



Modeling Student Entrepreneurial Interest and Resilience: The Contribution of Perceived Behavior Control as a Moderating Variable

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Abstract:

This study determines the Determinant Modeling of Entrepreneurial Interest and Resilience in Students: The Role of Perceived Behavior Control as a Moderation Variable. The research approach used in this study was quantitative. The subjects in this study were students at Brawijaya University. The data for the subject is obtained from the results of the questionnaire shared through Google Forms, and at least 100 respondents have been obtained with a sampling technique using simple random sampling. Data analysis in this study uses a Structural Equation Model (SEM) approach assisted by smart PLS applications. A significant positive relationship between the variables of interest in entrepreneurship and the resilience of entrepreneurship, between social norm variables and interest in entrepreneurship, between social norm variables and entrepreneurial resilience, between the variables of entrepreneurship education and the resilience of entrepreneurship, between perceived behavior control variables and entrepreneurial resilience, between personal attitude variables and entrepreneurial interests, and between personal attitude variables and entrepreneurial resilience and perceived behavior control cannot moderate the influence of entrepreneurship education and entrepreneurial resilience. There is no relationship between the variables of entrepreneurship education and the interest in entrepreneurship. The interest in entrepreneurship can mediate social norms' influence on entrepreneurship resilience, mediate entrepreneurship education's influence on entrepreneurship resilience, and mediate the influence of personal attitudes on the resilience of entrepreneurship.

Keywords: entrepreneurship education, interest in entrepreneurship, personal attitude, resilience in entrepreneurship, social norms.

模拟学生的创业兴趣和弹性：感知行为控制作为调节变量的贡献

摘要:

本研究确定了学生创业兴趣和韧性的决定因素模型：感知行为控制作为调节变量的作用。本研究中使用的方法是定量的。这项研究的对象是布拉威再也大学的学生。受试者的数据是从通过谷歌表格共享的问卷调查结果中获得的，并且至少有 100 名受访者是通过使用简单随机抽样的抽样技术获得的。本研究中的数据分析使用由智能偏最小结构应用程序辅助的结构方程模型方法。创业兴趣变量与创业弹性之间、社会规范变量与创业兴趣之间、社会规范变量与创业弹性之间、创业教育变量与创业弹性之间、感知行为控制之间存在显著正相关。个人态度变量与创业之间没有影响，个人态度变量和创业之间没有影响。对创业中介的影响。

关键词：创业教育、创业兴趣、个人态度、创业韧性、社会规范。

1. Introduction

Entrepreneurship has long been considered as a way to spur innovation and technological advancement, generate competition, and create jobs, leading to economic growth and national prosperity (Primandaru, 2017). A condition for a country to become a developed country is that the number of its entrepreneurs reaches 2% of the total population of society. Indonesia alone only has 1.5% of entrepreneurs from around 252 million people, so Indonesia still needs around 1.7 million entrepreneurs to reach the 2% mark. The average population in Indonesia chooses to become an employee rather than become an entrepreneur (Primandaru, 2017).

According to a survey Hamdani (2017) conducted at a private campus in Banda Aceh City, he found that as many as 61.5 percent said they were very interested in entrepreneurial activities. Even 50 percent already have a small business or business they run while in college. The average business runs online. When he asked what caused them to be very interested in the entrepreneurial activity, they replied, or as many as 97.4 percent said it was because they were studying entrepreneurship courses on campus. As for gender, as many as 53.8 percent are women, and only 46.2 percent are men. This result shows that nowadays, women are more interested in entrepreneurship than men.

Based on research conducted by Baron (Sabela et al, 2014), it was found that entrepreneurs who have been through various experiences in business and can run stably can process information, decision - making, and other cognitive abilities better than novice entrepreneurs. This statement means that the more experience encountered, the more able the individual is to tolerate risk opportunities, the more resistant to situations and a more effective coping stress ability than before. Therefore, a ability that must be possessed is resilience. Several studies have link resilience with a person's career development in entrepreneurship. Because entrepreneurship itself requires courage to try something new, and failure is a very natural thing to happen (Barringer & Ireland, 2010).

Resilience is the result of the interaction between the individual and his environment. A dynamic and gradual

process allows the individual to learn to gain knowledge, abilities, and skills that can help him face difficult times full of uncertainty based on a positive attitude with creativity and optimism and relying on his abilities. In entrepreneurship contexts, resilience is an entrepreneur's capacity to overcome difficult situations (Ayala & Manzano, 2014).

Entrepreneurs are considered tenacious if they can face problems and develop and mobilize resources. Because when someone wants to build business, what is needed is a sense of confidence in his abilities if the business he wants to build will later be successful. This belief will arouse a person's motivation to dare to build business. If a person has low self-confidence, the person will likely have a lack of interest in entrepreneurship (Ayala & Manzano, 2014). The novelty of this study is the addition of the Perceived behavior control variable as a moderation variable. This study aims to determine the influence of Modeling Determinants of Entrepreneurial Interest and Resilience in Students: The Role of Perceived Behavior Control as a Moderation Variable. Based on the background presentation above, the chosen research title was "Modeling Determinants of Entrepreneurial Interest and Resilience in Students: The Role of Perceived Behavior Control as Variable Moderation."

2. Literature Review

2.1. Social Norms

According to Macionis (2006), social norms are a series of rules and expectations of society that can direct the behavior of its members to distinguish values and good and bad deals with the goal of social order in society. Richard T. Schaefer and Robert P. Lamm stated that the definition of social norms is a reference to behavior that is lived by society, with a set of binding rules, as well as socially constructed in social life and based on social systems. Yuliana and Ginting (Simatupang, 2020) explain the indicators of subjective norms based on the SDGs (theory of planned behavior):

1. The role of the family
2. Best friend support
3. Support from lecturers

4. Influence of others
5. Support of people considered important

2.2. Entrepreneurship Education

According to Saroni (2012), entrepreneurship education is an educational program that works on aspects of entrepreneurship as an important part of the development and competence of students. However, Wibowo & Saptono (2018) stated: "Entrepreneurship education is an effort to internalize the spirit and mentality of entrepreneurship both through educational and other institutions such as training institutions, training and so on."

Entrepreneurship education helps build the character and spirit of entrepreneurship and instills entrepreneurial competencies and values. The provision of entrepreneurship education to students is significant. According to Suryana & Bayu (2012): "One of the driving factors for the growth of entrepreneurship in a country lies in the role of universities through the implementation of entrepreneurship education." The role of universities is expected to open students' understanding and perception of the entrepreneurial world so that students can spur their creative ideas. Students are expected not to be fixated on job-finding activities after graduation but can open up jobs with entrepreneurial abilities learned on campus.

Kamus Besar Bahasa Indonesia (KBBI) are control variables that measure changes to an event or activity. The indicators that can measure the variables of entrepreneurship education, according to Bukirom et al. (2014), are as follows:

1. Methods used in entrepreneurship education
2. Entrepreneurship materials provided in entrepreneurship education
3. The purpose of teaching entrepreneurship education in fostering entrepreneurial intentions.
4. Entrepreneurship education raises the awareness of business opportunities

2.3. Personal Attitude

The attitudes and character traits of people reflect who they are. Attitude is action people take in response to something. Attitude is an action people take in response to something. According to Azwar (2012), attitude is described as a reaction or response that develops from an individual and subsequently results in the individual's behavior toward something in certain ways.

Human attitudes are not predetermined at birth. Instead, they are developed throughout a person's life because of social processes that allow for the acquisition of knowledge and experiences. This process can occur when social processes occur in reciprocal ties between the individual and their surroundings in the family, school, and community environments. These interactions and relationships then form a pattern of individual attitudes toward his surroundings.

According to Azwar (2012), the following list of variables affects attitudes regarding the subject of attitudes:

1. Personal experience
2. The effect of influential persons in their lives.
3. Cultural influences
4. Mass media
5. Religious and educational institutions
6. Emotional factors

2.4. Entrepreneurial Interest

Interest in entrepreneurship is the focus of attention, desire, interest, and willingness of individuals in the field of entrepreneurship to put in much effort or have a strong will to fulfill their needs without fear of the risks, as well as the strong will to learn from failure (Wulandari, 2013). According to Santoso & Ariati (2014), a person's interest in entrepreneurship is a psychic sign that they are concentrating their attention and acting in a way that makes them feel good because it benefits both themselves and others. (Yanto, 1996) asserts that the appeal of entrepreneurship lies in its capacity to help people meet their needs and deal with difficulties while also advancing existing enterprises or starting new ones.

Factors affecting interest in entrepreneurship according to Suryana (2006) are shown in Table 1.

Table 1. Factors affecting interest in entrepreneurship

Dimension	Indicators
Extrinsic factors	1. Chance
	2. Family
	3. Community
	4. Education/Knowledge
Intrinsic Factors	1. Income
	2. Self-Esteem
	3. Pleasure

2.5. Entrepreneurial Resilience

Resilience is the capacity of an individual to survive and thrive despite being in a difficult situation and believing that the individual can learn, change and overcome any problem in life (Maddi & Khoshaba, 2005). Resilience, according to (Luthar et al., 2000) is defined as dynamic processes that involve positive adaptation despite significant difficulties (Azzahra, 2017). Resilience, according to another perspective, is the capacity of an individual to endure, overcome, and adapt to difficult conditions (Reivich & Shatt , 2002).

Resilience, according to Charney (Azzahra, 2017), is the process of adapting to stressful conditions such as trauma, tragedies, or other occurrences. Furthermore, resilience is not a personality trait but rather involves behavior, thoughts, or actions that anyone can learn.

According to Reivich & Shatt  (2002), there are seven components or skills that make up resilience (Table 2).

Table 2. Components or skills that make up resilience

Dimension	Indicators
Emotional regulation	1. Remain composed in stressful situations
	2. Controlling emotions
	3. Controlling attention
	4. Controlling his behavior
Control over impulses	5. Tends to have high emotional regulation
	6. People with low emotional regulation are more likely to impulsively embrace ideas
	7. Confident that improvements can be made

2.6. Perceived Behavior Control

Organizational Citizenship Behavior (OCB) is part of organizational behavioral science. OCB is a type of workplace behavior that is usually overlooked or ignored. OCB is an extra-role performance that is distinct from in-role performance or performance that fits the job requirements. The second strategy is to look at the OCB from a political or philosophical perspective. This approach establishes a connection between organizational member behavior and civic behavior.

The impact of individual organizational members' perceptions and beliefs on the fulfillment of psychological agreements and contracts is the basis for the existence of OCB. This behavior results from the individual's perception of himself as an organization member who feels satisfied if he can accomplish more than the organization. The dimensions in the measurement of Organizational Citizenship Behavior (OCB) according to Organ (2015), later developed by Podsakoff and Mackenzie (Moorman et al., 1993) are shown in Table 3:

Table 3. The dimensions in the measurement of organizational citizenship behavior (OCB)

No.	Dimension	Indicators
1.	Courtesy	Employees work together Employees obey the rules
2.	Altruism	Employees assist coworkers in need Employees help colleagues at work
3.	Civic Virtue	Employees build a reputation Employees attend and participate in meetings
4.	Conscientiousness	Employees eat quickly Employees are always on time

3. Research Method

3.1. Research Approach

The approach used in this study is a quantitative method. Quantitative research methods test predetermined hypotheses. The quantitative approach presents data as numbers derived from measurements made using scales on the study's variables.

3.2. Research Subjects

The subjects in this study were students at Brawijaya University. The subject data were obtained from the questionnaire results shared through Google Forms. At

least 100 responders have been acquired through Google Forms results using a basic random sampling technique.

3.3. Instrument Testing

Data analysis in this study uses a Structural Equation Model (SEM) approach assisted by smart PLS applications. The stages of data analysis in this study are described as follows.

3.3.1. Validity and Reliability Test

The researchers carried out the validity and reliability tests to ensure that the measurement used is suitable for measurement. We can see the result of validity and reliability testing from the explanations below:

a. Convergent Validity is an indicator assessed based on the correlation between the item score/component score and the construct score, which can be seen from the standardized loading factor, which describes the magnitude of the correlation between each measurement item (indicator) and its construct. Individual reflexive measures are said to be high if correlated > 0.7 .

b. Discriminant Validity is a measurement model with a reflexive indicator that is assessed on the basis of cross-loading measurements with constructs discriminant validity, which also compares the squareroot of average variance extracted (AVE) values. Instruments are declared valid if they have an AVE score of > 0.5 .

c. Composite reliability is a measurement model with a reflexive indicator assessed based on cross-loading measurements with constructs. discriminant validity compares the squareroot of average variance extracted (AVE) values. Instruments are declared valid if they have an AVE score of > 0.5 .

d. Cronbach Alpha is a reliability test carried out to strengthen the results of composite reliability. A variable can be declared reliable if it has a value of Cronbach's alpha > 0.7 .

Table 4. Instrument testing

Instrument Test	Test Used
1. Validity test	1. Convergent Validity 2. AVE
2. Reliability Test	3. Cronbach's Alpha 4. Composite Reliability

3.3.2. R-Square Test

The R-square for the dependent construct is used to assess the influence of a particular independent latent variable on a dependent latent variable indicating the magnitude of the influence.

3.3.3. Hypothesis Test

Hypothesis testing is used to test whether a data has the same average as other data, whether the data has a

significant difference from other data, in which the test results determine whether the hypothesis taken previously is correct or not. In testing the hypothesis, it can be seen from the t-statistical value and probability value.

Hypothesis testing was carried out using statistical values, which for 5% alpha, the t-statistic value used was 1.7. The criteria for acceptance/rejection of the hypothesis are "Ha is accepted if the t-statistic > 1.7; to reject/accept the hypothesis by using probability, then Ha is accepted if the p-value is < 0.05.

4. Result and Discussion

4.1. Outer Model Analysis

4.1.1. Validity Test

The researchers used the validity test to measure a questionnaire's validity. In this study, the researcher carried out validity testing using convergent validity and AVE. Instruments are declared valid if the AVE value > 0.05 and the outer loading value (>0.6), see Table 5.

Table 5. Instrument validity test results

Variables	Instrument Code	Outer Loading	AVE	Information
Sosial Norms_X1	X1.1	0.831	0.556	Valid
	X1.2	0.743		Valid
	X1.3	0.778		Valid
	X1.4	0.693		Valid
	X1.5	0.673		Valid
Entrepreneurship Education_X2	X2.1	0.727	0.625	Valid
	X2.2	0.785		Valid
	X2.3	0.860		Valid
	X2.4	0.786		Valid
	X3.1	0.721		Valid
Personal Attitude_X3	X3.2	0.750	0.535	Valid
	X3.3	0.702		Valid
	X3.4	0.766		Valid
	X3.5	0.774		Valid
	X3.6	0.669		Valid
Entrepreneurial Resilience_Y	Y.1	0.622	0.758	Valid
	Y.10	0.684		Valid
	Y.11	0.708		Valid
	Y.12	0.635		Valid
	Y.13	0.684		Valid
	Y.14	0.730		Valid
	Y.15	0.712		Valid
	Y.16	0.700		Valid
	Y.17	0.599		Valid
	Y.2	0.652		Valid
	Y.3	0.668		Valid
	Y.4	0.738		Valid
	Y.5	0.802		Valid
	Y.6	0.716		Valid
	Y.7	0.712		Valid
	Y.8	0.709		Valid
	Y.9	0.626		Valid
Interest in Entrepreneurship_Z	Z.1	0.734	0.559	Valid
	Z.2	0.753		Valid
	Z.3	0.767		Valid
	Z.4	0.768		Valid
	Z.5	0.816		Valid
	Z.6	0.723		Valid
	Z.7	0.662		Valid
PCB_M	M.1	0.685	0.741	Valid
	M.10	0.651		Valid
	M.11	0.690		Valid
	M.12	0.434		Valid
	M.2	0.613		Valid
	M.3	0.666		Valid
	M.4	0.736		Valid
	M.5	0.696		Valid
	M.6	0.682		Valid
Interest in Entrepreneurship_Z * PCB_M	M.7	0.676	1.000	Valid
	M.8	0.636		Valid
	M.9	0.753		Valid

4.1.2. Reliability Test

In this study, researchers used two reliability tests: the Cronbach Alpha test and the Composite Reliability Test. Cronbach Alpha measures the lowest value

(lower-bound) reliability. The data are stated to be good if the data has a Cronbach alpha value and a composite reliability score of > 0.7 (Table 6).

Table 6. Instrument reliability test results

	Cronbach's Alpha	rho_A	Composite Reliability
Interest in Entrepreneurship_Z	0.868	0.873	0.898
Moderating Effect 1	1.000	1.000	1.000
Social Norm_X1	0.799	0.805	0.862
PCB_M	0.883	0.892	0.903
Entrepreneurship Education_X2	0.801	0.814	0.869
Entrepreneurial Resilience_Y	0.931	0.932	0.939
Personal Attitude_X3	0.828	0.831	0.873

Based on the calculations, the researchers found that all instrument items met the requirements of validity and reliability with scores that exceeded the criteria.

4.1.3. R Square

The researchers used coefficient determination (R-Square) to measure how many endogenous variables are influenced by other variables. Based on data analysis carried out through the use of the smartPLS program, the R-Square value was obtained as stated in the Table 7.

Table 3. R-square analysis results

	R Square	R Square Adjusted
Interest in Entrepreneurship_Z	0.314	0.291
Entrepreneurial Resilience_Y	0.651	0.627

The score in the table explains that the resilience variables of entrepreneurship are influenced by social norms, personal attitudes, entrepreneurship education, interest in entrepreneurship, and PCBs by 65.1%. The rest were influenced by other variables that were not studied in this study. The variable interest in entrepreneurship is influenced by social norms, personal attitudes, and entrepreneurship education by 31.4%, while the rest is influenced by other variables that were not studied in this study.

5. Discussion

5.1. Hypothesis Test

Table 7 shows results of hypothesis test.

Table 7. Hypothesis test

	Original Samples (O)	T Statistics (O/STDEV)	P Values
Direct influence			
Entrepreneurial Interest (Z) -> Entrepreneurial Resilience (Y)	0.107	2.811	0.005
Social Norms (X1) -> Entrepreneurial Interests (Z)	0.576	7.371	0.000
Social Norms (X1) -> Entrepreneurial Resilience (Y)	0.552	12.906	0.000
Entrepreneurship Education (X2) -> Entrepreneurial Interest (Z)	0.062	0.956	0.340
Entrepreneurship Education (X2) -> Entrepreneurial Resilience (Y)	0.260	4.720	0.000
Entrepreneurship Education (X2)*Perceived Behavior Control (M) -> Entrepreneurial Resilience (Y)	0.007	0.525	0.600
Perceived Behavior Control (M) -> Entrepreneurial Resilience (Y)	0.555	7.087	0.000
Personal Attitude (X3) -> Entrepreneurial Interest (Z)	0.332	3.752	0.000
Personal Attitude (X3) -> Entrepreneurial Resilience (Y)	0.695	11.098	0.000
	Original Samples (O)	T Statistics (O/STDEV)	P Values
Indirect influence			
Social Norms (X1) -> Entrepreneurial Interest (Z) -> Entrepreneurial Resilience (Y)	0.061	2.260	0.024
Entrepreneurship Education (X2) -> entrepreneurial interest (Z) -> Entrepreneurial Resilience (Y)	0.037	2.887	0.005
Personal Attitude (X3) -> Entrepreneurial Interest (Z) -> Entrepreneurial Resilience (Y)	0.035	2.703	0.007

5.2. Entrepreneurial Interest (Z) Affects Entrepreneurial Resilience (Y)

The results of testing the hypothesis of entrepreneurial interest on entrepreneurial resilience get a score (p = 0.107) with p values of 0.005 (p < 0.05) and t statistics of 2.811 (p > 1.96), indicating a significant

positive relationship between the variable interest in entrepreneurship and entrepreneurial resilience. The better the interest in entrepreneurship, the better is the entrepreneurial resilience. The results of research by Idrus (2018) show a positive effect of 19.7%, which means that the higher the resilience, the higher the

interest in entrepreneurship. The lower the resilience, the lower is the interest in entrepreneurship. The underlying assumption is that if someone has resilience, this trait will be used to overcome the physical and psychological demands that will have to be faced by someone who wants to be an entrepreneur when they must adapt to change. Therefore, it is possible to conclude that resilience is an essential factor for someone interested in entrepreneurship to realize his desire to open a new business with his ability to get out of all pressures that will be faced.

5.3. Social Norms (X1) Affect Entrepreneurial Interest (Z)

The results of testing the hypothesis of social norms on entrepreneurial interest get a score ($p = 0.576$) with p values of 0.000 ($p < 0.05$) and t statistics of 7.371 ($p > 1.96$), indicating a significant positive relationship between the variables of social norms and interest in entrepreneurship. The better the social norms, the better is the interest in entrepreneurship. Many studies have proven the impact of social norms, beliefs, and values on entrepreneurial activity. Society, in its efforts to reduce uncertainty, fear of losing, and high competition, someone will conduct entrepreneurial activities and other independent activities (Respati & Santoso, 2021). The assumption is that social norms strongly influence people when they control their behavior. Integrated research is needed to determine whether an individual intends to become an entrepreneur, especially in the case of behavior that is not easy to observe (Buana et al., 2017).

5.4. Social Norms (X1) Affect Entrepreneurial Resilience (Y)

The results of testing the hypothesis of social norms on entrepreneurial resilience get a score ($p = 0.552$) with p values of 0.000 ($p < 0.05$) and t statistics of 12.906 ($p > 1.96$), indicating a significant positive relationship between the variables of social norms and entrepreneurial resilience. The better the social norms, the better is the entrepreneurial resilience. Entrepreneurship concerns the processes by which opportunities are discovered, evaluated and exploited and those involved in these processes (González-López et al., 2019). Understanding attitudes and compliance with the relevant regulations can increase the individual's self-confidence. This condition then fosters entrepreneurial resilience (Brännback & Carsrud, 2017).

5.5. Entrepreneurship Education (X2) Does Not Affect Entrepreneurial Interest (Z)

The results of testing the hypothesis of entrepreneurship education on interest in entrepreneurship get a score ($p = 0.062$) with p values of 0.340 ($p < 0.05$) and t statistics of 0.956 ($p > 1.96$), indicating that there is no relationship between the

variables of entrepreneurship education and interest in entrepreneurship. Indarti and Rostianti (2011) argue that the influence of entrepreneurship education is a crucial factor in developing entrepreneurial passion, spirit, and behavior among the younger generation. The impact of entrepreneurship education on college students' attitudes, skills, and knowledge explicitly refers to resilience. However, some include related variables, such as emotional coping, the likelihood of failure, and the ability to learn from mistakes, crises, and failure, persistence, and persistence (Nabi et al., 2017).

5.6. Entrepreneurship Education (X2) -> Entrepreneurial Resilience (Y)

The results of testing the hypothesis of entrepreneurship education on entrepreneurial resilience get a score ($p = 0.260$) with p values of 0.000 ($p < 0.05$) and t statistics of 4.720 ($p > 1.96$), indicating a significant positive relationship between the variables of entrepreneurship education and entrepreneurial resilience. The better the entrepreneurship education, the better is the entrepreneurial resilience. The existence of education about entrepreneurship will be able to help students in entrepreneurship later. This condition will make students who run a business have entrepreneurial resilience. Social science research conceptualizes "resilience" to describe individuals who adapt to achieve positive outcomes despite ongoing adversity. Theoretically different from the term "resilience," which refers to an immutable personality trait, resilience is a dynamic response to various other biological, psychological, social, and environmental influences (Lin, 2018).

5.7. Perceived Behavior Control (M) Cannot Moderate Entrepreneurship Education (X2) on Entrepreneurial Resilience (Y)

The results of hypothesis testing the perceived behavior control variable moderating the relationship between entrepreneurship education and entrepreneurial resilience got a value ($p = 0.007$) with p values 0.525 ($p < 0.05$) with a t statistic of 0.600 ($p > 1.96$), indicating that perceived behavior control could not moderate the effect of entrepreneurship education and entrepreneurial resilience. Perceived behavioral control is assumed to be primarily influenced by one's experiences and perceptions of external barriers and barriers. Research by Zhang et al. (2019) has found that entrepreneurship education plays a vital role in developing perceived behavioral control over entrepreneurial behavior. Peterman and Kennedy (2003) applied self-efficacy theory and found a positive influence of entrepreneurship education programs on perceptions of desirability and feasibility of starting a business. Such education usually provides knowledge, skills, and competencies related to entrepreneurship.

5.8. Perceived Behavior Control (M) Affects Entrepreneurial Resilience (Y)

The results of testing the perceived behavior control hypothesis on entrepreneurial resilience get a score ($p = 0.555$) with p values of 0.000 ($p < 0.05$) and t statistics of 7.087 ($p > 1.96$), indicating a significant positive relationship between perceived behavior control variables and entrepreneurial resilience. The better the perceived behavior control, the better is the entrepreneurial resilience. Students and recent graduates seeking employment are generally confident in coping with the university-to-work transition (career adaptability). Moreover, demands for responsibilities or challenges (general self-efficacy) are directly related to their abilities to find work (self-perceived workability). Career adaptability combines four adaptation skills: attention, control, curiosity, and self-confidence. That is, it may not contribute similarly to entrepreneurial intention. Moreover, previously, it was proven that although an entrepreneurial career motivates most job seekers, they appear to be discouraged by the perceived environmental barriers regarding this option and prefer paid work (Atitsogbe et al., 2019).

5.9. Personal Attitude (X3) -> Interest in Entrepreneurship (Z)

The results of testing the hypothesis of personal attitudes toward entrepreneurship interest get a score ($p = 0.332$) with p values of 0.000 ($p < 0.05$) and t statistics of 3.752 ($p > 1.96$), indicating a significant positive relationship between the variables of personal attitude and interest in entrepreneurship. An excellent personal attitude will impact the interest in entrepreneurship. The personal attitude is a positive or negative evaluation of business creation (Kyvik, 2018). This attitude evaluates a particular behavior that is attractive or beneficial. Depending on how individuals evaluate behavior, their intentions are subsequently formed in one form or another. Therefore, attitudes toward entrepreneurial behavior, such as starting one's own business vs. working as an employee, can be considered an antecedent of entrepreneurial intentions. Liñán et al. (2011) found that high entrepreneurial intentions lead to a positive attitude to starting a business. The finding follows Lortie & Castogiovanni (2015) statement that they reviewed several relevant papers on this topic and found 16 articles confirming the positive relationship between attitudes and intentions.

5.10. Personal Attitude (X3) -> Entrepreneurial Resilience (Y)

The results of testing the hypothesis of personal attitudes toward entrepreneurial resilience get a score ($p = 0.695$) with p values of 0.000 ($p < 0.05$) and t statistics of 11.098 ($p > 1.96$), indicating a significant positive relationship between the personal attitude

variable and entrepreneurial resilience. An excellent personal attitude will impact entrepreneurial resilience. The attitude of each individual affects self-resistance. Most studies focus on individual factors important for entrepreneurial resilience. One of the specific internal factors often described in entrepreneurship research is self-efficacy. Self-efficacy in entrepreneurship allows individuals to believe in their ability to take the appropriate actions required for business in challenging contexts, which helps them develop the ability to grow from adversity and thrive rather than retreat. Entrepreneurial resilience is a process result that results from life experience rather than an innate personality trait (Duchek, 2018).

5.11. Social Norms (X1) -> Entrepreneurial Interest (Z) -> Entrepreneurial Resilience (Y)

The results of the hypothesis testing of the variable interest in entrepreneurship mediating the relationship of social norms to entrepreneurial resilience get a value ($p = 0.061$) with p values of 0.024 ($p < 0.05$) with a t statistic of 2.260 ($p > 1.96$), indicating that interest in entrepreneurship can mediate the influence of social norms on entrepreneurial resilience. Applicable social norms establish a barrier between self-interest in entrepreneurship and preserving others' interests. Individuals or groups in society need norms to protect themselves from threats or violations of the rights of individuals or groups. Therefore, society's individuals and organizations must follow the accepted norms. Group members usually have norms that follow their group. The research conducted by Nurain & Mujiono (2012) explains that the factors that influence the interest in entrepreneurship are internal and external factors. This external factor is in the form of family support and friend support. The support of friends is very influential on the self-confidence of students. Self-confidence in students is a characteristic of an entrepreneur. Therefore, social norms or groups that applied in the environment will significantly affect the interest and resilience of students in entrepreneurship.

5.12. Entrepreneurship Education (X2) -> Interest in Entrepreneurship (Z) -> Entrepreneurial Resilience (Y)

Hypothesis testing of the entrepreneurial interest variable mediates the relationship between entrepreneurship education to entrepreneurial resilience. These results show the value ($p = 0.037$) with p values of 0.005 ($p < 0.05$) with a t statistic of 2.887 ($p > 1.96$), indicating that interest in entrepreneurship can mediate the effect of entrepreneurship education on entrepreneurial resilience. The better the entrepreneurial education given to students, it will be able to increase entrepreneurial resilience. The entrepreneurial interest also strengthens this that students have. Wedayanti and Giantari (2016) states that a factor driving the growth of

entrepreneurship in a country lies in the role of universities through the implementation of entrepreneurship education. This study supports research by Bagus et al. (2015), which found that several factors make a person an entrepreneur, among others, wanting to become a leader, financial and environmental factors. It also supports research conducted by Wedayanti and Giantari (2016) that subjective norms and entrepreneurship education have a significant positive effect on entrepreneurial interest so that it can affect student entrepreneurship resilience.

5.13. Personal Attitude (X3) -> Interest in Entrepreneurship (Z) -> Entrepreneurial Resilience (Y)

Hypothesis testing of the entrepreneurial interest variable mediates the relationship between personal attitudes and entrepreneurial resilience. The results show a value ($p = 0.035$) with p values of 0.007 ($p < 0.05$) with a t statistic of 2.703 ($p > 1.96$), indicating that entrepreneurial interest can mediate the influence of personal attitudes on entrepreneurial resilience. The better a person's personal attitude, the better the entrepreneurial resilience will be. The interest in entrepreneurship also reinforces this. The results of this study follow the theory that explains that in starting a new business or business, there is a situation that is full of stress and high demands in the life of a person who wants to be an entrepreneur, so an excellent personal attitude is needed. To survive and thrive in achieving what they want, someone who has an interest in entrepreneurship must have access to resources that allow them to adapt to changes that occur, both when running a business and in their family life. This ability to adapt is called resilience. In the entrepreneurial literature, resilience is a crucial attribute that each entrepreneur must possess (Ayala & Manzano, 2014).

6. Conclusion

The results of the research found above that there was a significant positive relationship between the variables of interest in entrepreneurship and entrepreneurial resilience and entrepreneurial resilience. There is no relationship between the variables of entrepreneurship education and interest in entrepreneurship, but there is a significant positive relationship between the variables of entrepreneurship education and entrepreneurial resilience but does not moderate the effect on behavior control. In this study, it was also found that there was a significant positive relationship between perceptions of behavioral control variables, entrepreneurial resilience, entrepreneurial interest, personal attitude, and entrepreneurial resilience. Entrepreneurial interest can mediate the influence of social norms, education, and personal attitudes on entrepreneurial resilience and resilience. This agrees with (Xiaoping, 2019) on the Effect of College Students' Entrepreneurial Self-Efficacy on

Entrepreneurial Intention: Career Adaptability as a Mediating Variable, which states that there is a significant positive effect of student entrepreneurship on entrepreneurial intentions, career adaptability, and entrepreneurial intentions. Career adaptability mediates the effect of entrepreneurial self-efficacy on entrepreneurial intentions partially. The strengths and limitations of this study are student modeling that is quite well-directed and perceived behavior, which needs to be expanded further

Entrepreneurial intention was significantly stronger among college students who had a friend or classmate with entrepreneurial experience. This is consistent with the results of Anjum et al. (2021). Their entrepreneurial behavior affects college students' cognition of entrepreneurship, including social identity, role models, and social norms. Relationship among College students' entrepreneurial self-efficacy, career adaptability, and entrepreneurial intention College students' entrepreneurial self-efficacy significantly and positively affected their entrepreneurial intention. This is consistent with the findings of Wu et al. (2022). The college students' entrepreneurial self-efficacy significantly and positively affected their career adaptability. It was consistent with the results of Duong et al. (2020). College students with high entrepreneurial self-efficacy are confident, believing that they have sufficient ability to deal with entrepreneurial activities and uncertainty.

Career adaptability significantly and positively affected the entrepreneurial intention. This was consistent with the findings of (Xiaoping, 2019). Due to the lack of literature in this field in the past, no inconsistent results have been found in the relevant empirical studies so far. Career adaptability partially mediated the effect of college students' entrepreneurial self-effectiveness on their entrepreneurial intention. This finding was similar to those of Peng et al. (2021), who reported that career adaptability plays an essential mediating role.

Career adaptability improves college students' perceived ability and psychological readiness to start a business, so that they are confident and form strong entrepreneurial intentions. College students with high entrepreneurial self-efficacy are confident when facing entrepreneurship, pay more attention to entrepreneurial information, take the initiative to acquire entrepreneurial knowledge, actively explore the path of entrepreneurship, participate in entrepreneurial practice, and enhance their competence, thereby enhancing their entrepreneurial intention.

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