ANALYSIS ENTREPRENEURIAL LITERACY AND ENTREPRENEURIAL LEADERSHIP TO ENTREPRENEURIAL INTENTION OF STUDENTS IN BANDUNG CITY

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ABSTRACT

Entrepreneurial literacy is one of the university's efforts in providing entrepreneurship education for youth. One of the goals is to increase understanding and create new entrepreneurs at the university levels. The Universities are not only improving the Entrepreneurial Literacy, but they also have to strengthen their student entrepreneurial leadership to be able to born young entrepreneurs who are more vision and have clear entrepreneurial intentions in running their business. The problem of this study is to determine the effect of Entrepreneurial Literacy and Entrepreneurial Leadership on the Entrepreneurial Intentions of students who take entrepreneurship courses at a university in Bandung City. The research method used quantitative research with the independent variables that are Entrepreneurial Literacy (X1) and Entrepreneurial Leadership (X2) meanwhile the dependent variable is Entrepreneurial Intention (Y). This research was conducted at a university in Bandung and took 267 samples of university students in Bandung using purposive sampling methods. The analysis technique in this study is multiple linear regression. The results of this study concluded that the Entrepreneurial Literacy, Entrepreneurial Leadership and Entrepreneurial Intention of students in the university were considered good. Partially and simultaneously, Entrepreneurial Literacy and Entrepreneurial Leadership have a significant effect on Entrepreneurial Intention.
Keywords: Entrepreneurial Literacy, Entrepreneurial Leadership, Entrepreneurial Intention.

1. Introduction

Entrepreneurship activities, especially in the MSME's, have quite good resilience during a crisis. Many MSME actors can survive when many giant businesses fail because they are unable to adapt to the situation. MSMEs are considered as strong business entities because small-scale businesses tend to be more agile and can quickly adapt to situations. Entrepreneurship has an important role in the economic growth of a country and even globally. One indicator of a developed country is if it has a number of entrepreneurs at least 14% of the total population. Currently, Indonesia has an entrepreneur ratio of 3.47% of the total population, which means that it still needs more new entrepreneurs to be recognized as a developed country. The Indonesian government currently has included an entrepreneurship curriculum in student learning from the high school level to the university level. The goal is to increase entrepreneurial literacy from an early age. Not only that, the role of educational institutions is also very important to sharpen Entrepreneurial Leadership in order to develop creativity and innovation in schools, stimulate the growth of the entrepreneurial spirit of students (Suyudi, Suyatno, Rahmatullah, & Rachmawati, 2020). An entrepreneur who has received business training will have good entrepreneurial literacy so that he can apply the right business processes. As a result, with the increase in entrepreneurial literacy, the ability to entrepreneurship will increase so that it has an impact on improving business performance (Sariwulan, Disman, Ahman, & Suwatno, 2020). Therefore, the researcher hopes that through this research it can be seen how the relationship between entrepreneurial literacy and entrepreneurial leadership can affect entrepreneurial intention.

2. Literature Review

2.1. Entrepreneurial Literacy

Entrepreneurship is creating a new business that did not exist before (Aulet, 2020) People need to learn the ability to create a business through education. The role of Entrepreneurial Literacy is very important in building an entrepreneurial spirit in students. Every student needs to have an Entrepreneurial Literacy because it is the basis for starting a business, especially in solving problems in their business (Hasan, Chalid, Arismunandar, & Tahir, 2020). Therefore, it is necessary to have Entrepreneurial Literacy in producing something new through critical and creative thinking and innovative actions to generate ideas or business opportunities that can be used by himself and others (Alvionita, Hasan, Nurdiana, Tahir, & Dinar, 2020). Entrepreneurial Literacy has an important role in building a successful business. The higher the Entrepreneurial Literacy you have, the easier it will be to achieve business success (Yani, Rakib, & Syam, 2020). So Entrepreneurial Literacy is the ability to generate an innovative idea that can be used to solve problems and achieve business success.

2.2. Entrepreneurial Leadership

In recent years, leadership is defined as the ability of a person to influence a group without going through force or coercion to achieve goals (Mishra & Misra, 2017). The definition of leadership is still too general and not appropriate in measuring leadership in entrepreneurship. The definition of Entrepreneurial Leadership used has a close relationship with entrepreneurial construction, transformational leadership and leadership that supports creativity (Renko, Tarabishy, Carsrud, & Brannback, 2013). Entrepreneurial Leadership provides entrepreneurial knowledge for teachers and students in creating innovation and creativity in higher education (Suyudi, Suyatno, Rahmatullah, & Rachmawati, 2020).

2.3. Entrepreneurial Intention

Entrepreneurial Intention is influenced by a number of factors such as attitudes towards entrepreneurial intentions, subjective norm factors, demographic factors consisting of gender, type and level of education, and the type of work of parents (Hasan, Chalid, Arismunandar, & Tahir, 2020).

2.4. Entrepreneurial Literacy and Entrepreneurial Intention

Individuals who have an understanding of entrepreneurship will be motivated to have an interest in starting entrepreneurship. Entrepreneurial literacy activities in universities can increase the entrepreneurial intentions of students (Suyudi, Suyatno, Rahmatullah, & Rachmawati, 2020) (Kusuma & Warmika, 2016) (James & Sahid, 2022). Entrepreneurial literacy has an important role in promoting the development of entrepreneurial intentions (Hutasuhut, 2018). If students have high entrepreneurial literacy, their intention to start a business or Entrepreneurial Intention will be higher. This certainly shows that entrepreneurship learning in higher education can develop an entrepreneurial spirit in students, creating a strong entrepreneurial spirit so that it has a positive effect on their entrepreneurial behavior (Hou, Su, Lu, & Qi, 2019). Entrepreneurial education is able to form Entrepreneurial Intention, so students who take entrepreneurship courses will have more intentions to start their own entrepreneurship (Patricia & Silangen, 2016).

Based on several previous studies, it shows that entrepreneurial literacy has an effect on Entrepreneurial Intention so that it can be used as hypothesis 1 (H1).

H1: Entrepreneurial Literacy has a significant effect on Entrepreneurial Intention of students at a university in Bandung City.

2.5. Entrepreneurial Literacy and Entrepreneurial Intention

Leadership has an important role in developing students' creativity and innovation so that they are able to stimulate the growth of an entrepreneurial spirit. This is because Entrepreneurial Leadership has a significant effect on Entrepreneurial Intention with teacherpreneurship mediation (Suyudi, Suyatno, Rahmatullah, & Rachmawati, 2020). Therefore, seeing this relationship, the researcher intends to prove how Entrepreneurial Leadership can have a direct effect on Entrepreneurial Intention through Hypothesis 2 (H2).

H2: Entrepreneurial Leadership has a significant effect on Entrepreneurial Intention of students at a university in Bandung City.

2.6. Entrepreneurial Literacy and Entrepreneurial Intention

Currently there is no influence of entrepreneurial literacy and Entrepreneurial Leadership on Entrepreneurial Intention so that this research can produce a state of art which shows that the research conducted is able to show a new relationship between Entrepreneurial Literacy and Entrepreneurial Leadership on Entrepreneurial Intention. Therefore, seeing this relationship, the researcher intends to prove how entrepreneurial literacy and Entrepreneurial Leadership can have a direct effect on Entrepreneurial Intention through Hypothesis 3 (H3) below.

H3: Entrepreneurship and Entrepreneurial Leadership have a significant effect on Entrepreneurial Intention of students in Bandung City

3. Methodology

This research is quantitative research. The subjects in this study were students who took entrepreneurship courses. In this study, the independent variables are Entrepreneurial Literacy (X1) and Entrepreneurial Leadership (X2). The dependent variable in this study is Entrepreneurial Intention (Y).
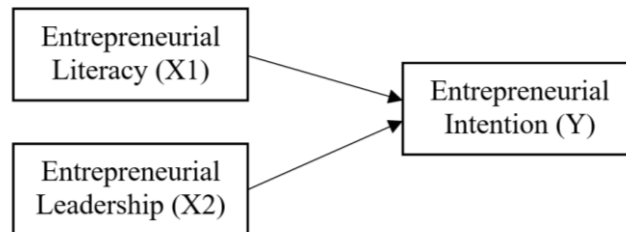

Figure 1. Research Model

In this research, the X1 variable is Entrepreneurial Literacy where the Entrepreneurial Literacy Indicator to be used is having an understanding of how to start a business, analyzing business opportunities and risks that will be run, and understanding how to manage a business well. Variable X2 in this study is Entrepreneurial Leadership owned by an entrepreneur who will use ENTRELEAD, a measurement model that has been empirically tested that focuses on Entrepreneurial Leadership factors in an organization (Renko, Tarabishy, Carsrud, & Brannback, 2013). Some of the questionnaires used in ENTRELEAD include the intensity of improvement and the use of new ideas in product/service sales, risk taking, creative solutions to problems, showing passion in work, vision of the future of business, challenges and motivation in acting innovatively and how to challenge yourself in business. In this research, Entrepreneurial Intention becomes the dependent variable (Y) with the following indicators used: 1) entrepreneurial preference; 2) a career plan as an entrepreneur; 3) planning to start a business; 4) better income by entrepreneurship. The variables in this study will be measured using a Likert scale.

There are two kinds of data, such as, primary data by distributing questionnaires to respondents and secondary data obtained from books, journals, previous research and the internet as a reference. This research was conducted at a university in the city of Bandung and took samples from the college students who had taken entrepreneurship courses using the purposive sampling method or sampling technique with certain considerations (Sugiyono, 2019). This research is intended to determine the effectiveness of learning in entrepreneurship class as their mandatory course from the research sample, especially to measure student's interest in entrepreneurship after taking this course. The analysis technique in this research is multiple linear regression.

Each instrument item from each variable will be determined by its validity criteria before the research is carried out so that the data obtained is more accurate. Meanwhile, the instrument variables to be tested are the Entrepreneurial Literacy instrument (X1), the Entrepreneurial Leadership instrument (X2), and the Entrepreneurial Intention instrument (Y). Researchers will use a questionnaire as a research instrument that aims to find complete information about a problem, natural or social phenomenon.

4. Result and Discussion
4.1. Validity Test

Validity test is used to determine the extent of the measuring instrument (questionnaire). The degree of freedom is obtained from the number of respondents minus 2 (df = n-2). The basis for making decisions on this validity test is as follows:

If r-count ≥ r-table then the statement is declared valid.

If r-count ≤ r-table then the statement is declared invalid.

The validity test for Entrepreneurial Literacy was carried out on all questions in the instrument. It can be seen that the calculated r-count is greater than the r-table which means it is valid, namely for X101 0.702 > 0.1199, X102 0.754 > 0.1199, X103 0.815 > 0.1199, X104 0.718 > 0.1199, X105 0.671 > 0.1199, X106 0.790 > 0.1199, X107 0.599 > 0.1199, X108 0.822 > 0.1199, X109 0.781 > 0.1199 This shows that for each item the Entrepreneurial Literacy variable can be used for further data processing.

The validity test for Entrepreneurial Leadership was carried out on all questions in the instrument. It can be seen that the calculated r-count is greater than r-table which means it is valid, namely for X201 0.762 > 0.1199 , X202 0.780 > 0.1199 , X203 0.787 > 0.1199 , X204 0.729 > 0.1199 , X205 0.766 > 0, 1199 , X206 0.676 > 0.1199 , X207 0.763 > 0.1199 , X208 0.723 > 0.1199 , X209 0.791 > 0.1199 , X210 0.737 > 0.1199 , X211 0.802 > 0.1199 , X212 0.754 > 0.1199 , X213 0.793 > 0.1199 , X214 0.802 > 0.1199 , X215 0.808 > 0.1199 , X216 0.688 > 0.1199 , X217 0.722 > 0.1199 , X218 0.755 > 0.1199, X219 0.799 > 0.1199 , X220 0.794 > 0.1199 , X221 0.817 > 0.1199. This shows that for each item the Entrepreneurial Leadership variable can be used for further data processing.

The validity test for Entrepreneurial Intention was carried out on all questions in the instrument. It can be seen that the calculated r-count is greater than r-table which means it is valid, namely for Y1 0.617 > 0.1199, Y2 0.701 > 0.1199, Y3 0.651 > 0.1199, Y4 0.664 > 0.1199, Y5 0.654 > 0, 1199, Y6 0.628 > 0.1199, Y7 0.721 > 0.1199, Y8 0.768 > 0.1199, Y9 0.775 > 0.1199, Y10 0.738 > 0.1199, Y11 0.758 > 0.1199, Y12 0.753 > 0.1199, Y13 0.641 > 0.1199, Y14 0.698 > 0.1199, Y15 0.684 > 0.1199, Y16 0.674 > 0.1199, Y17 0.572 > 0.1199, Y18 0.489 > 0.1199, Y19 0.602 > 0.1199, Y20 0.726 > 0.1199, Y21 0.597 > 0.1199. Each item the Entrepreneurial Intention variable can be used for further data processing.

4.2. Reliability Test

A questionnaire is said to be reliable or reliable if a person's answer to the statement is consistent or stable from time to time. Questionnaire items are said to be reliable (feasible) if Cronbach's alpha > 0.60, and said to be unreliable if Cronbach's alpha < 0.60."

Table 1. Reliability Test Result

Variables	Cronbach's alpha	R-Table	Decision
Entrepreneurial Literacy (X1)	0,892	0,60	Very Reliable
Entrepreneurial Leadership (X2)	0,964	0,60	Very Reliable
Entrepreneurial Intention (Y)	0,933	0,60	Very Reliable

Based on Table 1 variables of Entrepreneurial Literacy (X1), Entrepreneurial Leadership (X2), Entrepreneurial Intention (Y). Consisting of nine questions that represent the value of Cronbach's alpha, namely X1 of 0.892 > 0.60, the variable is declared reliable. Consisting of twenty-one questions that represent the value of Cronbach's alpha, namely X2 of 0.964 > 0.60, the variable is declared reliable. Consisting of twenty-one questions that represent the value of

Cronbach's alpha, namely Y of 0.918 > 0.60, the variable is declared reliable. This shows that all variables can then be used as a measuring tool in further testing.

4.3. Classic Assumption Test

4.3.1 Normality Test

The normality test aims to test whether in the regression model, the dependent variable and the independent variable both have a normal distribution or not. A good regression model if it has a normal data distribution or close to normal. This normality test uses the Kolmogorov Smirnov Test method, which is a method carried out by testing the significant value of Unstandardized Residuals. If the value of Unstandardized Residuals ≥ 0.05, it indicates that the data used meets the assumption of normality. Meanwhile, if the value of Unstandardized Residuals ≤ 0.05, it indicates that the data used does not meet the assumption of normality.

Table 2. Normality Tes
One-Sample Kolmogorov-Smirnov Test

Unstandardized Residual

N		267
Normal Parameters[a,b]	Mean	0,0000000
	Std. Deviation	7,90162377
Most Extreme Differences	Absolute	0,053
	Positive	0,042
	Negative	-0,053
Test Statistic		0,053
Asymp. Sig. (2-tailed)		.064[c]

    a. Test distribution is Normal.
    b. Calculated from data.
    c. Lilliefors
    d. Significane Correction.

Based on the results of the normality test above, it is known that the significance value is 0.064> 0.05, so it can be concluded that the residual value is normal.

4.3.1 Multicollinearity Test

Based on the results of the Multicollinearity Test, it is known that the VIF value of the Entrepreneurial Literacy variable (X1) and the Entrepreneurial Leadership variable (X2) is 1.542 < 10 and the tolerance value is 0.649 > 0.1. So, the data does not occur multicollinearity which is feasible to use.

4.3.1 Heteroscedasticity Test

Heteroscedasticity test is carried out with the aim of testing whether in the regression model there is an inequality of variance from the residual of one observation to another observation. If there is a certain pattern such as dots that form a regular pattern, then heteroscedasticity occurs. And vice versa, if there is a clear pattern such as dots spread above and below the number 0 on the Y axis, then there is a heteroscedasticity problem.
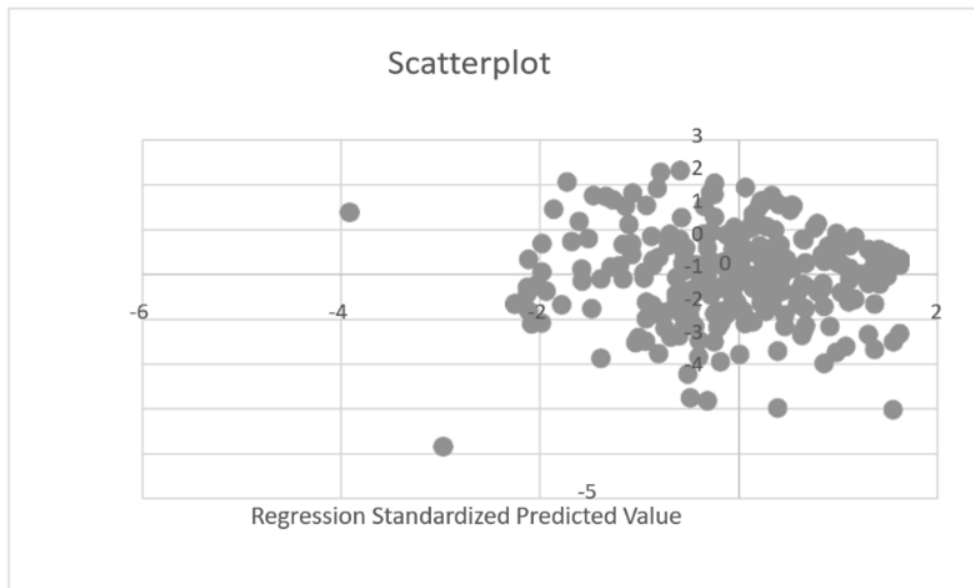
Figure 2. Scatterplot Graphic

Based on the scatterplot graph above, it can be seen that there is no heteroscedasticity in the regression model because the scattering data points above and below or around the number 0, the dots do not collect only above and below but also exist in the number 0, the spread of dots is not wavy and the spread of data points is not patterned.

4.4. Statistic Test

4.4.1 Multiple Linear Analysis Test

Multiple linear analysis test aims to determine whether or not there is an influence of two or more independent variables (X), namely Entrepreneurial Literacy (X1) and Entrepreneurial Leadership (X2) on the dependent variable. (Y) is the variable of Entrepreneurial Intention. Based on the results of the study obtained the following equation.

Table 3. Multiple Linear Analysis Test Results Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	16,763	4,400		3,810	0,000
	Entrepreneurial Literacy (X1)	0,601	0,133	0,229	4,515	0,000
	Entrepreneurial Leadership (X2)	0,558	0,048	0,587	11,546	0,000

a. Dependent Variable: Y

Based on the test results, the following equation is obtained:

$Y = a + b1X1 + b2X2 + e$

Y= 16,763 +0,601 + 0,558

a. Constant (a)

The a-value of 16,763 is a constant or condition when the Entrepreneurial Intention variable has not been influenced by other variables, namely Entrepreneurial Literacy (X1) and Entrepreneurial Leadership (X2). If the variable does not exist, the Entrepreneurial Intention will not change.

b. Entrepreneurial Literacy variable coefficient (X1)
b1 (regression coefficient value X1) of 0.601 indicates that if Entrepreneurial Literacy increases by one unit, the Entrepreneurial Intention will increase by 0.601 units.

c. Entrepreneurial Leadership variable coefficient (X2)
b2 (regression coefficient value X2) of 0.558 indicates that if Entrepreneurial Leadership increases by one unit, the Entrepreneurial Intention will increase by 0.558 units.

4.4.1 Analysis of the Coefficient of Determination (R^2)
The coefficient of determination (R2) aims to measure how far the model's ability to explain the variation of the dependent variables (Ghozali, 2011). The value of the coefficient of determination is between 0-1. The greater the value of adjusted r square, the more accurately the independent variable predicts the dependent variable. If the Adjusted R2 value is small, then the ability of the independent variable in explaining the dependent variable is very limited. On the other hand, if the adjusted R2 value is close to 1, it means that the independent variable provides almost all the information needed to predict the dependent variation.

Table 4. Coefficient of Determination (R^2) Test
Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	0.746[a]	0.556	0.553	7.931	1.949

Based on the Table 4, the adjusted R Square coefficient value is 0.553 or 55%, so it can be concluded that the magnitude of the influence of Entrepreneurial Literacy and Entrepreneurial Leadership variables on Entrepreneurial Intention is 55%. And the remaining 45% is influenced by other variables outside the study.

4.5. Hypothesis Testing
4.5.1 The F-Test
The F-Test in this study was used to test the significant effect of Entrepreneurial Literacy and Entrepreneurial Leadership on Entrepreneurial Intention simultaneously. By looking at the significant F-count generated from the calculation with an alpha value of 0.05. And the method of finding F-table with the formula F= n -k or F = 268-2 = 266.

Table 5. The F-Test

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	20898,187	2	10449,093	166,104	.000[b]
Residual	16670,321	265	62,907		
Total	37568,507	267			

From Table 5. It can be seen that the significance value for Entrepreneurial Literacy (X1) and Entrepreneurial Leadership (X2) on Entrepreneurial Intention (Y) is 0.000 <0.05 and F-count 166.104 > F table value 3.8767. This proves that Ha is accepted. This means that there is a significant influence of Entrepreneurial Literacy and Entrepreneurial Leadership on Entrepreneurial Intention simultaneously.

4.5.2 The T-Test

This t test is used to test the significant effect of Entrepreneurial Literacy and Entrepreneurial Leadership on Entrepreneurial Intention partially. By looking at the significant T-value generated from the calculation with an alpha value of 0.05. And the method of finding the T-table with the formula df = n -k-1 or df = 268- 2-1=265.

Table 6. The T-Test

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
1 (Constant)	16,763	4,400		3,810	0,000
X1	0,601	0,133	0,229	4,515	0,000
X2	0,558	0,048	0,587	11,546	0,000

(1) The results of the calculations in Table 6 show that the tcount for the Entrepreneurial Literacy variable on Entrepreneurial Intention is 3.810 > T-table is 1.9689 with the following calculations:
T-tabel   = t (a/2 : n-k-1)
A=5%   = t (0,05/2 : 268-2-1)
= 0,025 : 265
= 1,9689
From the results of the t-test (partial) it shows that the T-count value of the Entrepreneurial Literacy variable is 3.810 with a dignification value of 0.000. Because T-count (3.810) is greater than T-table (1.9689) and the significance value is less than 0.05 (0.000 < 0.05), then Ho is rejected. So, it can be concluded that Entrepreneurship Literacy has a partial and significant effect on Entrepreneurial Intention.

(2) The results of the calculations in Table 6 show that the t-count for the Entrepreneurial Leadership variable on Entrepreneurial Intention is 4.515 > T-table is 1.9689 with the following calculation:
T-tabel   = t (a/2 : n-k-1)
A=5%   = t (0,05/2:268-2-1)
= 0,025:265
= 1,9689
From the results of the t-test (partial) it shows that the t-count of the Entrepreneurial Leadership variable is 4.515 with a significance value of 0.000. Because T-arithmetic (4.515) is greater than T-table (1.9689) and the significance value is less than 0.05 (0.000 < 0.05), then Ho is rejected. So, it can be concluded that Entrepreneurial Leadership has a partial and significant effect on Entrepreneurial Intention.

5. Conclusion

The results of this study show that partially and simultaneously, Entrepreneurial Literacy and Entrepreneurial Leadership have a significant effect on Entrepreneurial Intention of Students in Bandung City. Partially, this study shows that the higher the entrepreneurial literacy, the Entrepreneurial Intention or interest in entrepreneurship of students will increase. Likewise, the higher the results of Entrepreneurial Leadership, the Entrepreneurial Intention will also increase. Entrepreneurial Literacy has a significant effect on Entrepreneurial Intention and Entrepreneurial Leadership has a significant effect on Entrepreneurial Intention.

Acknowledgment

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