

KEBAHAGIAAN SUBJEKTIF DAN INTENSI BERWIRAUSAHA MAHASISWA

SUBJECTIVE HAPPINESS, ENTREPRENEURSHIP EDUCATION, AND ENTREPRENEURIAL INTENTION AMONG HIGHER EDUCATION STUDENTS

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Abstrak

Penelitian ini bertujuan untuk mengetahui hubungan antara kebahagiaan subjektif dengan intensi berwirausaha mahasiswa. Selain itu, penelitian ini juga ingin mengetahui apakah pendidikan kewirausahaan berkorelasi dengan intensi berwirausaha. Kegiatan kewirausahaan dilakukan sebagai cara untuk mengatasi pengangguran. Salah satu hal yang mempengaruhi perilaku kewirausahaan adalah intensi berwirausaha. Inisiasi dan dukungan untuk memulai bisnis baru merupakan tugas penting dari pembuat kebijakan dan juga akademisi. Sehingga institusi perguruan tinggi memberikan peran yang sangat penting. Namun, beberapa penelitian terdahulu menyatakan bahwa mahasiswa memiliki intensi berwirausaha yang rendah. Dengan demikian, penelitian mengenai intensi berwirausaha pada mahasiswa menjadi penting untuk dilakukan. Studi ini meneliti mengenai intensi berwirausaha serta faktor yang mempengaruhinya yaitu kebahagiaan subjektif, latar belakang pekerjaan keluarga, dan pendidikan kewirausahaan. Alat ukur yang digunakan dalam penelitian ini adalah *Subjective Happiness Scale*, dan *Entrepreneurial Intention Scale* yang merujuk kepada teori planned behavior yang menyatakan bahwa intensi dapat dilihat dari sikap, norma sosial, dan penilaian terhadap perilaku terkontrol. Subjek penelitian ini adalah 80 orang mahasiswa, dengan karakteristik subjek: mahasiswa semester 6 yang terdaftar aktif di perguruan tinggi. Teknik analisis data yang dilakukan adalah uji korelasi Product Moment dan uji beda dengan *Independent Samples T-Test*. Hasil dari penelitian ini menyatakan bahwa terdapat hubungan yang positif antara kebahagiaan subjektif dengan intensi berwirausaha mahasiswa. Dengan demikian, dapat dinyatakan bahwa semakin tinggi tingkat kebahagiaan subjektif seseorang, maka semakin tinggi intensi berwirusahaanya. Sebaliknya, semakin rendah tingkat kebahagiaan subjektif seseorang, maka semakin rendah intensi berwirusahaanya. Penelitian ini dapat menjadi rekomendasi bagi pengembangan kewirausahaan di universitas untuk memperhatikan kebahagiaan subjektif mahasiswa agar dapat meningkatkan intensi berwirusaha pada mahasiswa.

Kata Kunci: kewirausahaan, pendidikan kewirausahaan, kebahagiaan subjektif, mahasiswa

Abstract

This study aims to determine the relationship between subjective happiness and higher education students' entrepreneurial intentions. In addition, the objective of this study is to find out whether entrepreneurship education was correlated with entrepreneurial intention of higher education student. Entrepreneurial activities are carried out as a way to overcome unemployment. One of the things that influence entrepreneurial behavior is entrepreneurial intention. Initiation and support for starting new businesses is an important task of policymakers as well as academics. Thus, higher education institutions play a very important role in developing entrepreneurial intention. However, several previous studies stated that higher education students had low entrepreneurial intentions. Thus, research on entrepreneurial intentions among students is important to be conducted. This study examines entrepreneurial intentions and the factors that influence it, namely subjective happiness, family work background, and entrepreneurship education. The measuring instruments used in this study are the Subjective Happiness Scale and the Entrepreneurial Intention Scale which refers to the theory of planned behavior which states that intention can be seen from personal attitudes, social norms, and assessment of controlled behavior. The subjects of this study were 80 students, with particular subject characteristics such as 6th semester students who are enrolled in higher education institutions. The data analysis technique used is the Product Moment correlation test and the Independent Samples T-Test. The results of this study indicate that there is a positive relationship between subjective happiness and student entrepreneurial intentions. Thus, it can be stated that the higher the level of one's subjective happiness, the higher the entrepreneurial intention. In contrast, the lower a person's subjective happiness level, the lower his or her entrepreneurial intention of higher education students. This

study also found that there is no relationship between entrepreneurship education and entrepreneurial intention of higher education students. This research can be a recommendation for higher education institution to boost subjective happiness of students in order to increase the student entrepreneurial intentions.

Keywords: *entrepreneurship, entrepreneurial intention, entrepreneurial education, subjective happiness, students*

INTRODUCTION

The current rate of youth unemployment in Indonesia is still at a high level. This refers to the data from International Labor Organization (ILO) indicated by the high percentage of unemployment in 2006 which reached 30 percent. However, in 2013, this unemployment rate decreased quite significantly up to 19% (ILO, 2015). Meanwhile, according to data from Indonesian Central Statistics Agency (BPS), the total workforce in August 2020 was 138 million people with a work participation rate of 67.77% and the open unemployment rate of 7.07% (Biro Pusat Statistik, 2019). This indicated an increase of 2.13% compared to the open unemployment rate in February 2020. More specifically, the open unemployment rate based on the level of education indicated that the graduates of higher education unemployment rate in 2020 increased by 1.8% compared to rate in the year of 2019 (Badan Pusat Statistik, 2021).

There are several reasons for the high unemployment rate in Indonesia. Some of the factors that influence unemployment are feeling lazy, not ready to work, feeling unskilled, and lack of confidence (Yunilasari & Rahardjo, 2016). In addition, another factor that affects the high unemployment rate is related to lower employment opportunities compared to the number of job seekers from various levels of education. This is because the number of job providers in Indonesia is still limited (Darwanto, 2012). This is in line with the opinion stating that the problem of unemployment in Indonesia is caused by an imbalance between employment opportunities and the number of job seekers (Adha, Arifin, Maisyaroh, Sultoni, & Sunarini, 2020). Thus, entrepreneurship is important to develop. This is because entrepreneurship can provide job opportunities and accommodate excess of labor which in turn can overcome unemployment.

Entrepreneurship is very important, both in developing countries and in developed countries. For developed countries, entrepreneurship is a way to spur innovation and technological development, create competition, and create jobs that can lead to economic growth and also the welfare of the nation. Whereas, in developing countries entrepreneurship can be used as a way to stimulate economic development and to solve economic and social problems (Holmgren & From, 2005).

Entrepreneurship makes a large enough contribution to the national economy (Purwana & Wibowo, Agus, 2014). It is also stated that entrepreneurship has a very large share of economic development through the creation of innovation, employment and welfare. So it can be stated that the more entrepreneurs a country has, the higher the country's economic growth will be (Darwanto, 2012).

In developing countries, the intention of entrepreneurs is partly due to the need of daily life. Whereas, in developed countries entrepreneurship is driven by the opportunities to start business (Eijdenberg, 2016). So, in developing countries, when the entrepreneurs get a profit from their business, they will use them to fulfill their daily needs. Whereas, in developed countries, entrepreneurs use their business profits to develop their businesses further (Eijdenberg, 2016).

The question is how can a country encourage the youth to become entrepreneurs? There are several factors that can determine entrepreneurial behavior, one of which is entrepreneurial intention. This is in accordance with the statement that entrepreneurial intention is very important for someone in deciding to open a business (Linan & Chen, 2009; Ozaralli & Rivenburgh, 2016). Thus, it can be stated that there is a relationship between entrepreneurial intentions and his or her decision to start a business (Ozaralli & Rivenburgh, 2016). Furthermore, cognitive focus is crucial in understanding a person's decision to do something (Baron, 2004). This is also supported by Linan & Chen (2009) who state that cognitive focus provides insight to a person in doing entrepreneurship.

Based on the statement above, it can be stated that entrepreneurial intention is one of the determinants of entrepreneurial behavior. Furthermore, understanding on the factors that influence entrepreneurial intentions can help develop the entrepreneurial. This is one of the reasons why researchers are interested in conducting research related to entrepreneurial intentions and the influencing factors. Some determinants such as personal, environmental, social, and cultural factors are not widely known (Ozaralli & Rivenburgh, 2016). Consequently, the study on psychological factors such as the level of happiness is important to be done. Thus, one of the objectives of this study was to examine the relationship between subjective happiness and entrepreneurial intentions among higher education students.

Entrepreneurship is related to creativity, innovation, risk taking, and finding opportunities (Holmgren & From, 2005). Meanwhile, entrepreneurial intentions can be defined as thoughts that direct a person to establish a business or form new values in an existing organization (Guerrero, Rialp, & Urbano, 2008). Entrepreneurial intention is also defined as owning a business or becoming self-employed either by setting up their own company or taking over an existing company. It is also defined as a broader set of personal orientations, desires or interests that might lead to creating a new business or establishing their own business. and have taken more specific steps in that direction (Thompson, 2009).

There are 3 aspects of entrepreneurial intentions, namely personal attitudes, subjective norms, and behavior control. Personal attitude is the extent to which an individual has positive or negative personal judgments about being an entrepreneur which includes affective attitudes (interests) and evaluative considerations (advantages) (Ajzen, 2001). Meanwhile, the subjective norm is an assessment based on the social pressure to conduct or not to conduct entrepreneurship. In other words, it can be stated that subjective norms are related to a person's perception of whether

other people will agree with his or her decision to become an entrepreneur or not (Ajzen, 2001). In addition, behavioral control is related to a person's perception of the ease or difficulty of being an entrepreneur (Linan & Chen, 2009).

Higher education students as one of the prospective business actors were indicated to have low entrepreneurial intentions. This is in line with the results of previous research which states that students have less high entrepreneurial intentions (Ozaralli & Rivenburgh, 2016). This is the reason of this study to choose students as the research subjects.

Previous empirical research findings indicated that one of the factors that influence entrepreneurial intentions is subjective happiness. Happiness in general has a positive impact on one's success. This is consistent with the results from Diener & Biswas-Diener (2008) that happy person tends to experience success more easily than those who are less happy. This is in line with the findings from Fitriana (2018) stating that happiness encourages success in work, relationships, and health. This is because people who are happy have more enthusiasm for living their lives. Therefore, happy people will tend to be more active in achieving their life goals and easier to achieve success. In line with this opinion, the results of other studies also state that positive emotions have an impact on the formation of entrepreneurial activities (Su, Liu, Zhang, & Liu, 2020). Thus, this study aims to see the relationship between subjective happiness and higher education student entrepreneurial intentions.

Another factor that affects entrepreneurial intentions is entrepreneurship education. Previous empirical research states that entrepreneurship education has an impact on a person's intention to do entrepreneurship. Entrepreneurship education is defined as the introduction of opportunities, structuring resources in the presence of risk, and building a business venture and as a collection of formal teachings that inform, train, and educate anyone interested in business creation, or small business development (Küttim, Kallaste, Venesaar, & Kiis, 2014). In this research, entrepreneurship education is conducted through credited courses in higher education institution.

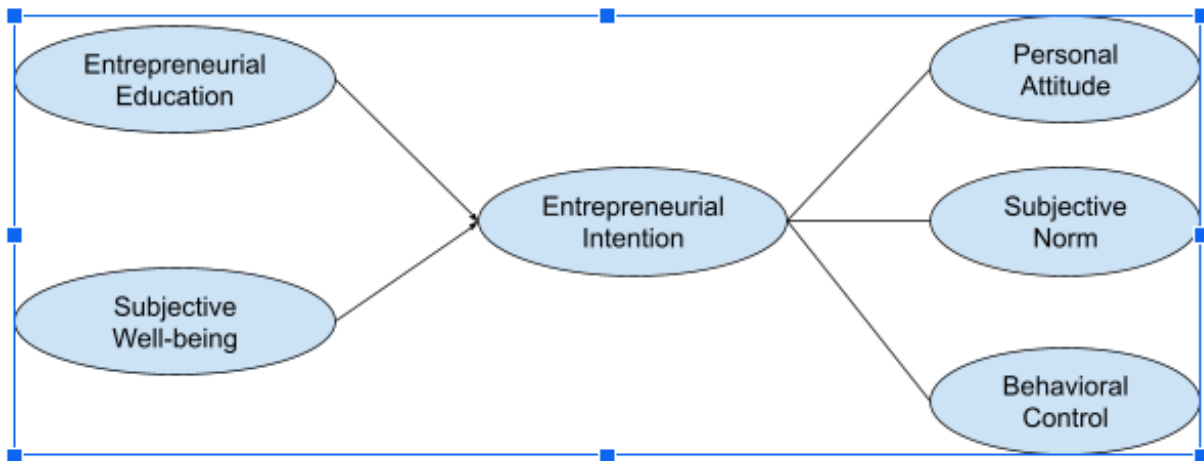
Entrepreneurship education is very important in determining the development of entrepreneurial intentions. Interest in entrepreneurship education is getting higher among educational institutions (Küttim et al., 2014). Entrepreneurship education is also considered as an effective solution in overcoming unemployment problems (Remeikiene, Startiene, & Dumciuviene, 2013). In addition, entrepreneurship education is significant because entrepreneurial activities are considered as an important component of economic growth, innovation and employment (Giacomin et al., 2011).

The results of previous research found that entrepreneurship education has an impact on the development of entrepreneurial intentions among students (Lüthje & Franke, 2003). However, other research states that entrepreneurship education does not contribute to the emergence of entrepreneurial intentions. As stated by Küttim et al. (2014) that research on the effects of education on entrepreneurial intentions still needs to be conducted further. This is reinforced by the

opinion that the impact of entrepreneurship education programs on entrepreneurial intentions can be different in each country (Giacomin et al., 2011). Thus, it can be stated that there is a research gap that needs to be investigated further. Therefore, this research also aims to examine whether entrepreneurship education plays a role in the development of entrepreneurial intentions in higher education students.

Based on the statement above, the research conceptual framework is formulated as follows:

Figure 1. Conceptual Framework



METHODS

The approach used in this research is quantitative research with a comparative correlational and a descriptive research design. Correlational analysis is used to determine whether there is a relationship between subjective happiness and entrepreneurial intentions; and entrepreneurship education and entrepreneurial intentions among higher education students. Meanwhile, a comparative descriptive approach is used to determine differences in entrepreneurial intentions based on gender and family background, namely whether the subject has close relatives such as parents, younger siblings, or older siblings who have started a business or not.

The subjects in this study were 80 students consisting of 53 female and 30 male students with the characteristics of the subject namely 6th semester students who are enrolled in higher education institutions. There are two scales used in this study, namely the Subjective Happiness Scale (Lyubomirsky & Lepper, 1999) and the Entrepreneurial Intention Scale (Linan & Chen, 2009) which is distributed online.

The Subjective Happiness Scale (Lyubomirsky & Lepper, 1999) and the Entrepreneurial Intention Scale (Linan & Chen, 2009) are both reliable and valid. The reliability of the Subjective Happiness Scale (Lyubomirsky & Lepper, 1999) is measured based on the internal consistency score (Cronbach alpha of 0.86). Thus, it can be stated that the Subjective Happiness scale (Lyubomirsky & Lepper, 1999) has high reliability. In addition, the Subjective Happiness Scale (Lyubomirsky & Lepper, 1999) is also a valid scale. This can be seen from the convergent validity.

Convergent validity of the Subjective Happiness scale (Lyubomirsky & Lepper, 1999) was obtained by correlating the Subjective Happiness Scale (Lyubomirsky & Lepper, 1999) with other happiness scales in 4 different subject groups with correlation scores between 0.52 to 0.72 ($M = 0.62$).

The Entrepreneurial Intention Scale (Linan & Chen, 2009) has a Cronbach alpha of 0.773 to 0.943. Thus, it can be said that the Entrepreneurial Intention Scale (Linan & Chen, 2009) is reliable. In addition, the Entrepreneurial Intention Scale (Linan & Chen, 2009) is also valid. This can be seen from its convergent validity and discriminant validity. Convergent validity of the Entrepreneurial Intention Scale (Linan & Chen, 2009) was measured using factor analysis. The result of the analysis states that the Kaiser-Meyer-Olkin score is 0.912 which can be categorized as high (> 0.07) and Bartlett's Sphericity is significant. This means that the data meet the requirements for factor analysis. The results of the analysis state that there are 4 factors with 20 items. All items have a loading factor of more than 6, except for one item with a loading factor of 0.480. The cumulative variance explained score was 72.2% ($> 60\%$). This means that the existing items measure the entrepreneurial intention variable well, which is 72.2%.

The subjective happiness scale (Lyubomirsky & Lepper, 1999) consists of 4 items. An example of an item to measure subjective happiness in this study is "*compared to my friends as a whole, in my opinion, I am one of those who ...*". While the scale of entrepreneurial intentions (Linan & Chen, 2009) consists of 3 components and 13 items. This scale is based on the theory of planned behavior (Ajzen, 1991). The three components are personal attitudes, subjective norms, and behavior control. Component 1 (personal attitude) consists of 5 items with an example of the statement "*For me, being an entrepreneur has more positive impacts than negative ones*". Component 2 (subjective norm) consists of 2 items with an example of the statement "*If you decide to start a business, will the people in your community (close family) agree with your decision?*". Whereas, component 3 (behavior control) consists of 6 items with an example of the statement "*Starting a business and maintaining it is easy for me*".

The type of data obtained from this study is interval data. The data obtained from the research scale used is a continuous scale with 10 answer choices ranging from 1 for strongly disagrees to 10 for strongly agree statement. Thus, this data can be used in parametric statistical data analysis. The total score is obtained by adding the overall score of all items. The higher the subjective happiness score and entrepreneurial intentions, the higher the level of subjective happiness and entrepreneurial intentions. Conversely, the lower the subjective happiness score and entrepreneurial intention, the lower the level of subjective happiness and entrepreneurial intentions. The data analysis technique used is correlation and comparison test with the Independent Sample T-Test.

RESULTS AND DISCUSSION

The normality test

Normality test is carried out to complete the graphical normality assessment (Elliott & Woodward, 2011). One of the main tests usually performed for normality tests is the Kolmogorov-Smirnov (KS) test (Öztuna, Elhan, & Tüccar, 2006). Based on the Kolmogorov-Smirnov (KS) test, the following data were obtained:

Table 1. Normality Test

Variable	Value KSZ	P	Conclusion
Entrepreneurial Intention	0,120	0,009	$P < 0,050$ (not normal)
Subjective Happiness	0,116	0,006	$P < 0,050$ (not normal)

The rule for normality test is if the significance value of the Kolmogorov Smirnov test > 0.050 then the data distribution indicates the normal distribution. If the significance value of the Kolmogorov Smirnov test ≤ 0.050 , the data distribution does not indicate normal distribution. From the results of the Kolmogorov-Smirnov test for the entrepreneurial intention variable, it was obtained that $KS Z = 0.129$ with $p = 0.009$, meaning that the data distribution of the entrepreneurial intention variable did not indicate the normal data distribution. Meanwhile, from the Kolmogorov-Smirnov test results for the subjective happiness variable, it was obtained that $KS Z = 0.116$ with $p = 0.006$ meaning that the data distribution of the subjective happiness variable also did not indicate the normal data distribution.

With a large sample size that is more than 30 or 40 subjects, the non-normal data assumption does not cause significant problems (Altman & Bland, 1995). This is in line with the statement that with a large sample of 30 or 40, the sample distribution will tend to be normal, regardless of the data form (Elliott & Woodward, 2011). In other words, it can be stated that, with a sample size of more than 30, the data can be assumed to have a normal distribution. Thus, researchers can still use parametric procedures even though the data are not normally distributed (Elliott & Woodward, 2011).

Linearity Test

The rule for linearity test is if the significance value < 0.050 , then the relationship between the independent and dependent variables is linear. If the significance value ≥ 0.050 , the relationship between the independent and dependent variables is not linear. From the linearity test table, it is obtained that the value of $F = 23.494$ with $p = 0.002$ meaning that the relationship between subjective happiness and entrepreneurial intentions is linear.

Hypothesis Testing on the Relationship between Subjective Happiness and Entrepreneurial Intention

The table below illustrates the result of the hypothesis testing on the relationship between subjective happiness and entrepreneurial intention.

Table 2. Hypothesis Testing on the Relationship between Subjective Happiness and Entrepreneurial Intention

Variable		Entrepreneurial Intention	Subjective Happiness
Entrepreneurial Intentions	Pearson Correlation	1	.344 **
	Sig. (1-tailed)		.001
	N	80	80
Subjective Happiness	Pearson Correlation	.344 **	1
	Sig. (1-tailed)	.001	
	N	80	80

The table above shows the correlation between subjective happiness and entrepreneurial intentions. The rule for this correlation is if $p < 0.050$ meaning that there is a correlation between subjective happiness and entrepreneurial intentions. However, if $p \geq 0.050$, it means that there is no correlation between subjective happiness and entrepreneurial intentions. The correlation between the value of subjective happiness and the value of entrepreneurial intentions is indicated with the values of $r = 0.344$ and $p < 0.01$. Thus it can be stated that there is a positive correlation between subjective happiness and entrepreneurial intentions. The higher the value of subjective happiness, the higher the value of entrepreneurial intentions, conversely the lower the value of subjective happiness, the lower the value of entrepreneurial intentions.

This is in line with the opinion that someone who is happy tends to experience success more easily than those who are less happy (Diener & Biswas-Diener, 2008), including success in the field of entrepreneurship. This is because people who are happy have more enthusiasm for living their lives (Fitriana, 2018). Consequently, happy people will tend to be more active in achieving their life goals and this makes it easier to achieve success.

Intentions are thought to capture the driving factors that affect a behavior; they are indicators of how much people are willing to work, and how much effort they expect to put in to execute the behavior. In general, the greater the urge to participate in a behavior, the more likely it will be carried out (Ajzen, 1991).

Intention perception should be widened by positive affect. As it is mentioned that a person's affective state determines intentional awareness (Rigoni, Demanet, & Sartori, 2015). In addition, according to some studies, most behavior is influenced by one's emotional state. Positive and negative affective states have opposing effects on various stages of cognitive processing, according to a wide body of literature. Negative affect is thought to narrow cognitive processes,

while positive affect broadens them (Fredrickson, 2001). Positive affect increases the length of the attentional focus (Rowe, Hirsh, & Anderson, 2007). Positive affect increases attentional resources, therefore positive affect broadens the scope of attention. Furthermore, motor intention can be identified earlier in time when people are experiencing positive affect than negative affect (Rigoni et al., 2015).

Hypothesis Testing Relationship between Entrepreneurship Education and Entrepreneurial Intentions

The table below illustrates the result of the hypothesis testing on the relationship between entrepreneurship education and entrepreneurial intention.

Table 3. Hypothesis Testing on the Relationship of Entrepreneurship Education with Entrepreneurial Intentions

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	37.333 ^a	54	.959

The table above shows a correlation between entrepreneurship education that has been received by the subject and entrepreneurial intentions. The rule for this correlation is if $p < 0.050$ means there is a correlation between entrepreneurship education and the value of entrepreneurial intention. However, if $p \geq 0.050$, it means that there is no correlation between entrepreneurship education and the value of entrepreneurial intentions. Based on the analysis, it can be stated that the correlation between entrepreneurship education and entrepreneurial intention is indicated with the value of $r = -0.014$ and $p > 0.05$. It means that there is no correlation between entrepreneurship education and entrepreneurial intentions.

In other words, it can be stated that entrepreneurship education does not contribute to the development of entrepreneurial intentions. The results of this study are different from L uthje & Franke (2003) who stated that entrepreneurship education has an impact on the development of entrepreneurial intentions among higher education students. K uttim et al. (2014) stated that the results of research on the effects of education on entrepreneurial intentions are still debatable. This is in line with the argument that the impact of entrepreneurship education programs on entrepreneurial intentions can be different in each country (Giacomin et al., 2011).

Hypothesis Testing on the Differences in Entrepreneurial Intentions Based on Family Background

The Independent Samples T-Test was carried out to measure student entrepreneurial intentions based on family background. The test results are described in the following table.

Table 4. Hypothesis Testing on the Differences in Entrepreneurial Intentions Based on Family Background

Group	N	Mean	Sig	Decision
Having an Entrepreneurial Family	64	149.0313	0.002	Accepted
Not Having an Entrepreneurial Family	16	125.5000		

The table above is a table that shows whether there is a difference in the level of entrepreneurial intention between subjects who have close family members (parents, younger siblings, or older siblings) who have started a business and those who have not. The rule for this correlation is if $p < 0.050$, meaning that there is a difference between the level of entrepreneurial intention between students with a close family members (parents, younger siblings, or older siblings) with entrepreneurial background and those without business background. Meanwhile, if $p \geq 0.050$ meaning that there is no difference in the level of entrepreneurial intention among subjects who have close family members (parents, younger siblings, or older siblings) who have started a business with those who have not. The results of the analysis indicated that the significance value of $p < 0.05$ meaning that there is a difference in the level of entrepreneurial intention between subjects who have close family members (parents, younger siblings, or older siblings) who have started a business and those who have not. Subjects who have close family members (parents, younger siblings, or older siblings) with business background have a higher level of entrepreneurial intentions. On the other hand, subjects who do not have close family members (parents, younger siblings, or older siblings) who have started a business have a lower level of entrepreneurial intentions. This is in line with the results of research by Yunilasari & Rahardjo (2016) who stated that the family environment has a positive and significant effect on interest in entrepreneurship.

Subjects with close family members (parents, younger siblings, or older siblings) who have started a business have a higher level of entrepreneurial intention than subjects who do not have close family members (parents, younger siblings, or older siblings) who have started a business. This is in line with the perspective of social learning theory stating that humans are able to regulate their own behavior and humans learn through social observation. It is further stated that humans interact and influence each other with the environmental situation (Abdullah, 2019). Thus, it can be stated that the emergence of entrepreneurial intentions, one of which is caused by the influence of the family background.

Hypothesis Testing on the Differences in Entrepreneurial Intentions Based on Gender

The Independent Samples T-Test was carried out to measure student entrepreneurial intentions based on gender. The test results are described in the following table:

Table 5. Hypothesis Testing on the Differences in Entrepreneurial Intentions Based on Gender

Group	N	Mean	Sig	Decision
Male	29	144.6552	0.937	Rejected
Female	51	144.1373		

The table above shows the differences in the level of entrepreneurial intention between men and women. The rule for this correlation is if $p < 0.050$ meaning that there is a difference in the level of entrepreneurial intention between men and women. However, if $p \geq 0.050$ meaning that there is no difference in the level of entrepreneurial intention between men and women. The results of the analysis stated that the significance value of $p > 0.05$ meaning that there is no difference between the level of entrepreneurial intention between men and women.

There is no significant difference in the level of entrepreneurial intention between men and women because both men and women receive entrepreneurship courses offered by higher education institution. This is in line with the opinion of Yunilasari & Rahardjo (2016) which states that entrepreneurship courses given by universities provide the same perspective regarding the benefits obtained from entrepreneurship.

This is in line with the results of research from Adha et al., (2020) which states that there is no difference in entrepreneurial intentions between men and women. The results of this study are in line with Gupta (2009) who stated that there is no significant difference between men and women in terms of entrepreneurial intentions. However, it is different from the results of the research (Haus, Steinmetz, Isidor, & Kabst, 2013) arguing that men have a higher level of entrepreneurial intention than women, even though the difference is not significant. This can be seen from the considerable increase in the percentage of female entrepreneurs in recent years, although the level is far below the number of male entrepreneurs (Haus et al., 2013).

The results of this study can be used as recommendations for higher education institution to pay attention to students' subjective happiness in order to increase their entrepreneurial intentions. The limitations of this study is that the subject is taken only from the 6th semester group. Future research can use a more diverse research subject such as from the length of time the students studying in higher education institution. Therefore, future researchers can also analyze different level of entrepreneurial intentions based on the length of time students study in college.

CONCLUSION

The results showed that there was a positive correlation between subjective happiness and entrepreneurial intentions. The higher the value of subjective happiness, the higher the value of entrepreneurial intentions. In contrast, the lower the value of subjective happiness, the lower the value of entrepreneurial intentions. In addition, the results of data analysis also state that there is no positive correlation between entrepreneurship education and the entrepreneurial intentions.

Other research can be carried out in relation to other factors that can influence entrepreneurial intentions such as the need for achievement. Overall, entrepreneurial intentions, especially among students, can be developed to improve entrepreneurial behavior.

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