

standard error values for each group. Test whether there is a difference with the Smith-Stterthwait formula (Chin, 2000) as follows.

$$t = \frac{\text{Sample path 1} - \text{Sample path 2}}{\sqrt{S.E^2 \text{ sample 1} + S.E^2 \text{ sample 2}}}$$

Variable	Indicator	Item	Code
Attitudes toward Entrepreneurship (ATTITUDE)	Behavioural Belief (ATT1)	<i>“A career as entrepreneur is attractive for me”</i>	<i>Att1</i>
		<i>“If I had the opportunity and resources, I’d like to start a firm”</i>	<i>Att2</i>
		<i>“Among various options, I would rather be an entrepreneur”</i>	<i>Att5</i>
	Outcome Evaluation (ATT2)	<i>“Being an entrepreneur implies more advantages than disadvantages to me”</i>	<i>Att3</i>
		<i>“Being an entrepreneur would entail great satisfactions for me”</i>	<i>Att4</i>
Entrepreneurship subjective norm (NORM)	Family (NOR1)	<i>“Father, mother, husband, wife”</i>	<i>Nor1</i>
		<i>“Friendly”</i>	<i>Nor4</i>
	Friends/ (NOR2)	<i>“In campus friends”</i>	<i>Nor2</i>
		<i>“Out campus friends”</i>	<i>Nor3</i>
Perception of Entrepreneurship Behaviour Control (CONTROL)	Control Beliefs (CON1)	<i>“To start a firm and keep it working would be easy for me”</i>	<i>Cont1</i>
		<i>“I am prepared to start a viable firm”</i>	<i>Cont2</i>
		<i>“If I tried to start a firm, I would have a high probability of succeeding”</i>	<i>Cont6</i>
	Perceived Power Control (CON2)	<i>“I can control the creation process of a new firm”</i>	<i>Cont3</i>
		<i>“I know the necessary practical details to start a firm”</i>	<i>Cont4</i>
		<i>“I know how to develop an entrepreneurial project”</i>	<i>Cont5</i>
Entrepreneurial Intentions (INTENTIONS)	Behaviour (INT1)	<i>“I am ready to do anything to be an entrepreneur”</i>	<i>Int1</i>
		<i>“I will make every effort to start and run my own firm”</i>	<i>Int4</i>
	Situations–Goal/ Target s (INT2)	<i>“I have very seriously thought of starting a firm”</i>	<i>Int3</i>
		<i>“My professional goal is to become an entrepreneur”</i>	<i>Int5</i>
	Time (INT3)	<i>“I am determined to create a firm in the future”</i>	<i>Int2</i>
		<i>“I have the firm intention to start a firm some day”</i>	<i>Int6</i>
4	9	21	21

Information

Sample path 1: Path coefficient for group 3 credits Sample path 2: Path coefficient for group 2 credits

1. S.E sample 1: standard error value group 3 credits.
2. S.E sample 2: standard error value group 2 credits.

Measurement Analysis (Outer Model)

In relation to endogenous variable of this research in the form of second order data (Ghozali and Latan, 2015), then first analysis whether each item contained on the second order type meets the validity requirements or not. Furthermore, if the results of measurement analysis on the second order are obtained an item or more invalid, then the item is discarded, for further re- analysis, until all items are declared valid. If the item has been declared valid, it is necessary to simplify, by summing the item scores of each indicator, so as to obtain one score as first order data (Ghozali and Latan, 2015), which then carried out structural analysis.

Construct Validity Test

The validity of the items in each research con- duct can be seen from the outer loading results should be more than 0.7 (Ghozali and Latan, 2015). Outer loading results of second order type on 21 items that reveal attitude, subjective norm and perception of entrepreneurship behaviours control, and entrepreneurship intentions, both from the student group weighing 3 credits and 2 credits obtained >0.7 , with $p < 0.05$. The Result of the lowest and highest of as shown in Table 3.

Group	Classification	Values of outer loading	Item
3 credits	Lowest	0.743	Cont4-CONT
	Highest	0.947	Att4-ATT2
2 credits	Lowest	0.723	Cont1-CON1
	Highest	0.062	Nor2 -NOR2

Based on these results, it can be concluded that items on the second order level have met the validity requirements and can be used to form indicators in accordance with the research construct, both on 3 credits and 2 credits. Furthermore after it is known that the items on the second order has qualified the validity, it is necessary to simplify with how to add those items in one score, so per indicator only consists of a score. Another simplifying purpose is to obtain simpler, less complex information, so that it is easier to understand from a theory used in a study, although no new information from the variables is studied (Abdillah and Yogyanto, 2015).

Based on this step, it will be found that each indicator on each construct of the study

consists only of an item or a score, for subsequent re-measurement analysis on first order items, as well as research data.

The result of the measurement of the score or the first order items, either from the student group weighing 3 credits and 2 credits is >0.7 , with $p < 0.05$ as shown in Table 4.

Credits	Indicator-Laten	Coefficient	T Statistik	P-value
3	Att125-ATTITUDE	0.956	152.095	0.000
	Att134-ATTITUDE	0.955	69.663	0.000
	Cont126-CONTROL	0.946	70.225	0.000
	Cont345-CONTROL	0.950	81.587	0.000
	Int114-INTENTIONS	0.946	56.856	0.000
	Int126-INTENTIONS	0.940	85.904	0.000
	Int135-INTENTIONS	0.944	79.743	0.000
	Norm14-NORM	0.974	134.810	0.000
	Norm23-NORM	0.978	209.179	0.000
2	Att125-ATTITUDE	0.979	208.049	0.000
	Att134-ATTITUDE	0.978	218.077	0.000
	Cont126-CONTROL	0.966	142.521	0.000
	Cont345-CONTROL	0.962	115.182	0.000
	Int114-INTENTIONS	0.937	62.961	0.000
	Int126-INTENTIONS	0.936	63.171	0.000
	Int135-INTENTIONS	0.954	97.371	0.000
	Norm14-NORM	0.980	225.008	0.000
	Norm23-NORM	0.976	165.037	0.000

Based on outer loading results in Table 4, it can be concluded that these indicators have fulfilled the requirements of validity, which means it can be concluded that all the research indicators on this measurement analysis qualify the convergen validity. Discriminat validity in the PLS can be seen from the results discriminat validity (Ghozali and Latan, 2015) that is with comparing each of the AVE square roots to the correlation values between constructs. If the AVE square root value is higher than the correlation value between the constructs, it can be stated as meeting the criteria of discriminant validity. Output results discriminat validity model Fornell-Larcker Criterion in this study obtained that the correlation of the construct with the indicator is higher than the correlation of indicators with other constructs, as shown in table 5. This indicates that the latent construct predicts the indicator on each block is higher than in the other block. Based on this explanation we can conclude that the scale of this research is valid because it has fulfilled discriminant validity. Another way to assess the validity of a construct is to look at the value of AVE. AVE results in this study shows the AVE value for all constructs greater than 0.50, as shown in Table 6.

Table 5
THE RESULT OUT PUT DISCRIMINAT VALIDITY FORNELL-LARCKER
CRITERION MODEL

Credits	Variable	Attitude	Control	Intentions	Norm
3	Attitude	0.960			
	Control	0.475	0.948		
	Intentions	0.710	0.608	0.943	
	Norm	0.684	0.568	0.576	0.976
2	Attitude	0.978			
	Control	0.485	0.964		
	Intentions	0.626	0.662	0.942	
	Norm	0.780	0.473	0.663	0.978

Tabel 6
AVE

Credits	Variable-Laten	Coefficient	T Statistic	P-value
3	Attitude	0.921	49.863	0.000
	Control	0.898	44.528	0.000
	Intentions	0.890	45.038	0.000
	Norm	0.952	86.116	0.000
2	Attitude	0.957	110.801	0.000
	Control	0.929	67.736	0.000
	Intentions	0.888	43.679	0.000
	Norm	0.957	98.335	0.000

Based on this description, it can be concluded that the scale of this study has met Convergen and discriminant validity criteria.

Test of Construction Reliability

Table 7
THE RESULT OF COMPOSIT RELIABILITY

Credits	Variable-Laten	Coefficient	T Statistic	P-value
3	Attitude	0.959	95.179	0.000
	Control	0.947	83.938	0.000
	Intentions	0.960	124.259	0.000
	Norm	0.976	167.540	0.000
2	Attitude	0.978	216.306	0.000
	Control	0.863	130.074	0.000
	Intentions	0.960	119.684	0.000
	Norm	0.978	191.860	0.000

The construct reliability test is measured by two criteria (Ghozali and Latan, 2015) composite reliability and Cronbach's Alpha. The construct is valid if the value of composite

reliability and Cronbach's Alpha > 0.70. The results of composite reliability and Cronbach's Alpha calculations on all constructs show p values < 0.05, as shown in Tables 7 and 8. It can be concluded that all collisions have good reliability.

Credits	Variable-Laten	Coefficient	T Statistic	P-value
3	Attitude	0.915	42.531	0.000
	Control	0.887	35.325	0.000
	Intentions	0.938	74.431	0.000
	Norm	0.950	78.278	0.000
2	Attitude	0.955	100.904	0.000
	Control	0.824	57.836	0.000
	Intentions	0.937	71.083	0.000
	Norm	0.955	89.824	0.000

RESULTS

Subject Research Description

The research uses 194 students as shown in Table 9.

Credit	Faculty	Volume	Men	Women	Total
3	Psychology	Freq.	15	17	32
		%	7.73	8.76	16.49
	Economic	Freq.	22	42	64
		%	11.34	21.65	32.99
2	Pharmacy	Freq.	10	29	39
		%	5.15	14.95	20.10
	Teacher Training and Education	Freq.	8	29	37
		%	4.12	14.95	19.07
	Engineering	Freq.	17	5	22
		%	8.77	2.58	11.34
	Total	Freq.	72	122	194
		%	37.11	62.89	100

Based on data Table 9 it is known that this research using respondents who take the entrepreneurship course with the weight of 3 credits consists of students of the Faculty of Psychology as much as 16.49%, 7.73% of men and 8.76% of women. Students who come from the Faculty of Economics as much as 32.99%, 11.34% of men and 21.65% women. Respondents who take Entrepreneurship courses with 2 credits weight consist of 20.10% of Faculty of Pharmacy students, 5.15% male and 14.95% female.

Students who come from the Faculty of Teacher Training and Education as much as 19.07%, 4.12% of men and 14.95% women. Faculty of Engineering as much as 11.34%, 8.77% male and 2.58% women.

Structural Analysis Result (Inner Model)

Hypothesis test results are known by looking at the results of the table path coefficients following the significance of t statistics on the Bootstrapping report algorithm, with the results as shown in Table 10.

Group	Variable		Coefficients	T statistic	p	Status
	Exogene	Endogene				
3	Attitude	Intentions	0.536	5.515	0.000	Significance
Credits	Norm	Intentions	0.013	0.125	0.900	Not Significance
	Control	Intentions	0.345	3.227	0.001	Significance
2	Attitude	Intentions	0.209	1.556	0.120	Not Significance
Credits	Norm	Intentions	0.263	1.717	0.087	Not Significance
	Control	Intentions	0.437	5.009	0.000	Significance

Based on test result from path coefficient obtained that:

Group 3 Credits

1. Test of path coefficient 1 obtained statistical t-value of 5.515 and $p < 0.05$, then the hypothesis of analysis (H_a) accepted, which means that attitudes towards student entrepreneurship have a meaningful influence on the entrepreneurial intentions.
2. Test of path coefficient 2 obtained statistic t-value of 0.125 and $p > 0.05$, then the hypothesis of analysis (H_a) is rejected, which means that the subjective norm of student entrepreneurship has no significant effect on the entrepreneurial intentions.
3. Test of path coefficient 3 obtained statistic t-value of 3.227 and $p < 0.05$, then the hypothesis of analysis (H_a) accepted, which means that the perception of student entrepreneurship behaviour control has a significant influence on the entrepreneurial intentions.

Group 2 Credit:

1. Test of path coefficient 1 obtained statistic t-value of 1.556 and $p > 0.05$, then the hypothesis of analysis (H_a) rejected, which means that attitudes toward student entrepreneurship does not affect the entrepreneurial intentions.
2. Test of path coefficient 2 obtained statistic t-value of 1.717 and $p > 0.05$, then the hypothesis of analysis (H_a) rejected, which means that the subjective norms of

Student entrepreneurship does not significantly influence the entrepreneurial intentions.

3. Test of path coefficient 3 obtained statistical t-value of 5.009 and $p < 0.05$, then the hypothesis of analysis (H_a) accepted, which means that the perception of student entrepreneurship behaviour control has a significant influence on the entrepreneurial intentions.

Variable	3 Credits	2 Credits	t	p	Status
Attitude -Intentions					
Co-eff. Path	0.536	0.209	1.976	<0.05	Significance
Standard error	0.097	0.134			
Norm -Intentions					
Coe-ff. Path	0.013	0.263	-1.343	>0.05	Not Significance
Standard error	0.106	0.153			
Control-Intentions					
Co-eff. Path	0.345	0.437	-0.667	>0.05	Not Significance
Standard error	0.107	0.087			

The result of multi group analysis, at significance level of 5%, was obtained as seen in Table 11. The difference test result obtained that:

1. *Hypothesis (1)* test shows that the two pathways of the attitude to entrepreneurship influence to the entrepreneurial intentions differ significantly between the students who take 3 credits of Entrepreneurship course with a 2 credits.
2. *Hypothesis (2)* test shows that the two pathways of the entrepreneurship subjective norm influence to the entrepreneurial intentions do not differ between the students who take 3 credits of Entrepreneurship course with a 2 credits.
3. *Hypothesis (3)* tests shows that the two pathways of the perceptions of entrepreneurial behaviour control to influence to the entrepreneurial intentions do not differ between the students who take 3 credits of Entrepreneurship course with a 2 credits.

DISCUSSION

The result of *Hypothesis (1)* test shows that both the influence of entrepreneurship attitude toward entrepreneurial intentions differ significantly between the students who take the Entrepreneurship course weighs 3 credits with the weighted 2 credits. This is in accordance with the theory of learning koneksionisme which states that who controls the stimulus-response relationship as much as possible is one who is clever or successful in learning. The formation of stimulus-response relationship is done through repetition, the more often a lesson is repeated, the more the lesson will be. Repetition is more done for students who take entrepreneurship courses that weigh 3 skis than those weighing 2 Credits. This is also in accordance with the results of research by Wu and Wu (2008) found that the level of education (Diploma/ Strata) has an effect on entrepreneurship attitude, and entrepreneurship attitude influence to entrepreneurship intention. The results of Packham's et al. (2010) study, found that entrepreneurship education

obtained by students influenced the attitude of students in entrepreneurship.

Based on the above description, it can be concluded that the two channels of influence of entrepreneurial attitudes towards the intentions of entrepreneurship differ significantly between students who take entrepreneurship course weighs 3 credits with a weighted 2 credits. This means that the weight of credits is a moderator variable influence of entrepreneurship attitude to student entrepreneurship intention. The result of *hypothesis 2* test shows that the two paths of subjective influence of entrepreneurship entrepreneur towards the entrepreneurship intentions do not differ between the students who take the Entrepreneurship course weighs 3 credits with the weighted 2 credits. The result of both path coefficient of the influence of the subjective norm of entrepreneur towards the intention of entrepreneurship is not significant. This is due to the large number of female sample subjects who accounted for nearly 63%. This is in accordance with the results of research Gupta and Turban (2008) and Kickhul et al. (2008) who found that the intention of entrepreneurship of male students is higher than women. This means that the weight of credits is not a moderator variable the influence of subjective norms of entrepreneurship to the student entrepreneurship intentions. The result of *hypothesis 3* test shows that the two path influences perception of entrepreneurship control toward entrepreneurship intention do not differ significantly between student taking entrepreneurship course weighs 3 credits with weighted 2 credits. Nevertheless the result of path coefficient test obtained that perception of entrepreneurship behaviour control significantly influence to student entrepreneurship intention. These results are consistent with research (Autio et al., 2001; Obschonka et al., 2010; Iakovleva et al., 2011; Kautonen et al., 2011) who found that perceived behaviours control has a relationship with intention. Nevertheless it turns out for students who take the course of Entrepreneurship weighing 3 credits with a weighted 2 credits is not influential on the path influence perceptions of entrepreneurial control of entrepreneurship intentions, in other words there is no difference path influence perceptions of entrepreneurial control of entrepreneurship intentions. This means that the weight of credits is not a moderator variable influence perceptions of entrepreneurial behaviours control on students entrepreneurship intentions.

CONCLUSION

Based on the results of the above test and discussion, it can be concluded that the effect of different subjects taking entrepreneurship between the weighted 3 credits with 2 credits only occurs on the influence of entrepreneurial attitudes towards the intentions of entrepreneurship, the influence of subjective norms and perceptions of entrepreneurial behaviours control is not the case. This means that the weight of credits is a moderator variable influence of entrepreneurship attitude to student entrepreneurship intention. Model of the research results as shown in Figure 3.

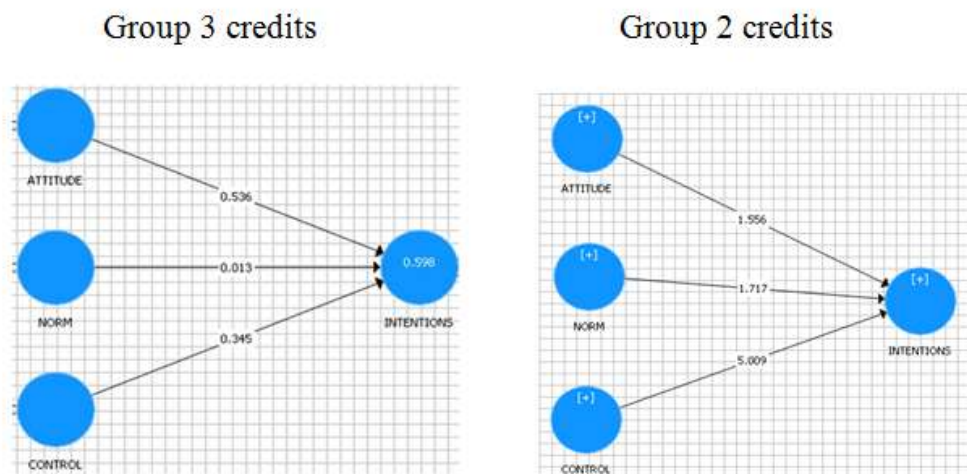


FIGURE 3
GROUP 2 AND 3 CREDITS

In relation to the results obtained research that the weight of credits is a moderator variable influence of entrepreneurship attitudes towards student entrepreneur intent, it is expected:

1. For students who take the Entrepreneurship course that weigh 2 credits to improve its attitude towards entrepreneurship, by multiplying discussion of strengthening understanding of entrepreneurship knowledge with fellow students, or reproduce reading entrepreneurial literature books, both practical and theoretical guidebooks. Moreover, it is also expected to reproduce entrepreneurship seminars both on campus and outside campus.
2. For lecturers of entrepreneurship subjects that weighs 2 credits to improve student entrepreneurship attitude, with much of the discussion task of strengthening the understanding of entrepreneurship knowledge with fellow students, or exhibiting a variety of entrepreneurship literature books, either practical or theoretical handbooks or entrepreneurial handbooks to read, summarized or reviewed, in order to increase knowledge to the entrepreneurship.
3. For the Entrepreneurship class stakeholders weighing 2 credits to be expected to hold many entrepreneurship seminars both on campus, as well as exhibition results of Entrepreneurship Student Creativity Program or products from Entrepreneurship lectures.
4. All of the above suggestions are also expected to apply to students taking Entrepreneurship courses that weigh 3 credits.
5. For researchers, because the weight of credits is a moderator variable influence entrepreneurial attitudes to the intent entrepreneurship of students, then in future research the weight of credits can be a consideration in doing similar research.

LIMITATIONS OF RESEARCH

This study has several limitations: (1) the limited number of research subjects for each subject characteristic, as seen in the description of respondents. This is likely to influence the results of the research, although theoretically justifiable, by being analysed through PLS; (2) The limitation of the number of exogenous variables in this study that only reveals one of the principal characteristics of a college course in the form of credits weight only. In terms of the principal characteristics that accompany such a course, in addition to the weight of the credits course, the nature of the course between mandatory and elective, the support of other courses is

supported or not supported by other similar subjects for entrepreneurship development (production, finance, marketing and others), the direction of developing entrepreneurship in accordance scholarly study program or in general, the location of the course is in the early semester, middle or end and so forth, as well as the difference study program. Taking into account the fundamental characteristics of another course, as mentioned above, it is hoped that a comprehensive comprehension of the answers to similar research problems.

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