

The Influence Of Need For Achievement On Entrepreneurial Intention Through Entrepreneurial Attitude

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Abstract. *Generation successor in possession spiritual values, intelligence, personality, control self, and vital skills in life public formed through role education. Progress technology information and communication has create innovation products and services that meet need man. Study This use method quantitative, namely Partial Least Squares Structural Equation Modeling (PLS-SEM), for test and validate proposed hypothesis. _ Study This use google form for collecting data on vocational school students in the district Jombang. Respondent in study This namely 356 respondents were used object study. Research result show that need for achievement can explain entrepreneurial attitude and entrepreneurial intention Furthermore need for achievement will give more influence on entrepreneurial intention, if strengthened with entrepreneurial attitude as mediator variable .*

Keywords : *need for achievement , entrepreneurial attitude, entrepreneurial intention*

1. Introduction

In this era entrepreneurship Lots utilized by the Indonesian people in particular For sufficient need life . There are many background thing _ back matter these , among others minimal The education pursued by the Indonesian people is limited field jobs , skills possessed by Indonesian people , as well lack of attention from government For provide field work (Mi'rajatinnor et al., 2022) . Generation race child young millennial Now sued For capable create field jobs and opportunities business with utilise development technology and communication in the millennial era this , so level Unemployment in Indonesia could gradually erode and level unemployment in Indonesia is not increase as you can spread to child grandchild nation ..

Entrepreneurship in the 4.0 era is very popular among young Indonesians, especially young people who are currently attending school . In this research, the subjects used by researchers were vocational school students in the district . Jombang where students have been taught with Entrepreneurship Education which begins with learning the Business Model Canvas or can also be called BMC which is a strategy that will be implemented which has several important elements (Khayru et al., 2021) .

A person's enthusiasm and ability to manage a business or activity to search for, create and implement new innovations for efficiency and better service or profit is the essence of entrepreneurship (Tarigan et al., 2022) . The introduction of entrepreneurship to Indonesian society aims to encourage interest in entrepreneurship (Entrepreneurial Intention). This interest can be influenced by the need for appreciation or Need for Achievement, which has been recognized as one of the important factors influencing the propensity for entrepreneurship (Soomro, BA and Shah, 2022) . Studies also show that innovation in the business world is related to the way unique new business ideas are perceived and acted upon (Yusuf et al., 2022) . Apart from that, entrepreneurial attitudes also play a role in forming entrepreneurial interest, which involves emotional motivation to achieve entrepreneurial goals. Therefore, entrepreneurial intentions are the basis for concrete steps in building entrepreneurship (Isma et al., 2023) .

The urgency of this research was proposed because Jombang Regency Vocational School students have an impact development economy . Through upgrades businessman new , expected Jombang Regency Vocational School students not only provide employment opportunities for themselves but for the people around them . Moreover, seeing the development of Jombang which has great potential and has a lot of capital to turn into a business. Therefore, *the need for achievement* really needs to be continuously improved among vocational school students in Jombang Regency .

This research contributes to educational institutions, especially Jombang Regency Vocational Schools , to continue to be *up to date* in providing *the need for achievement* in entrepreneurial practice. Based on the background and *state of the art* as described, this research is *novel* by completing the shortcomings of previous studies and conducting a comprehensive study of the evolution of TPB theory at the Vocational School level in Jombang Regency. which is measured by *need for achievement* , with *entrepreneurial attitude* as a determinant of *entrepreneurial intention* Jombang Regency Vocational School students .

2. Overview theoretical and hypothetical

2.1 Need For Achievement

Need for achievement explained as encouragement somebody For reach success (Shaddiq & Wanidison, 2021) . According to (Jin & Shin, 2020) , this reflect business For repair self , achieve success , and feeling competent . By similar , in line with definition (Jardim et al., 2021) explains that Need for achievement is desire or longing For do something with more

Good . This can give energy encouraging positive _ action believe self in accordance with situation faced _ individual .

H1: *need for achievement* increases *entrepreneurial intention*.

H2: *need for achievement* has an effect positive towards *entrepreneurial attitude*

2.2 Entrepreneurial Attitude

Attitude become foundation formation intention " (Isma et al., 2023) . Formation intention or interest somebody based on the attitude shown . This Because attitude defined as response to something object with fondness _ or No like it , fine or bad (Amofah & Saladrignes, 2022) . " Attitude is judgments , feelings , and tendencies For act profitably _ or No profitably , that can be last a long time in somebody to something object or certain ideas " (Kim et al., 2018) . Attitudes can also considered as response evaluative (Wardana et al., 2020) . Response This appear when individual faced with a situation or necessary stimulation _ reaction , which is then expressed as attitude in form response positive or negative .

H3: *entrepreneurial attitude* increases *entrepreneurial intention*

2.3 Entrepreneurial Intention

Intention entrepreneurship , according to (Purwanto, 2021) and (Suherman & Yusuf, 2021) , referring to tendencies and interests someone at something activity without coercion from outside . Conclusion that can be taken from statement This is that intention is internal encouragement in the form of interest and liking for something matter . Influencing factors _ intention entrepreneurship , as expressed by (Ernawati et al., 2022) , includes role university in organize literacy entrepreneurship For push growth entrepreneurship in a country. Intention entrepreneurship influenced by internal, external and contextual factors like personal traits , attitudes , environment family , business world , environment physical , and factors economy . Formed framework _ from factors This become integral within influence intention entrepreneurship .

3 Methodology

3.1 Design study

Study This use approach quantitative with PLS-SEM for investigate impact *need for achievement* to *entrepreneurial intention* and role *entrepreneurial attitude* in involvement mediation (see Figure 1). Benefit The main PLS-SEM is his abilities For maximizing

variance in variables dependent and estimate data based dimensions of the measurement model (Hair et al., 2019) .

3.2 Respondents and techniques data collection

MA students in the district Jombang participate in study This . We offer 356 respondents with 23 Google Forms questions submitted _ via WhatsApp. On the moon August to September 2023, research done . Variable study ie *need for achievement* , *entrepreneurial attitude* and *entrepreneurial intention*.

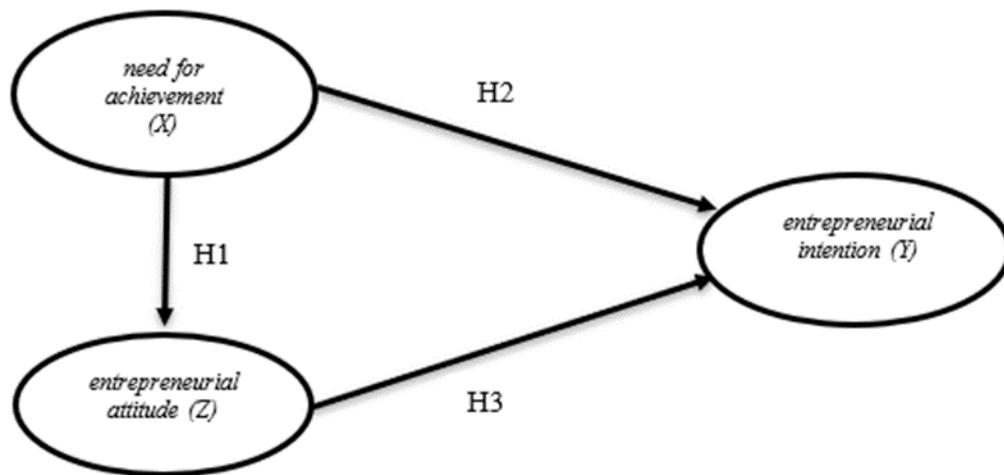


Figure 1. Framework Study

Table 1. Characteristics respondents

<u>Kategori</u>		<u>Frekuensi</u>	<u>%</u>
<u>Jenis kelamin</u>	Perempuan	225	62.14
	Pria	131	37.86
<u>Usia Responden</u>	16 tahun	173	45.7
	17 tahun	168	48.5
	>18 tahun	15	4.33
<u>Tingkat Kelas</u>	XI	356	100
	XII		

Source : Author alone (2023)

Respondent study This listed in Table 1. Partially big respondents is student women , as well most students aged 17 years __ namely 173 students . Table This show that 100% of students as respondents are on a level class XI vocational school in the district Jombang .

3.3 Development instruments and data analysis

Implemented survey _ aim For dig intention entrepreneurship vocational school students . Tool study This customized from studies previous studies and studies literature (see Table 1). Questionnaire has changed from English _ into Indonesian and adjusted to suit with context local . Evaluation of need for achievement is carried out with use seven points from study Hansemark (1998), M. Lorz (2011), as well as Ma'ruf Hadi (2013), temporary attitude entrepreneurship be measured with six points adopted _ from Bandura's work (1997). Measurement intention entrepreneurship consists from eleven adapted points _ from research Linan & Chen (2006). In study this , every statement requested assessed by respondents use scale of 1 (very No agree) to 5 (very much agree). Method analysis used _ For do modeling equality structural square smallest partial (PLS-SEM) is Smart PLS 3.0.

4 Results and Discussion

4.1 External model evaluation

The PLS external model has set For verify reliability instrument . Criteria determination state that reliability composite (CR) and Cronbach's Alpha must be > 0.05 (Hair et al., 2019) for the model to be considered reliable . In results research , looks that CR value for every construct range between 0.920 and 0.987 for dependency (see Table 2). Validity convergent , indicated by an average variance extracted (AVE) > 0.50 , has confirmed (Hair et al., 2019). All items exceed 0.5, and the AVE of each construct is in the range 0.621 to 0.926 (>0.5), supportive validity convergent . For test validity discriminant and convergent , carried out cross-loading analysis . Table 3 shows cross-loading value of all variable . The result show that the variables need for achievement (X), entrepreneurial attitude (Z), and entrepreneurial intention (Y) have range mark between 0.736 to 0.955, exceeding 0.70, which confirms validity discriminant .

1.2.1 Testing hypothesis

that model test hypothesis using equation models structural . The researchers used 356 bootstrap samples for displays all statistics -t. Like seen in Table 4, seventh hypothesis in investigation This fulfil criteria , with t values range between 6,778 to 71,393 (> 1.96).

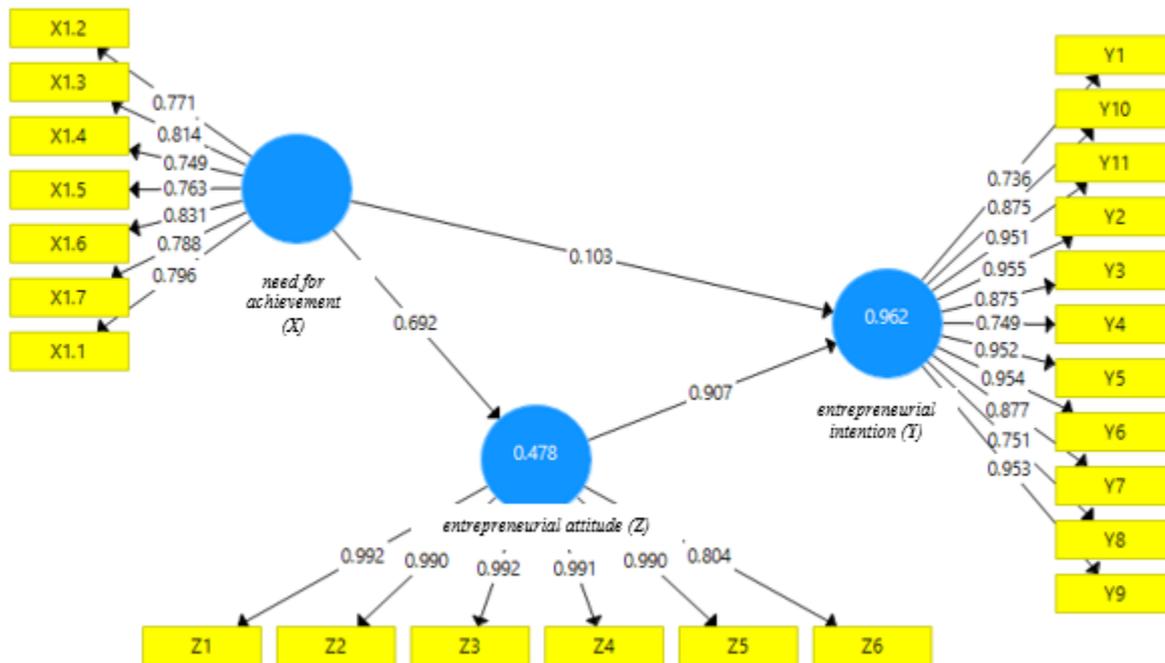


Figure 2. Calculation Modeling Equality Structural

Source : Author alone (2023)

Study This using the R-square Model (R^2) for show accuracy model predictions . Coefficient determination (R Square) measure how much Good something construct exogenous describe endogenous construct . (Creswell, 2019) estimates R^2 is between 0 and 1. R value 2 in above 0.75 means large , while 0.50 and 0.25 are significant small and weak (Hair et al., 2019) . Calculation show that *need for achievement*, explained 47.8% of the variance *entrepreneurial attitude* with incoming predictability _ sense . *entrepreneurial attitude* accounts for 96.2% of the variance *Entrepreneurial intention* with reasonable predictability _ (Creswell, 2019) . Next , f^2 determines is construction foreign influence endogenous construction . According to (Hair et al., 2020), construction external have minimal, moderate , and significant influence to Endogenous construction with f^2 values are 0.02, 0.18, and 0.40 . By specifically , size impact *Need for achievement* in *entrepreneurial attitude* is sufficient large ($f^2 = 0.478$). The size impact *entrepreneurial attitude* towards *Entrepreneurial intention* is also significant ($f^2 = 0.962$). *need for achievement (X)* , *entrepreneurial attitude (Z)* , *entrepreneurial intention (Y)*

Table 2. Outer Model Calculation

Construct	Item	λ	α	CR	AVE
need for achievement (X1)	X1	0,796	0,898	0,920	0,621
	X2	0,771			
	X3	0,814			
	X4	0,749			
	X5	0,763			
	X6	0,831			
	X7	0,788			
entrepreneurial attitude (Z)	Z1	0,992	0,984	0,987	0,926
	Z2	0,990			
	Z3	0,992			
	Z4	0,991			
	Z5	0,990			
	Z6	0,804			
entrepreneurial intention (Y)	Y1	0,736	0,970	0,974	0,773
	Y2	0,955			
	Y3	0,875			
	Y4	0,749			
	Y5	0,952			
	Y6	0,954			
	Y7	0,877			
	Y8	0,751			
	Y9	0,953			
	Y10	0,875			
	Y11	0,951			

Source : Author alone (2023)

Table 3. Validity Discriminant

Criteria Fornell-Larcker

	entrepreneurial intention	need for achievement	entrepreneurial attitude
entrepreneurial intention	0,879		
need for achievement	0,730	0,788	
entrepreneurial attitude	0,978	0,692	0,962

Source : Author alone (2023)

Table 4. Testing Hypothesis

	Relationship	β	T-value	P-values	Decision
H ₁	need for achievement -> entrepreneurial intention	0,103	6,778	0,000	Not Rejected
H ₂	need for achievement -> entrepreneurial attitude	0,692	19,076	0,000	Not Rejected
H ₃	entrepreneurial attitude -> entrepreneurial intention	0,907	71,393	0,000	Not Rejected
H ₄	need for achievement -> entrepreneurial attitude -> entrepreneurial intention	0,627	20,571	0,000	Mediator

Source : Author alone (2023)

4.2 Discussion

In study here , four hypothesis around The influence of need for achievement on entrepreneurial intention among vocational school students in the district Jombang checked in a way comprehensive . Findings confirm that high level of need for achievement in students in a way significant influence positive intention entrepreneurship They are supported by a p-value of 0.000 (<0.05) and a t -value of 6,778 (>1.96). This result in line with study previously highlighted _ influence great need for achievement towards intention entrepreneurship (Brantley-Dias & Ertmer , 2013; Hos-McGrane, 2014; Puntedura , 2014).

Hypothesis second show that the need for achievement also has influence significant towards Entrepreneurial attitude, supported by a p-value of 0.000 (<0.05) and a t -value of 19,076 (>1.96). This matter consistent with research previously connected _ Literacy Entrepreneurship with its influence towards Entrepreneurial attitude (Kim et al., 2018; Moiseienko et al., 2020). Findings This signify that the more tall the level of need for achievement that is accompanied motivation entrepreneurship , increasingly It is also good to use an Entrepreneurial attitude as a supporter entrepreneurship .

Hypothesis third reveal that Entrepreneurial attitude has influence significant positive _ towards Entrepreneurial intention, strengthened by a p value of 0.000 (<0.05) and a t value of 71,393 (>1.96). Invention This in line with study previously highlighted _ role important Entrepreneurial attitude towards intention entrepreneurship (Grigoraş et al., 2014; Hamilton et al., 2016; Kim et al., 2019). This show that the more Have a good entrepreneurial attitude students , increasingly the influence is great to enhancement intention entrepreneurship .

Hypothesis final show exists influence significant between Need for achievement and Entrepreneurial intention through Entrepreneurial attitude, shown by a p value of 0.042 (<0.05) and a t value of 20,571 (>1.96). This signify that encouragement from Literacy Entrepreneurship applied to students _ can increase entrepreneurial attitude and intention entrepreneurship . Entrepreneurial attitude plays a role as mediation effective partial _ between Literacy Entrepreneurship and intentionality entrepreneurship , giving contribution important in form competence skills and intentions entrepreneurship in students .

5 Conclusion

Study This show that the need for achievement influences intention entrepreneurship and attitude entrepreneurship student . The findings are also confirming that Entrepreneurial attitude has role important in increase intention entrepreneurship . Encouragement from Literacy Entrepreneurship increase Entrepreneurial attitude, which in turn contribute in form skills entrepreneurship in students . In context This , need for achievement becomes pusher main intention entrepreneurship , with Entrepreneurial attitude as a key mediator in that process . Implications study This very relevant in develop education entrepreneurship in MA in the Regency Jombang , highlighting importance integration of need for achievement in curriculum For form capable generation _ entrepreneurship . Some possible research suggestions _ can explored more Next : First , focus on the relationship direct between motivation entrepreneurship such as need for achievement with development skills entrepreneurship student . Second , deepen research _ other influencing factors attitude entrepreneurship , like environment social or factor psychological . Third , study about dimensions key from the Entrepreneurial attitude that influences the most intention entrepreneurship . Lastly , exploratory research _ strategy or intervention effective For increase motivation entrepreneurship as well as attitude entrepreneurship in students , possible approach more education _ efficient and effective in develop entrepreneurship.

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