



PROTEKSI ISI LAPORAN AKHIR PENELITIAN KERJASAMA - DALAM NEGERI

Dilarang menyalin, menyimpan, memperbanyak sebagian atau seluruh isi proposal ini dalam bentuk apapun kecuali oleh pengusul dan pengelola administrasi pengabdian kepada masyarakat

LAPORAN AKHIR 2024

Rencana Pelaksanaan Penelitian Kerjasama - Dalam Negeri: tahun 2024 s.d. tahun 2024

1. JUDUL PENELITIAN

Membangun Generasi Muda Mandiri: Menelusuri Antecedent Kelayakan Kerja dan Kewirausahaan Mahasiswa Indonesia

Bidang Fokus	Tema	Topik (jika ada)	Prioritas Riset
Sosial Humaniora, Pendidikan, Seni, Dan Budaya	Ekonomi dan sumber daya manusia	Sumber daya manusia dalam lingkup organisasi industri	Digital Economy

Rumpun Ilmu Level 1	Rumpun Ilmu Level 2	Rumpun Ilmu Level 3
ILMU KESEHATAN	ILMU PSIKOLOGI	Psikologi Kerja (Industri)

Skema Penelitian	Strata (Dasar/Terapan/Pengembangan)	Nilai SBK	Target Akhir TKT	Lama Kegiatan
Penelitian Kerjasama - Dalam Negeri	Riset Dasar	150.000.000	2	1 Tahun

2. IDENTITAS PENGUSUL

Nama, Peran	Jenis	Program Studi/Bagian	Bidang Tugas	ID Sinta
WILLIAM GUNAWAN 0330017801 Ketua Pengusul Universitas Kristen Krida Wacana	Dosen	Psikologi	Membuat proposal, mengkoordinasi pelaksanaan penelitian, menyiapkan kerangka kuesioner, mengolah hasil penelitian, menuliskan hasil penelitian, mengirimkan hasil penelitian dan melaporkan hasil pelaksanaan penelitian.	6721449
MISSILIANA RIASNUGRAHANI 0408067401 Anggota Universitas Kristen Maranatha	Dosen	Psikologi	Membantu menyiapkan kerangka kuesioner, membantu mengumpulkan data, membantu mengolah hasil dan membuat laporan hasil penelitian.	5993752
NENNY IKA PUTRI 0116088201 Anggota Universitas HKBP Nommensen	Dosen	Psikologi	Membantu menyiapkan kerangka kuesioner, membantu mengumpulkan data, membantu mengolah hasil dan membuat laporan hasil penelitian.	6151958
NGADIMAN DJAJA 0319067901 Anggota Universitas Kristen Krida Wacana	Dosen	Psikologi	Membantu menyiapkan kerangka kuesioner, membantu mengumpulkan data, membantu mengolah hasil dan membuat laporan hasil penelitian.	6183122
TEDDY INDIRA BUDIWAN 0320047704 Anggota	Dosen	Manajemen	Membantu menyiapkan kerangka kuesioner, membantu mengumpulkan data,	6033923

Nama, Peran	Jenis	Program Studi/Bagian	Bidang Tugas	ID Sinta
Universitas Bina Nusantara			membantu mengolah hasil dan membuat laporan hasil penelitian.	

3. MITRA KERJASAMA PENELITIAN (Jika Ada)

Pelaksanaan penelitian dapat melibatkan mitra kerjasama yaitu mitra kerjasama dalam melaksanakan penelitian, mitra sebagai calon pengguna hasil penelitian, atau mitra investor

Mitra	Nama Mitra	Dana
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4. LUARAN DAN TARGET CAPAIAN

Luaran Wajib

Tahun Luaran	Kategori Luaran	Jenis Luaran	Status target capaian	Keterangan
1	Artikel di Jurnal	Artikel di Jurnal Bereputasi Internasional	Accepted/Published	https://onlinelibrary.wiley.com/journal/21610045

5. ANGGARAN

Rencana Anggaran Biaya penelitian mengacu pada PMK dan buku Panduan Penelitian dan Pengabdian kepada Masyarakat yang berlaku.

Total RAB 1 Tahun Rp110.676.000,00

Tahun 1 Total Rp110.676.000,00

Kelompok	Komponen	Item	Satuan	Vol.	Biaya Satuan	Total
Analisis Data	Tiket	2	OK (kali)	2	1.000.000	2.000.000
Pengumpulan Data	Penginapan	2 hari x 6 kota x 1 kamar	OH	12	550.000	6.600.000
Sewa Peralatan	Peralatan penelitian	Aplikasi Survey 4 bulan	Unit	4	500.000	2.000.000
Sewa Peralatan	Peralatan penelitian	Aplikasi Sosial Media	Unit	16	300.000	4.800.000
Analisis Data	HR Pengolah Data	Analisis	P (penelitian)	5	1.540.000	7.700.000
Pengumpulan Data	Transport	2 hari x 6	OK (kali)	12	98.000	1.176.000
Pengumpulan Data	HR Pembantu Lapangan	60 orang x 13 hari kerja	OH	780	80.000	62.400.000
Pengumpulan Data	Tiket	12	OK (kali)	12	2.000.000	24.000.000

*. KEMAJUAN PENELITIAN

A. RINGKASAN

Indikator kesuksesan lulusan dalam mendapatkan pekerjaan yang memuaskan adalah kunci dalam kebijakan Merdeka Belajar Kampus Merdeka yang dicanangkan Kemendikbud bagi perguruan tinggi. Indikator kesuksesan dalam mendapatkan pekerjaan ini akan mencerminkan kualitas pendidikan sebuah kampus, dan juga berdampak pada pencapaian keseluruhan institusi. Tingkat keberhasilan alumni dalam meraih karier, wirausaha, atau studi lanjutan menjadi tolok ukur utama. Pencapaian ini diukur dengan menggunakan pelacakan alumni setelah mahasiswa menyelesaikan studinya, namun tidak ada pengukuran yang dilakukan pada saat mahasiswa aktif berkuliah sampai lulus. Jika pengukuran ini bisa dilakukan sejak awal, maka perguruan tinggi dapat melakukan intervensi untuk meningkatkan kelayakan kerja dan intensi kewirausahaan mahasiswa sejak dini.

Menjadi lulusan yang layak kerja dan memiliki kompetensi kewirausahaan, tidak cukup hanya memiliki

keterampilan teknis, diperlukan juga atribut personal yang baik untuk dapat menghadapi perubahan lingkungan yang serba cepat dan penuh ketidakpastian. Pengembangan atribut personal seperti efikasi diri, strategi karier dan adaptabilitas, seharusnya dilakukan pihak universitas sebagai langkah antisipatif, untuk meningkatkan kelayakan kerja mahasiswa. Program pendidikan ini akan lebih tepat guna, karena mahasiswa dengan atribut personal yang baik akan terbuka dan berinisiatif untuk mengembangkan diri dan mempelajari hal-hal baru. Oleh karena itu URGENSI penelitian ini adalah menemukan faktor-faktor yang memengaruhi kelayakan kerja dan intensi kewirausahaan mahasiswa sehingga Universitas dapat membuat program yang dapat meningkatkan kualitas lulusan. TUJUAN penelitian ini adalah memperoleh model teoretis mengenai anteseden dari faktor-faktor yang dapat membentuk kelayakan kerja dan intensi kewirausahaan pada mahasiswa. Penelitian ini menggunakan METODE kuantitatif dengan penyebaran kuesioner, pada mahasiswa universitas negeri maupun swasta di enam provinsi di pulau Jawa. Model teoretik mengenai anteseden dari kelayakan kerja dan kewirausahaan yang dihasilkan dari penelitian ini diharapkan dapat menjadi acuan bagi universitas maupun pemerintah untuk mengembangkan program bagi mahasiswa, demi peningkatan kualitas lulusan. LUARAN penelitian ini akan dipublikasikan dalam jurnal internasional terindeks, Career Development Quarterly (The Career Development Quarterly - Wiley Online Library, Q2).

B. KATA KUNCI

anteseden; kelayakan_kerja; intensi kewirausahaan; adaptabilitas; efikasi_diri

Pengisian poin C sampai dengan poin H mengikuti template berikut dan tidak dibatasi jumlah kata atau halaman namun disarankan ringkas mungkin. Dilarang menghapus/memodifikasi template ataupun menghapus penjelasan di setiap poin.

C. HASIL PELAKSANAAN PENELITIAN: Tuliskan secara ringkas hasil pelaksanaan penelitian yang telah dicapai sesuai tahun pelaksanaan penelitian. Penyajian meliputi data, hasil analisis, dan capaian luaran (wajib dan atau tambahan). Seluruh hasil atau capaian yang dilaporkan harus berkaitan dengan tahapan pelaksanaan penelitian sebagaimana direncanakan pada proposal. Penyajian data dapat berupa gambar, tabel, grafik, dan sejenisnya, serta analisis didukung dengan sumber pustaka primer yang relevan dan terkini.

Kegiatan penelitian pada bulan Oktober-Desember dilakukan sedikit meleset dari perencanaan awal, yaitu :

1. Bulan Oktober, seharusnya sudah dilakukan analisa data, tetapi masih melakukan pengumpulan data dikarenakan belum tercapainya keterwakilan sampel. Dari enam propinsi di Pulau Jawa, hanya ada empat propinsi yang sampelnya melebihi jumlah minimum, sementara dua wilayah lain masih belum mencapai target. Karena itu dilakukan kembali pengambilan data sbb
 - a. Di propinsi Jawa Barat, dengan tuan rumah di Universitas Kristen Maranatha, pada tanggal 4 Oktober 2024 diadakan seminar “Tips Meningkatkan Entrepreneur & Employability Mahasiswa”. Kegiatan ini bertujuan untuk memberikan manfaat lebih bagi calon responden, sehingga tim peneliti tidak sekadar mengambil data untuk kepentingan penelitian. Setelah kegiatan seminar selesai, mahasiswa diminta untuk mengisi link kuesioner yang telah disebar. Kegiatan ini diikuti oleh cukup banyak mahasiswa dan mendapatkan perhatian dari media Tribun Jabar yang melakukan peliputan dan menuliskan hasil peliputannya pada website Tribun Jabar di hari yang sama.
 - b. Kegiatan pengumpulan data dilanjutkan kembali dengan menghubungi beberapa asisten peneliti di berbagai Kampus, khususnya untuk wilayah Banten dan wilayah Jogjakarta. Pengumpulan data diteruskan sampai 31 Oktober 2024.
2. Bulan November baru mulai melakukan beberapa langkah untuk melakukan analisa data antara lain:
 - a. Pembersihan data
 - b. Pembuatan coding
 - c. Uji Validitas Reliabilitas alat ukur
 - d. Uji normalitas,
 - e. Analisa data
3. Bulan Desember, team penulis mulai melakukan penulisan artikel dengan beberapa kegiatan sebagai berikut:
 - a. Penulisan pendahuluan, model teoritis, alat ukur yang digunakan
 - b. Penulisan metodologi penelitian
 - c. Penyusunan model-model alternatif
 - d. Pengujian model dengan analisis SEM
 - e. Diskusi dan kordinasi
 - f. Analisa hasil dan interpretasi
 - g. Penulisan bagian metodologi
 - h. Penulisan bagian hasil
 - i. Penulisan bagian kesimpulan dan saran
 - j. Penulisan Abstrak
 - k. Penulisan ulang dan penyesuaian sesuai selingkung jurnal
 - l. Pengiriman tulisan di jurnal
 - m. Penyusunan laporan keuangan
 - n. Penyusunan laporan akhir
 - o. Pembuatan video
 - p. Pembuatan poster
 - q. Pengunggahan hasil penelitian

D. STATUS LUARAN: Tuliskan jenis, identitas dan status ketercapaian setiap luaran wajib dan luaran tambahan (jika ada) yang dijanjikan. Jenis luaran dapat berupa publikasi, perolehan kekayaan intelektual, atau luaran lainnya yang telah dijanjikan pada proposal. Uraian status luaran harus didukung dengan bukti kemajuan ketercapaian luaran sesuai dengan luaran yang dijanjikan. Lengkapi isian jenis luaran yang dijanjikan serta mengunggah bukti dokumen ketercapaian luaran melalui BIMA.

Luaran wajib yang dijanjikan dalam penelitian ini adalah publikasi dalam jurnal internasional terindeks, Career Development Quarterly (The Career Development Quarterly - Wiley Online Library, Q2). Saat ini artikel penelitian telah disubmit pada jurnal internasional terindeks, International Journal for Educational and Vocational Guidance – Springer International, Q1, melebihi luaran yang dijanjikan sebelumnya. Judul Artikel: Entrepreneurship Unveiled: Exploring Individual, Social, and Career Strategies through the Lens of Planned Behavior Theory. Penulis: William Gunawan, Ngadiman Djaja, Missiliana Riasnugrahani, Teddy Budiwan dan Nenny Ika Putri Simammata. Link url Jurnal: <https://link.springer.com/journal/10775>

Luaran tambahan yang dihasilkan adalah satu buah artikel yang meliputi kegiatan Seminar sekaligus pengumpulan data yang dimuat dalam media massa nasional. Luaran tambahan lainnya adalah dua buah paper yang akan dipresentasikan pada Asia Pacific Career Development Association (APCDA) Conference pada Mei 2025 sebagai berikut:

1. Artikel di Surat Kabar yang terbit online dan bisa diakses secara Nasional: <https://jabar.tribunnews.com/2024/10/04/universitas-maranatha-gelar-seminar-ciptakan-mahasiswa-siap-bekerja-dan-berwirausaha>
2. Artikel penelitian dengan judul “Preparing for the Future: Exploring Employability and Entrepreneurship Antecedents of Uni Students” oleh William Gunawan, Missiliana Riasnugrahani, dan Teddy Budiwan akan dipresentasikan pada APCDA Conference 2025 di Zhengzhou, China, pada tanggal 12 Mei 2025, Pk. 10.25-11.00.
3. Artikel penelitian dengan judul “Evaluating a Brief Measure of Perceived Future Employability Scale using Rasch Model Analysis” oleh William Gunawan, dan Ngadiman Djaja akan dipresentasikan pada APCDA Conference 2025 di Zhengzhou, China, pada tanggal 14 Mei 2025, Pk. 11.00-11.30.

E. PERAN MITRA: Tuliskan realisasi kerjasama dan kontribusi Mitra baik *in-kind* maupun *in-cash* serta mengunggah bukti dokumen pendukung sesuai dengan kondisi yang sebenarnya. Bukti dokumen realisasi kerjasama dengan Mitra dapat diunggah melalui BIMA.

Catatan:

Bagian ini wajib diisi untuk penelitian terapan, untuk penelitian dasar (Fundamental, Pascasarjana, PKDN, Dosen Pemula) boleh mengisi bagian ini (tidak wajib) jika melibatkan mitra dalam pelaksanaan penelitiannya

Tidak ada mitra dalam penelitian ini.

F. KENDALA PELAKSANAAN PENELITIAN: Tuliskan kesulitan atau hambatan yang dihadapi selama melakukan penelitian dan mencapai luaran yang dijanjikan, termasuk penjelasan jika pelaksanaan penelitian dan luaran penelitian tidak sesuai dengan yang direncanakan atau dijanjikan.

Kendala dalam pengambilan data dan luaran:

1. Perencanaan awal penelitian ini akan mengambil data di bulan Agustus, namun pada kenyataannya pengambilan data baru dilakukan di bulan September, karena sulitnya menemukan jadwal yang tepat di universitas lokasi penelitian, dalam menyelenggarakan seminar karier. Pada bulan Agustus dan September seluruh universitas sedang memfokuskan diri untuk penerimaan mahasiswa baru, sekaligus persiapan dimulainya tahun ajaran baru. Pengumpulan data dilanjutkan kembali dan setelah dilakukan pengecekan, ditemukan bahwa sampel tidak proporsional mewakili populasi sehingga dilakukan pengumpulan data ulang di berbagai wilayah yang masih kurang. Proses pengambilan data ini dilakukan sampai dengan akhir Oktober.
2. Perubahan jadwal pengambilan data pada akhirnya berpengaruh pada rencana penulisan dan submit artikel di jurnal yang dipilih. Pada bulan November, data akhir baru ditetapkan dan dibersihkan, kemudian menyusun coding alat ukur, melakukan uji validitas dan reliabilitas alat ukur, uji normalitas, dan melakukan analisa data.
3. Pada bulan Desember baru diadakan penulisan artikel sembari melakukan penyusunan model-model alternatif untuk diujikan, kemudian dilakukan pengujian model dengan analisis SEM, penulisan metodologi, sambil terus melakukan diskusi dan analisa untuk menuliskan bahian hasil, kesimpulan, dan abstrak. Selanjutnya team peneliti menyesuaikan penulisan dengan model selingkung jurnal, dan melakukan pengiriman tulisan ke jurnal yang sudah ditentukan. Tahap terakhir adalah menyusun laporan

akhir penelitian dan melengkapi berbagai lampiran yang dibutuhkan, membuat video, poster dan mengunggah laporan ke laman BIMA.

G. RENCANA TAHAPAN SELANJUTNYA: Tuliskan dan uraikan rencana penelitian selanjutnya berdasarkan indikator luaran yang telah dicapai, rencana realisasi luaran wajib yang dijanjikan dan tambahan (jika ada) di tahun berikutnya serta *roadmap* penelitian keseluruhan. Pada bagian ini diperbolehkan untuk melengkapi penjelasan dari setiap tahapan dalam metoda yang akan direncanakan termasuk jadwal berkaitan dengan strategi untuk mencapai luaran seperti yang telah dijanjikan dalam proposal. Jika diperlukan, penjelasan dapat juga dilengkapi dengan gambar, tabel, diagram, serta pustaka yang relevan. Jika laporan kemajuan merupakan laporan pelaksanaan tahun terakhir, pada bagian ini dapat dituliskan rencana penyelesaian target yang belum tercapai.

Berdasarkan penjelasan diatas, maka kegiatan yang akan dilakukan adalah:

1. Menunggu hasil review dari jurnal Q1 terpilih dan melakukan revisi sampai artikel berstatus accepted.
2. Melakukan penulisan utk 2 artikel yang akan dipresentasikan di seminar Internasional APCDA pada bulan Mei 2025.
3. Melakukan revisi artikel sampai layak dipublikasikan di proceeding Internasional.
4. Melakukan diseminasi hasil penelitian ke pusat-pusat karier di kampus-kampus yang menjadi responden untuk mendapatkan umpan balik dan konfirmasi dari masing-masing kampus dalam rangka mempersiapkan modul kesiapan kerja dan kewirausahaan mahasiswa. (Untuk penelitian selanjutnya)
5. Selanjutnya jika modul sudah diujicobakan dan terbukti efektif, maka akan diadakan kembali pengambilan data untuk mendapatkan hasil yang bisa diterapkan secara nasional (Usulan Penelitian Terapan untuk Tahap selanjutnya),

H. DAFTAR PUSTAKA: Penyusunan Daftar Pustaka berdasarkan sistem nomor sesuai dengan urutan pengutipan. Hanya pustaka yang disitasi pada laporan kemajuan yang dicantumkan dalam Daftar Pustaka.

1. Bukti link peliputan di media massa nasional
2. Bukti penerimaan konferensi internasional
3. Bukti submission di International Journal for Educational and Vocational Guidance (IJVO)



KEMENTERIAN
PENDIDIKAN, KEBUDAYAAN
RISET, DAN TEKNOLOGI

MEMBANGUN GENERASI MUDA MANDIRI: MENELUSURI ANTESEDEN KELAYAKAN KERJA DAN KEWIRAUSAHAAN MAHASISWA INDONESIA

LUARAN UTAMA

- Springer • Publikasi jurnal indeks scopus Q1 (Submitted) International Journal of Vocational & Educational Guidance)

LUARAN TAMBAHAN

- Artikel di Surat Kabar Nasional: <https://bit.ly/SeminarMGMM>
- Conference paper "Preparing for the Future: Exploring Employability & Entrepreneurship Antecedents of Uni Students" oleh W. Gunawan, M. Riasnugrahani & T. I. Budiwan di APCDA Conference, 12 Mei 2025, Zengzhou, China.
- Conference Paper "Evaluating a Brief Measure of Perceived Future Employability Scale using Rasch Model Analysis" oleh W. Gunawan & N. Djaja, APCDA Conference, 14 Mei 2025, di Zhengzhou, China.

Tahun Pelaksanaan 2024

DANA PENELITIAN	RP. 110.680.000,-
TARGET AKHIR TKT	2
PELAKSANAAN PENELITIAN	1 TAHUN

TIM PENELITIAN



William Gunawan (0330017801)
Ketua Pengusul Universitas Kristen Krida Wacana



Ngadiman Djaja (0319067901)
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Teddy Indira Budiwan (0320047704)
Anggota Universitas Bina Nusantara



Missiliana Riasnugrahani (0408067401)
Anggota Universitas Kristen Maranatha



Nenny Ika Putri (0116088201)
Anggota HKBP Nommensen

Tujuan Penelitian

Memperoleh model teoritis mengenai anteseden dari faktor-faktor yang dapat membentuk kelayakan kerja dan intensi kewirausahaan pada mahasiswa.

Ringkasan Penelitian

Temuan

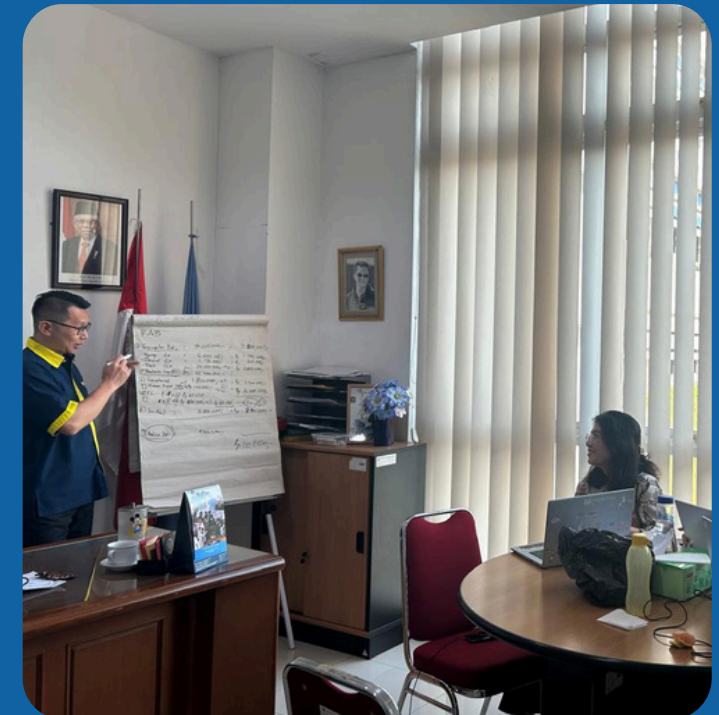
Menemukan anteseden kesiapan kerja dan intensi kewirausahaan

Kata Kunci

Anteseden; kelayakan_kerja; intensi kewirausahaan; adaptabilitas; efikasi_diri

Tindak Lanjut

1. Menuliskan 2 artikel dan dipresentasikan di seminar internasional APCDA bulan Mei 2025.
2. Melakukan revisi artikel
3. Melakukan diseminasi hasil penelitian ke pusat karier di kampus responden untuk mendapatkan umpan balik dan konfirmasi persiapan modul kewirausahaan dan kesiapan kerja mahasiswa
4. Melakukan uji coba dan apabila terbukti efektif, akan dilakukan pengambilan data kembali untuk mendapatkan hasil yang dapat diterapkan secara Nasional



International Journal for Educational and Vocational Guidance

Entrepreneurship Unveiled: Exploring Individual, Social, and Career Strategies through the Lens of Planned Behavior Theory

--Manuscript Draft--

Manuscript Number:	
Full Title:	Entrepreneurship Unveiled: Exploring Individual, Social, and Career Strategies through the Lens of Planned Behavior Theory
Article Type:	Manuscript
Keywords:	theory of planned behavior, entrepreneurial intention, career optimism, perceived future employability, career decision making self-efficacy, career encouragement, career strategies
Corresponding Author:	William Gunawan, Ph.D. UKRIDA: Universitas Kristen Krida Wacana Jakarta Barat, DKI JAKARTA INDONESIA
Corresponding Author Secondary Information:	
Corresponding Author's Institution:	UKRIDA: Universitas Kristen Krida Wacana
Corresponding Author's Secondary Institution:	
First Author:	William Gunawan, Ph.D.
First Author Secondary Information:	
Order of Authors:	William Gunawan, Ph.D. Ngadiman Djaja, Ph.D. Missiliana Riasnugrahani, Ph.D. Teddy Indra Budiwan, Ph.D. Nenny Ika Putri Simarmata, Ph.D.
Order of Authors Secondary Information:	
Funding Information:	Kementerian Riset, Teknologi dan Pendidikan Tinggi (105/E5/PG.02.00.PL/2024) Mr. William Gunawan
Abstract:	This study explores entrepreneurial intentions among university students through the Theory of Planned Behavior (TPB) framework, examining individual psychological traits, social influences, and career strategies. Using Structural Equation Modelling (SEM) on data from 1,594 students across Java, Indonesia, the findings reveal that individual aspects, particularly career optimism, self-efficacy, and perceived employability, are the strongest predictors of entrepreneurial intentions. Career strategies, such as networking and planning, also play a significant role, while social influences show a marginal effect. The study underscores the importance of enhancing personal and strategic attributes through education and interventions to foster entrepreneurship, addressing gaps in measurement validity and social constructs.
Suggested Reviewers:	Peter Creed, Ph.D. Professor, Griffith University peter.creed@griffithuni.edu.au Experienced and ex-supervisor

The Antecedents of Perceived Future Employability and Entrepreneurship Intention

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This research project is being conducted as part of the Research Grant from the Indonesia's Ministry of Higher Education and Research. The research is investigating the antecedents of perceived future employability and entrepreneurship intention in university students.

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Entrepreneurship Unveiled: Exploring Individual, Social, and Career Strategies through the Lens of Planned Behavior Theory

Entrepreneurship intention is crucial among young adults and university students, as they represent future innovators and business leaders. Nurturing entrepreneurship intention can lead to job creation, economic stability, and solutions to societal challenges. Understanding the aspects that influence entrepreneurial intention is key for educators and policymakers.

In career development field, a framework for understanding human behavior, particularly in predicting intentions and subsequent actions known as The Theory of Planned Behavior (TPB), developed by Icek Ajzen (1991). The TPB posits that behavior is primarily driven by behavioral intentions, which are influenced by three components: attitudes toward the behavior, subjective norms, and perceived behavioral control (Fort et al., 2014; Downs & Hausenblas, 2005).

Definition and Theoretical Structure of TPB

TPB consist of three components: (1) Attitudes reflect an individual's positive or negative evaluations of performing a behavior. In entrepreneurship, a favourable attitude towards starting a

business enhances the intention to engage in entrepreneurial activities (Fort et al., 2014; Farani et al., 2017). (2) Subjective Norms involve perceived social pressures from family, friends, and society regarding the behavior. Supportive social networks can encourage individuals to pursue entrepreneurship (Prabandari & Chong, 2022; Farani et al., 2017). (3) Perceived Behavioral Control indicates the belief in one's ability to execute the behavior, accounting for aspects that may facilitate or hinder action. This is crucial in entrepreneurship, where individuals face various challenges (Fort et al., 2014; Farani et al., 2017).

The TPB is instrumental in understanding entrepreneurial intentions. Research shows that positive attitudes, strong social support, and high perceived behavioral control significantly increase the likelihood of individuals intending to start businesses (Maşlakçı et al., 2021; Sieger & Monsen, 2015). Entrepreneurship education enhances these aspects, fostering greater entrepreneurial intentions among students (Putri et al., 2022; Yan et al., 2022). Additionally, the influence of family and peer support is critical in shaping entrepreneurial aspirations (Karadağ & Şahin, 2022; BarNir et al., 2011). By leveraging the TPB framework, stakeholders can design interventions that promote entrepreneurship by enhancing attitudes, reinforcing supportive norms, and improving perceived behavioral control (Moore & Burrus, 2019; BarNir et al., 2011).

Individual Psychological Aspects

In the TPB, attitude toward the behavior reflects an individual's positive or negative evaluation of engaging in a specific action. When applied to psychological aspects like career optimism, employability, and career decision-making self-efficacy (CDMSE), attitude significantly shapes entrepreneurial intentions. Self-efficacy—belief in one's capabilities—strongly predicts entrepreneurial pursuits, with higher self-efficacy linked to greater entrepreneurial engagement (Zhao & Xie, 2020; Liu et al., 2022). Likewise, individuals who perceive strong future employability feel more confident in navigating the labor market, motivating them to consider entrepreneurship as a viable career (Gunawan, Creed, & Glendon, 2018). Career optimism, defined by Rottinghaus et al. (2005) as a positive outlook on career outcomes, involves proactive behaviors like planning and opportunity-seeking (Kavas, 2016), further fueling entrepreneurial aspirations (Poblete et al., 2019).

Optimistic individuals tend to display resilience and adaptability, key traits for success under uncertainty (Zehri et al., 2023). Their positive attitudes boost opportunity recognition and risk-taking, fostering higher entrepreneurial intentions (Wu & Tian, 2022). Moreover, career decision-making self-efficacy encourages confidence in undertaking entrepreneurial ventures (Betz & Luzzo, 1996; Aulia & Badawi, 2023). Thus, the interplay of self-efficacy, employability, and career

optimism—anchored in TPB—illustrates how psychological aspects cultivate favorable attitudes toward entrepreneurship, ultimately driving entrepreneurial behavior.

Social Aspects

According to the TPB, subjective norms reflect the perceived social pressure to perform or avoid a behavior (Ajzen, 1991). Social influences—particularly from family, peers, and educators—shape these norms and subsequently affect entrepreneurial intentions. For instance, parents who model entrepreneurial behaviors and actively support their children instill greater confidence and feasibility for entrepreneurship (Moreno-Gómez et al., 2019; Criaco et al., 2017). When parental aspirations align with those of their children, such career congruence reinforces positive social endorsement, strengthening students' motivation to pursue entrepreneurial opportunities (Sawitri et al., 2014; Fantinelli et al., 2023).

Likewise, peer influence and teacher encouragement signal acceptance of entrepreneurship, fostering a sense of feasibility and risk-taking (Tharenou et al., 1994; Buli & Yesuf, 2015). This collective support environment contributes to more favorable subjective norms, making young adults perceive entrepreneurship as both desirable and attainable (Gorgievski et al., 2017). Through these interconnected social aspects, individuals are more likely to form strong entrepreneurial intentions.

Career Development Strategy Aspect

Perceived behavioral control (PBC) refers to individuals' beliefs about their capacity to perform certain behaviors, including surmounting constraints like limited time or resources (King, 2004; Parker et al., 2010), as proposed by the TPB (Ajzen, 1991). When applied to career development strategy, PBC explains why some people adopt proactive strategies to advance their careers (Creed & Hughes, 2013). Gould and Penley (1984) identified seven such strategies—creating career chances, expanding work involvement, self-promotion/self-presentation, pursuing career guidance, networking, opinion conformity, and enhancing others. These strategies provide a framework for setting and achieving career goals, with individuals often selecting different approaches at various stages.

Higher PBC fosters the belief that these strategies are manageable, prompting engagement in actions like networking, skill-building, or mentorship-seeking (Heslin, 2005). Individuals who consistently employ career strategies tend to feel more in control of their professional trajectories (Fugate & Kinicki, 2008) and are likelier to attain their objectives than those who do not (Fugate et al., 2004). Conversely, low PBC can deter individuals from pursuing such strategic behaviors, perceiving career progression as beyond their reach. Enhancing PBC through supportive

environments or targeted interventions can thus encourage active use of career strategies, ultimately shaping broader career success (Creed & Hughes, 2013).

Entrepreneurship intention among young adults and students is vital for job creation, economic stability, and addressing societal challenges. Although the Theory of Planned Behavior (TPB; Ajzen, 1991) explains behavior via attitudes, subjective norms, and perceived behavioral control, gaps remain in understanding how these factors converge with psychological elements (e.g., self-efficacy, career optimism), social influences (e.g., family and peers), and career development strategies (Creed & Hughes, 2013; Gould & Penley, 1984). By integrating TPB with the multifaceted influences of personal beliefs, social endorsement, and proactive career strategies, scholars and practitioners can more accurately predict and promote entrepreneurial intentions among emerging adults, thereby filling a critical gap in the literature and informing interventions that strengthen the entrepreneurial ecosystem (Karadağ & Şahin, 2022; Moore & Burrus, 2019).

Method

Participants

Participants were 1594 young adults (62.3% female, mostly sophomore, 28,5%) who were mostly domestic students, recruited from universities in six provinces in Java island, Indonesia

(Banten, West Java, Jakarta, Central Java, Jogjakarta, East Java). As typical for Indonesia university students, most of the sample were Asian. On a scale of 1 (very high achievement) to 5 (very limited achievement), mean of self-reported socioeconomic status, on a scale of 1 (much better off than others) to 5 (much worse off than others), was 3.28 (SD = 0.89).

Materials

Perceived Future Employability. Perceived future employability was measured using the 24-item Perceived Future Employability Scale (Gunawan et al., 2018), covering skills, experiences, traits, networks, labor market knowledge, and institutional reputation. An example item is: “When I complete my studies, I will have the relevant skills for my chosen occupation” (1 = strongly disagree, 6 = strongly agree). The scale showed strong reliability and validity ($\alpha = .95$ in both original and current studies).

Career Optimism. Career Optimism was measured using the 11-item Career Optimism Scale (Rottinghaus, 2024). An example item is: “Thinking about a career inspires me” (1 = strongly disagree, 6 = strongly agree). The scale showed strong reliability ($\alpha = 0.89$) and validity. Career optimism was positively correlated with career satisfaction, self-efficacy, and decision-making, and negatively correlated with career distress and indecision. In this study, reliability was $\alpha = 0.83$.

Career Decision-Making Self-Efficacy. Career Decision-Making Self-Efficacy was measured using the 10-item Career Decision-Making Self-Efficacy Scale- Short Form (Betz et al., 1996). A sample item is: “I measure and understand my abilities” (1 = strongly disagree, 6 = strongly agree). The scale has demonstrated strong reliability ($\alpha = 0.83\text{--}0.97$) and validity. Reliability in this study was $\alpha = .88$.

Career Encouragement. Career Encouragement was measured using the 3-item Career Encouragement Scale (Tharenou, Latimer, & Conroy, 1994), adapted for young adults. An example item is: “To what extent has your family encouraged you in your career development?” (1 = strongly disagree, 6 = strongly agree). The original scale showed good reliability ($\alpha = .80$) and validity, while $\alpha = .76$ in this study.

Parent Career Congruence. Parent Career Congruence was assessed using the 12-item scale by Sawitri, Creed, and Hood (2014), demonstrating strong reliability ($\alpha = .95$) and validity (CFA and EFA). An example item is: “My parents supported my career plans” (1 = strongly disagree, 6 = strongly agree). In this study, $\alpha = .94$.

Career Strategies. Career Strategies were assessed using a 7-item scale adapted from the Career Strategies Inventory (Creed & Hughes, 2013). An example item is: "To prepare for my future career, I am obtaining broadly-based work experience" (1 = strongly disagree, 6 = strongly

agree). The scale demonstrated good reliability ($\alpha = .86$) and validity, with correlations to career compromise, distress, and employability. In this study, $\alpha = .85$.

Entrepreneurship Intention. Entrepreneurship intention was measured using the 5-item Entrepreneurship Intention Scale (Liñán & Chen, 2009), which demonstrates strong validity through theoretical alignment and CFA, as well as high reliability (Cronbach's alpha > 0.85). A sample item is: "I am ready to do anything to become an entrepreneur" (1 = strongly disagree, 6 = strongly agree). The scale showed strong reliability ($\alpha = .92$) in this study.

Entrepreneurial Passion. Entrepreneurial Passion was measured using the 13-item Entrepreneurial Passion (Cardon, et al., 2013), which demonstrates strong validity through theoretical alignment and CFA, as well as high reliability (Cronbach's alpha > 0.70). A sample item is: " Starting a new company excites me " (1 = strongly disagree, 6 = strongly agree). The scale showed strong reliability ($\alpha = .95$) in this study.

Procedure

The study was approved by the authors' University Human Research Ethics Committee. Students completed an online survey, which was advertised via social media (Instagram) &

Universities Career Center email sent to all students. As a reward for participation, students could enter a prize draw to win a shopping voucher.

Result

When assessing the results of a model using Structural Equation Modelling (SEM) with JAMOVI software version 2.3.28, several factors must be considered to ensure the findings' robustness and validity. A key part of SEM evaluation is determining how well the model fits the data, as this is essential for validating the model. A primary criterion for SEM evaluation is the goodness-of-fit indices. Commonly used fit indices include the Chi-Square Test (χ^2), Comparative Fit Index (CFI), Root Mean Square Error of Approximation (RMSEA), and Standardized Root Mean Square Residual (SRMR).

Chi-Square Test (χ^2): This test assesses the differences between the observed and expected data. A non-significant chi-square value typically indicates a good fit, although it can be affected by the sample size (Kline, 2016). Comparative Fit Index (CFI) and Tucker-Lewis Index (TLI): These indices compare the proposed model's fit with that of an independent baseline model. Values above 0.90 indicate an acceptable fit, while values greater than 0.95 suggest a very good fit (Bentler, 1990). Root Mean Square Error of Approximation (RMSEA): An RMSEA value less than 0.06

generally indicates a good fit, and values up to 0.08 are considered acceptable (Hu & Bentler, 1999). Standardized Root Mean Square Residual (SRMR): A value under 0.08 is generally considered a sign of a good fit (Hu & Bentler, 1999).

SEM of university students' entrepreneurship

Using the Jamovi software, the Structural Equation Model (SEM) (Table 2) revealed an adequate fit to the data (Comparative Fit Index = 0.989, Tucker–Lewis Index = 0.980, RMSEA = 0.048, Standardized Root Mean Square Residual = 0.018). As illustrated in the model, two constructs— Individual aspect and Strategy aspect — showed significant positive relationships with students' entrepreneurship (Individual: $\beta = 0.6166$; Strategy: $\beta = 0.1093$) (see Figure 1). In contrast, the social aspect displayed a marginally significant positive correlation with STENT ($\beta = 0.0780$). The analysis indicated that while individual characteristics and strategies positively influence students' entrepreneurship outcomes, social factors have a lesser impact (see Table 3).

[Insert Table 1 about here]

[Insert Table 2 about here]

[Insert Table 3 about here]

[Insert Figure 1 about here]

Table 4 presents the reliability indices for the constructs of individual aspect, social aspect, and strategy aspect, derived from Structural Equation Modelling (SEM) analyses. The Cronbach's alpha values indicate the internal consistency of the measurement scales, with the individual aspect showing a moderate reliability ($\alpha = 0.672$). While this suggests some degree of consistency among the items, it falls short of the commonly accepted threshold of 0.7 (George & Mallery, 2003). The omega coefficients ($\omega_1, \omega_2, \omega_3$) for the individual aspect are more favourable, ranging from 0.755 to 0.761, indicating good reliability and suggesting that the items are consistent in measuring the construct. The Average Variance Extracted (AVE) score of 0.569 further supports the construct's validity, as it exceeds the 0.5 benchmark, indicating that the items collectively account for a significant portion of the variance in the latent construct (Fornell & Larcker, 1981).

[Insert Table 4 about here]

In contrast, the social aspect exhibits concerning reliability indicators. The low Cronbach's alpha ($\alpha = 0.440$) signifies poor internal consistency, which raises questions about the validity of the findings derived from this scale. Although the omega values ($\omega_1, \omega_2, \omega_3$ all at 0.721) suggest a moderate level of reliability, they do not sufficiently compensate for the low alpha score. However, the AVE value of 0.643 indicates that the social aspect captures a substantial amount of variance in its indicators, highlighting a potential discrepancy between reliability and validity. This aligns with

findings from Hair et al. (2022), who emphasize that while AVE can indicate construct validity, it should be interpreted alongside reliability measures to ensure comprehensive evaluation.

Lastly, the strategy aspect stands out with strong reliability indicators; it has an acceptable Cronbach's alpha ($\alpha = 0.732$) and high omega values (ranging from 0.876), demonstrating excellent internal consistency among items. The AVE score of 0.804 confirms that this construct effectively explains a large proportion of variance, making it a robust measure for research applications. Overall, these findings underscore the importance of revisiting and refining the measurement items, particularly for the social construct, to enhance reliability and ensure sound empirical conclusions in future studies.

The results derived from the Structural Equation Modelling (SEM) analysis in this study provide meaningful insights into the factors influencing entrepreneurship among university students. The model demonstrated a strong fit, as indicated by the fit indices, including a Comparative Fit Index (CFI) of 0.989, a Tucker-Lewis Index (TLI) of 0.980, and a Root Mean Square Error of Approximation (RMSEA) of 0.048. These values suggest that the model is robust and effectively represents the relationships among the constructs being studied (Hu & Bentler, 1999).

The Individual Psychological Aspects

One of the most striking findings of this study is the significant impact of individual aspects on students' entrepreneurial outcomes, highlighted by a standardized coefficient (β) of 0.6166. This finding emphasizes the importance of personal attributes such as career optimism, perceive future employability, and career decision making self-efficacy in shaping entrepreneurial intentions and passions. It suggests that students who believe in their abilities and have a clear vision for their future are far more likely to pursue entrepreneurial ventures.

Research consistently supports this perspective. For example, Zhao et al. (2005) found that self-efficacy is a crucial predictor of entrepreneurial intentions, meaning that individuals who feel confident in their abilities are more likely to start their own businesses. Similarly, Schlaegel and Koenig (2014) conducted a meta-analysis revealing that self-efficacy significantly influences entrepreneurial intention across various contexts. These findings indicate that fostering self-belief and resilience should be a priority in educational settings.

The Social Aspects

Interestingly, the social aspect displayed only a marginally significant correlation with entrepreneurship ($\beta = 0.0780$). While social networks and support systems are often considered vital for entrepreneurial success (Aldrich & Cliff, 2003), this study suggests that their influence

may be less prominent among university students. One possible reason for this finding is that younger entrepreneurs might rely more on their skills and strategies rather than external support during the early stages of their entrepreneurial journey.

Moreover, the rise of digital entrepreneurship may further diminish the perceived importance of traditional social networks. Many contemporary entrepreneurs use online platforms to connect with customers and collaborators, thereby reducing reliance on local social ties (Shane, 2009). However, it's essential to approach this finding cautiously; the low reliability score ($\alpha = 0.440$) for the social aspect raises concerns about its measurement validity. This highlights the need for future research to refine how we measure social factors in entrepreneurship.

The Career Development Strategy Aspect

The strategy aspect also emerged as a significant predictor of entrepreneurship ($\beta = 0.1093$), albeit to a lesser extent than individual factors. This aligns with existing literature that stresses the importance of planning and strategic thinking in entrepreneurial success (Kuratko, 2005).

Entrepreneurs who engage in systematic planning are better equipped to navigate the complexities of starting and running a business (Harrison & Leitch, 2010). Therefore, integrating strategic planning into entrepreneurship curricula can provide students with valuable skills that will serve them well in their future endeavours.

Reliability and Construct Validity

The reliability indices reveal critical insights into the measurement scales used in this study. While the individual aspect showed acceptable reliability ($\alpha = 0.672$), it remains below the commonly accepted threshold of 0.7 (George & Mallery, 2003). The omega coefficients indicate better internal consistency, suggesting that we need to carefully evaluate our measurement items to enhance reliability further.

Conversely, the low Cronbach's alpha for the social aspect raises significant concerns about its reliability and validity. Although the Average Variance Extracted (AVE) value of 0.643 suggests that this construct captures considerable variance, it must be interpreted with caution given the low alpha score. Hair et al. (2022) emphasize that both reliability and validity should be considered together when assessing measurement constructs.

The strategy aspect exhibited strong reliability indicators, with an alpha score of 0.732 and high omega values. Its high AVE score of 0.804 confirms its effectiveness in explaining variance, making it a reliable measure for research applications in entrepreneurship studies. This strong reliability highlights how vital strategic thinking is in entrepreneurship education.

Implications for Practice

The findings from this study have significant implications for educational institutions aiming to foster entrepreneurship among students. Programs should prioritize developing individual characteristics such as career optimism, perceive future employability, and career decision making self-efficacy through experiential learning opportunities like internships, mentorship programs, and entrepreneurship competitions. By providing students with real-world challenges and support structures, educational institutions can enhance these critical attributes.

Additionally, integrating strategic planning education into entrepreneurship curricula is vital. Workshops that simulate business planning processes and encourage students to develop comprehensive business models could significantly benefit aspiring entrepreneurs.

Finally, while social aspects showed less influence in this study, they should not be overlooked entirely. Institutions should facilitate networking opportunities where students can connect with industry professionals and fellow entrepreneurs to foster relationships that may prove beneficial in their future endeavors.

Conclusion

In conclusion, this SEM analysis highlights the importance of individual aspects and strategic development in fostering entrepreneurship among university students while revealing potential issues with measuring social constructs. Future research should focus on refining measurement tools to enhance reliability across all constructs and investigate how social factors can be effectively integrated into entrepreneurial training programs. Overall, these findings underscore the complexity of entrepreneurial development and the need for targeted educational interventions to nurture aspiring entrepreneurs.

Limitations

The sample included more women (63,2%) and more sophomore (28,5%) and seniors (25,9%), limiting generalizability. Future research should ensure a balanced gender representation, as men often hold labor market advantages (Quinn & Smith, 2018). It should also explore gender differences in employability and entrepreneurship intentions and their real-world outcomes. Additionally, our cross-sectional design prevents causal conclusions. Longitudinal studies are needed to track individual and group trajectories over time, enabling stronger causal insights. allow stronger causal interpretations to be made.

This study advances employability research by identifying antecedents of EI in young adults using age-appropriate measures and the TPB framework. Understanding these factors can help practitioners support young adults in preparing for future careers.

Conflict of interest & Acknowledgments

The authors report no conflicts of interest and acknowledge financial support from Indonesia's Ministry of Higher Education and Research. We used scite.ai to examine how cited works are discussed and to find relevant references. Portions of the initial draft were generated using ChatGPT (OpenAI) and Scite AI for literature exploration and citation checks. The authors thoroughly reviewed and revised all text, and ChatGPT is not considered an author. Any errors remain the responsibility of the authors.

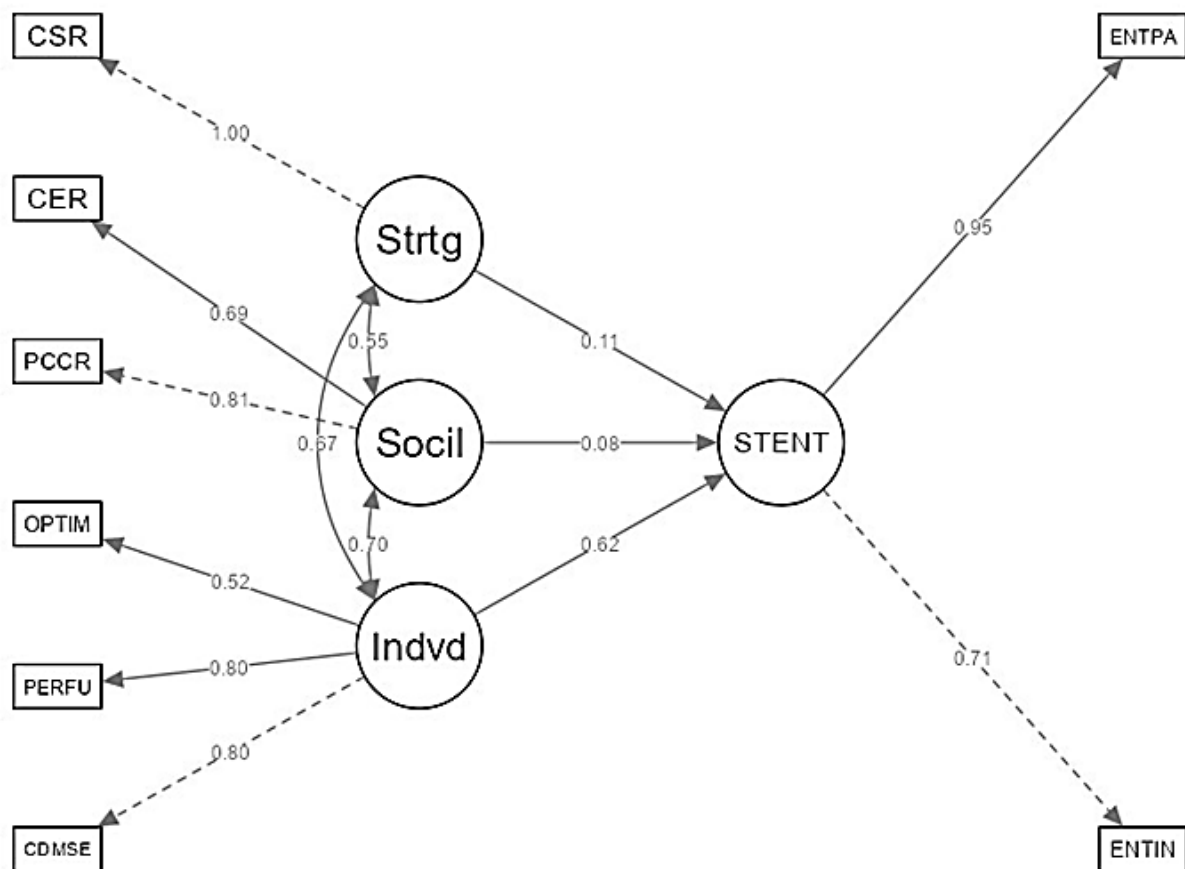


Figure 1. Antecedents of University Students Entrepreneurship. ** $p < .05$

Legend: CSR: Career Strategies; CER: Career Encouragement; PCCR: Parent Career Congruence; OPTIM: Career Optimism; PERFU: Perceive Future Employability; CDMSE: Career Decision Making Self Efficacy; Strtg : Career development strategies; Social: Social aspects; Indvd: Individual aspects; STENT : Students' entrepreneurship as laten variable; ENTPA: Entrepreneurship passion; ENTIN: Entrepreneurship intention

YOUNG ADULT'S ENTREPRENEURSHIP INTENTION

Table 1. Descriptive statistics for indicator variables

Variables	M	SD
CSR: Career Strategies	33.60	4.70
CER: Career Encouragement	14.10	2.72
PCCR: Parent Career Congruence	56.30	10.10
OPTIM: Career Optimism	48.30	7.45
PERFU: Perceive Future Employability	112	13.90
CDMSE: Career Decision Making Self Efficacy	48.30	5.77
Entpa: Entrepreneurship passion	63.10	9.33
Entin: Entrepreneurship intention	28.50	5.24

Table 2. Fit indices

	Model
Chi-square (χ^2)	< .001
Comparative Fit Index (CFI)	0.989
Tucker-Lewis Index (TLI)	0.980
RMSEA	0.048
SRMR	0.018

YOUNG ADULT'S ENTREPRENEURSHIP INTENTION

Table 3. Parameters estimates

Dep	Pred	Estimate	SE	95% Confidence Intervals		β	z	p
				Lower	Upper			
STENT	Individual	0.4997	0.0415	0.4183	0.5811	0.6166	12.03	< .001
STENT	Social	0.0357	0.0182	9.1735	0.0713	0.0780	1.97	0.049
STENT	Strategy	0.0870	0.0241	0.0397	0.1342	0.1093	3.61	< .001

Table 4. Reliability indices

Variable	α	ω_1	ω_2	ω_3	AVE
Individual	0.672	0.761	0.761	0.755	0.569
Social	0.440	0.721	0.721	0.721	0.643
Strategy	0.732	0.876	0.876	0.876	0.804

YOUNG ADULT'S ENTREPRENEURSHIP INTENTION

Table 2. Fit indices

	Model
Chi-square (χ^2)	< .001
Comparative Fit Index (CFI)	0.989
Tucker-Lewis Index (TLI)	0.980
RMSEA	0.048
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