results, the AVE value is presented in the table as follows.

Table 4. Convergent Validity Test Results Based on AVE Score

Latent Variable	AVE Score
Attitude (X1)	0,626
Subjective Norm (X2)	0,595
Perceived Behavioral Control (X3)	0,690
Entrepreneurship Education (X4)	0,744
Gender (Z)	1,000
Entrepreneurial Intention (Y)	0,918

Source: Processed Primary Data (2023)

The AVE value is greater than 0.5. The variable with the highest AVE value is gender with a value of 1,000. This value means that the gender variable is able to explain the indicator variance to a greater extent than other variables, namely 100%. Therefore, all variables contained in this study have met the criteria and passed the convergent validity test based on the Average Variance Extracted (AVE) value obtained.

b. Discriminant Validity

Table 5. Discriminant Validity Test Results

	X1	X2	X3	X4	Z	Y
X1	(0,791)	0,649	0,771	0,660	-0,015	0,754
X2	0,649	(0,771)	0,587	0,553	0,214	0,737
X3	0,771	0,587	(0,830)	0,578	-0,026	0,709
X4	0,660	0,553	0,578	(0,863)	0,160	0,606
Z	-0,015	0,214	-0,026	0,160	(1,000)	0,118
Y	0,754	0,737	0,709	0,606	0,118	(0,819)

Source: Processed Primary Data (2023)

Based on the results of data processing seen in Table 5., it shows that all indicators in this study have values that are greater than the correlation coefficients on other latent variables. A value for each construct that is greater than the other constructs means that the construct is different from the other constructs. Thus, the results show that the variables used in this research as a whole have met the criteria and passed the discriminant validity test.

c. Reliability

Table 6. Reliability Test Results

Latent Variable	Composite Reliability	Cronbach Alpha	Explanation
Attitude (X1)	0,893	0,852	Reliabel
Subjective Norm (X2)	0,854	0,772	Reliabel
Perceived Behavioral Control (X3)	0,917	0,888	Reliabel
Entrepreneurship Education (X4)	0,936	0,915	Reliabel
Gender (Z)	1,000	1,000	Reliabel
Entrepreneurial Intention (Y)	0,934	0,918	Reliabel

Source: Processed Primary Data (2023)

Based on the data processing results seen in Table 6., it shows that the latent variables as a whole in this study have met the reliability test criteria, this can be seen through the composite reliability value for each variable being more than 0.7 and the Cronbach alpha value for each variable being more than 0.6. This means that all latent variables in this research can be said to be reliable.

4.3. Discussion

a. The Influence of Attitude on Entrepreneurial Intentions

Based on the results of the analysis of the research that has been conducted, it shows that attitude has a positive and significant effect on entrepreneurial intentions so that the hypothesis is proven or acceptable. This means that the better the entrepreneurial attitude factor in students, the better the entrepreneurial intentions of the students concerned. The results of previous research conducted by Che Nawi et al. (2022); Mirjana et al. (2018); and Santy et al. (2017) stated that attitudinal factors influence entrepreneurial intentions in students. A good entrepreneurial attitude in students strengthens the individual's intention to have a career as an entrepreneur.

From the five indicators that influence the attitude variable, the indicator that has a greater influence is found, namely interest in becoming an entrepreneur. This is assessed based on the average (mean) value of the X1.1 indicator which is best proven by a mean value of 4.40. Based on this, students at the Faculty of Agriculture, Brawijaya University have entrepreneurial intentions with the influence of their interest in becoming an entrepreneur. According to Marta *et al.* (2019) entrepreneurial intention is the interest and readiness of an individual or group to create creative ideas to work hard and fulfill their daily needs without worrying about possible risks. Interest in entrepreneurship is the first step for students to have entrepreneurial intentions which can give rise to the behavior of creating creative ideas to become entrepreneurs.

b. The Influence of Subjective Norms on Entrepreneurial Intentions

Based on the results of the analysis of research that has been conducted, it shows that attitude has a positive and significant effect on entrepreneurial intentions so that the hypothesis is proven or acceptable. This means that the better the subjective norm factor in students, the better the entrepreneurial intentions of the students concerned. The results of previous research conducted by Che Nawi et al. (2022); Mirjana et al. (2018); Santy *et al.* (2017) stated that subjective norms have a positive and significant effect on entrepreneurial intentions among students. Good subjective norms among students strengthen individual intentions to pursue a career as an entrepreneur.

From the four indicators that influence the subjective norm variable, the indicator that has a greater influence is found, namely support from the family. This is assessed based on the average (mean) value of the X2.1 indicator which is best proven by a mean value of 4.09. Based on this, students at the Faculty of Agriculture, Brawijaya University have entrepreneurial intentions with the influence of support from their families. This is supported by Setiabudi (2019) statement that family support has a positive and significant effect on entrepreneurial intentions, the greater the support, the more it will encourage entrepreneurial potential and increase entrepreneurial intentions in students.

c. The Influence of Perceived Behavioral Control on Entrepreneurial Intentions

Based on the results of the analysis of the research that has been conducted, it shows that perceived behavioral control has a positive and significant effect on entrepreneurial intentions so that the hypothesis is proven or acceptable. This means that the better the perceived behavioral control factors in students, the better the entrepreneurial intentions of the students concerned. The results of previous research conducted by Che Nawi et al. (2022); Su *et al.* (2021); and Soelaiman *et al.* (2022) show that perceived behavioral control has a positive and significant effect on entrepreneurial intentions among students. Good entrepreneurship education for students strengthens the individual's intention to pursue a career as an entrepreneur. From the five indicators that influence the perception behavior control variable, the indicator that has a greater influence is found, namely strong determination in starting a new business, which is considered the best indicator as proven by a mean value of 3.91. This is assessed based on the average (mean) value of the X3.1 indicator which is best proven by a mean value of 3.91. Based on this, the strong determination in starting a new business possessed by students from the Faculty of Agriculture, Brawijaya University class 2017-2022 as respondents in this research has an influence on the students' entrepreneurial intentions. This is supported by Pelipa & Marganingsih (2020) with the statement that strong intentions and

determination are needed in entrepreneurship. It is this strong determination that is able to shape individuals into individuals who aren't easily discouraged in facing various challenges in entrepreneurship.

d. The Influence of Entrepreneurship Education on Entrepreneurial Intentions

Based on the results of the analysis of the research that has been conducted, it shows that entrepreneurship education has a positive and significant effect on entrepreneurial intentions so that the hypothesis is proven or acceptable. This means that the better the entrepreneurship education factor for students, the better the entrepreneurial intentions for the students concerned. The results of previous research conducted by by Pratana & Margunani (2019) and Purbawijaya & Hidayah (2021) stated that entrepreneurship education has a positive and significant effect on students' entrepreneurial intentions. Good entrepreneurship education for students strengthens the individual's intention to pursue a career as an entrepreneur. From the five indicators that influence the entrepreneurship education variable, indicators that have a greater influence are found, namely topics related to entrepreneurship. This is assessed based on the average (mean) value of the X4.1 indicator which is best proven by a mean value of 4.17. Based on this, the topics related to entrepreneurship obtained by students of Faculty of Agriculture, Brawijaya University as respondents in this research were able to increase students' understanding of entrepreneurship and influence the students' entrepreneurial intentions. This is supported by Amin *et al.* (2020) stated that material related to entrepreneurship is able to prepare and provide an overview of individual potential that is effective and optimal for carrying out entrepreneurship in the future.

e. Gender Moderation of Entrepreneurial Intentions

Based on the results of the analysis of research that has been conducted, it shows that gender moderation plays a significant role in the direct influence of the relationship between subjective norms and entrepreneurship education on entrepreneurial intentions. Moderation plays a role that is strongly felt by the respondents, this can be seen from the p-value ≤ 0.1 and the coefficient is positive (meets the criteria). The gender moderating variable which strengthens the relationship between subjective norms and entrepreneurial intentions can be caused by the way men and women respond to support. Handayani *et al.* (2022) stated that women's decision making to start a business is also influenced by support from the family. Gender is able to moderate the relationship between entrepreneurship education and entrepreneurial intentions because of the differences in self-efficacy and self-confidence between men and women in the fields of finance, decision making and problem solving (Indiworo, 2017). These areas are part of entrepreneurship education (entrepreneurship topics, financial dimensions, and risk management) as well as important factors for entrepreneurs to improve and train the skills needed to support career success.

5. Conclusion

Based on the results of the analysis that has been carried out, it is known that: 1) attitudes, subjective norms, perceived behavioral control, and entrepreneurship education have a positive and significant effect on entrepreneurial intentions among students, 2) gender is significantly able to moderate and strengthen the relationship between subjective norms and variables. Entrepreneurship education on entrepreneurial intentions is also strengthening because the coefficient of the moderating variable is positive, 3) gender is not able to moderate the relationship between the influence of attitude variables and perceived behavioral control on entrepreneurial intentions.

The advice that can be given in this research is that the faculty can provide support in the form of providing self-development programs and skills training for students in entrepreneurship, such as coaching classes and interactive workshops. Coaching classes take the form of guest lectures by presenting speakers such as motivators, successful businesspeople, or entrepreneurship experts who are expected to increase students' motivation to become entrepreneurs. Interactive workshops in the form of entrepreneurship training in fields that are in high demand based on filling out questionnaires by respondents. Inclusions identify responses to the hypothesis and/or research purposes or experimental results. The conclusion does not include an iteration of the results and discussion, but rather a description of the findings as predicted in the purpose or hypothesis. If required, at the end of the conclusion, it might also be possible to write about the things that would be done in relation to more research ideas. In order to enrich the paper and make it easier for the general public to benefit, it is highly recommended to write down the practical consequences of the various findings.

Credit Authorship Contribution Statement:: Riyanti Isaskar: Conceptual and Author of original draft; **Esther Sheliena:** Conceptual, Monitoring, and Supervision; and **Heptari Elita Dewi:** Validation and Monitoring.

Declaration of Competing Interest: We hereby declare that we have no financial conflicts of interest or personal relationships that could potentially influence the work reported in this manuscript.

Data Sharing: Data supporting the findings of this study can be obtained upon request.

Acknowledgment: This research can be carried out with the support of funds provided through research grants from the Faculty of Agriculture, University of Brawijaya. Therefore, as a research team, we would like to express our gratitude for all the support that has been provided by the faculty and other parties involved in the research. Hopefully this research can provide benefits and as a development material from related scientific aspects.

Funding: Research and Community Service Grant from the Faculty of Agriculture, Universitas Brawijaya

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