
THE INFLUENCE OF ENTREPRENEURSHIP EDUCATION AND PEER INFLUENCE ON ENTREPRENEURIAL INTENTION WITH ENTREPRENEURIAL CHARACTERISTICS AS INTERVENING VARIABLE (CASE STUDY: STUDENTS AT FEB UNSRAT)

PENGARUH PENDIDIKAN KEWIRAUSAHAAN DAN PENGARUH TEMAN SEBAYA TERHADAP NIAT BERWIRAUSAHA DENGAN KARAKTERISTIK WIRAUSAHA SEBAGAI VARIABEL INTERVENING (STUDI KASUS: MAHASISWA DI FEB UNSRAT)

By:

Thymoti B.A Damanik¹

James D.D Massie²

Merinda H.Ch Pandowo³

¹²³Management Department Faculty of Economics and Business
Sam Ratulangi University Manado

E-mail:

¹timotydamanik@gmail.com

²jamesmassie@gmail.com

³merindapandowo@yahoo.com

Abstract: Indonesia still has a lower rate of entrepreneurship than other Southeast Asian nations. The need to create new entrepreneurs has led many educational institutions to include entrepreneurship education in their curriculum. This study aims to analyze The Influence of Entrepreneurship Education and Peer Influence on Entrepreneurial Intention with Entrepreneurial Characteristic as Intervening Variable in Economic and Business Faculty Sam Ratulangi University. The researcher conducted this research through quantitative methods. The object of the study was 100 students from Economic and Business Faculty Sam Ratulangi University. This study applied a technical analysis method which is path analysis and sobel test. The findings suggest that Indirectly Entrepreneurship Education through Entrepreneurial Characteristics have no positive influence on Entrepreneurial Intention students at Faculty of Economic and Business Sam Ratulangi University, Based on Path Analysis.

Keywords: entrepreneurship education, peer influence, entrepreneurial characteristics, entrepreneurial intention

Abstrak: Indonesia masih memiliki tingkat kewirausahaan yang lebih rendah dibandingkan negara-negara Asia Tenggara lainnya. Penelitian ini bertujuan untuk menganalisis Pengaruh Pendidikan Kewirausahaan dan Pengaruh Teman Sebaya terhadap Niat Berwirausaha dengan Karakteristik Kewirausahaan Sebagai Variabel Intervening di Fakultas Ekonomi dan Bisnis Universitas Sam Ratulangi. Peneliti melakukan penelitian ini melalui metode kuantitatif. Objek penelitian adalah 100 orang mahasiswa Fakultas Ekonomi dan Bisnis Universitas Sam Ratulangi. Penelitian ini menggunakan metode analisis teknis yaitu analisis jalur dan uji sobel. Hasil penelitian menunjukkan bahwa Pendidikan Kewirausahaan Secara Tidak Langsung melalui Karakteristik Kewirausahaan tidak berpengaruh positif terhadap Niat Berwirausaha mahasiswa Fakultas Ekonomi dan Bisnis Universitas Sam Ratulangi Berdasarkan Path Analysis.

Kata Kunci: pendidikan kewirausahaan, pengaruh teman sebaya, karakteristik kewirausahaan, niat berwirausaha

INTRODUCTION

Research Background

Indonesia is a developing country that has abundant natural resources. If these natural resources can be managed and utilized properly, they can become a separate force in the country's economy. As a developing country, Indonesia does not yet have strong economic strength as well as prosperous society, causing problems such as the high unemployment rate according to the Central Bureau of Statistics data on the Open Unemployment

Rate (TPT) in Indonesia as of August 2022 of 5.86% or as many as 8, 42 million people. One of the contributors to high unemployment in Indonesia is the small number of job opportunities that are not absorbed by the number of graduates from universities which always increase every year creating a large number of unemployed university graduates. Problems can be minimized by entrepreneurship and becoming an entrepreneur is the right alternative choice to overcome unemployment.

Entrepreneurship is one of the supporters that determines the progress of the economy. Entrepreneurs have a big role in the national economy, namely creating jobs, reducing unemployment, and increasing people's income. In addition, entrepreneurship also has an important role to make society more creative and independent. According to data from the Badan Pusat Statistik, Indonesia still has a lower rate of entrepreneurship than other Southeast Asian nations, with only 3.47% of the total population. In contrast, Singapore has a 9% entrepreneurship rate, and Malaysia and Thailand both have a 5% rate. Up till December 2020, Indonesia had a 272 million-person population. According to the data from Badan Pusat Statistik, there will be a number of firms in Manado, North Sulawesi, in 2021. Small and micro enterprises are two subcategories of MSMEs (Micro, Small, and Medium Enterprises). According to data, there are 625 small businesses in Manado, as well as 52,678 micro businesses. Because small, micro, and medium firms contribute considerably to employment, economic growth, and business development in the region, the data above indicates the importance of the MSME sector in the economy.

And at this time, the opportunity for entrepreneurship is very open to anyone who has the desire to start and develop their business. Efforts are needed to cultivate an entrepreneurial spirit to encourage a mental character that is independent, creative, innovative, responsible, disciplined, and does not give up easily like an entrepreneur who starts his business from the bottom. This is because becoming an entrepreneur is not easy and can be done instantly, but requires a long process, which is based on a strong desire (interest) as the main capital, in addition to motivation, courage and perseverance. To create people who are creative, innovative, intelligent, qualified and responsible and able to master science and technology, namely through education. A college or university is a setting where graduates are developed into intelligent, creative, and independent people and are given both hard and soft skills. All majors must be in line with the demands of the labor market as it exists. Universities must have the ability to mold the personalities of students who have an innate sense of adventure and entrepreneurship. Universities must make an effort to encourage students' interest in business, one of which is by providing entrepreneurship courses.

This entrepreneurship education goal is to give students a theoretical foundation for entrepreneurial ideas. (Andayanti and Harie, 2020). The lecturer exerts an important role as a motivator for students in the classroom. Different lecturer teaching methods might also affect how motivated students are to learn in succeeding courses. The Entrepreneurship course is one of the courses that are currently provided in all majors. It is the responsibility of the lecturers who teach entrepreneurship courses to encourage students to work not only in offices but also as job creators. In order for students to be able to become entrepreneurs, lecturers' ability to motivate their students in entrepreneurship courses is crucial (Sukandi, 2018).

Entrepreneurship lecturers must be able to foster student entrepreneurship as a determining factor, not only by offering entrepreneurial content but also by assisting students in putting their knowledge of entrepreneurship into practice. After graduation, it is envisaged that students will possess entrepreneurial abilities in addition to their credentials, enabling them to create career chances in an environment of limited employment opportunities and high unemployment rates (Sugita and Ansori, 2018). It ensures that students are not easily bored with learning that only takes place in the classroom by offering a balance between theory and practice. Additionally, students might receive practical instruction in starting a business or becoming a pioneer. Through entrepreneurship education, students' attitudes and behaviors can be modified to assist them in becoming entrepreneurs.

In practicing entrepreneurship, the campus provides facilities such as an incubator for students to practice the entrepreneurship knowledge they have learned to practice there and develop their own business. Students who are more experienced can provide information and experience to other students and also encourage them to want to start their own business because the environment provides motivation, support and also has the interest and goals to become entrepreneurs. Graduates are expected to have a strong foundation of knowledge, character, skills and perspectives to start and manage their own business, or to contribute to the existing business environment with an entrepreneurial mindset and attitude.

Research Objectives

The objective that is going to be accomplished by this research is:

1. To determine the influence of entrepreneurship education on students' entrepreneurial characteristic at FEB UNSRAT.
2. To determine the influence of peer influence on students' entrepreneurial characteristic at FEB UNSRAT.
3. To determine the influence of entrepreneurship education on students' entrepreneurial intention at FEB UNSRAT.
4. To determine the influence of peer influence on students' entrepreneurial intention at FEB UNSRAT.
5. To determine the influence of entrepreneurial characteristic on students' entrepreneurial intention at FEB UNSRAT.

THEORETICAL FRAMEWORK**Entrepreneurship**

Entrepreneurship refers to the process of identifying and pursuing business opportunities by creating and managing a venture. It involves the willingness to take risks, innovate, and be proactive in seeking new opportunities for growth and success. Entrepreneurship as the innovative activity of introducing new products, new production methods, new organizational forms, or new ways of doing business (Schumpeter, 1934).

Marketing

Marketing is a social and managerial process by which individuals and groups obtain what they need and want through creating, offering, and exchanging products of value with others (Kotler and Keller, 2015).

Entrepreneurial Intention

Entrepreneurial intention is an idea that motivates people to establish a firm, and it is necessary as the first stage in the entrepreneurial process (Adnyana and Purnami, 2016). A person's behavior is guided by their conscious mind when they have an intention, which is a specific desire to accomplish something or take an action.

Entrepreneurship Education

This study defines entrepreneurial education as a curriculum that fosters entrepreneurial mindsets and general enthusiasm in launching successful businesses in the future.

Entrepreneurial Characteristics

Entrepreneurial characteristics refer to the personal qualities, attributes, skills, and traits that are commonly associated with successful entrepreneurs. These may include traits such as risk-taking propensity, innovation, self-confidence, persistence, proactiveness, adaptability, and a strong desire for achievement. (Hisrich, Peters, and Shepherd, 2017).

Peer Influence

Peer influence is the social process by which peers impact an individual's attitudes, beliefs, values, behaviors, or decisions through direct or indirect interactions (Santrock, 2008). Peer influence is when a peer's act influences the others to act in the same way.

Previous Research

Setiawan and Lestari (2021) aimed to see the effect of entrepreneurship education, entrepreneurial self-efficacy on student's entrepreneurial intentions from four private universities located in Tangerang. The research was carried out using quantitative methods using non-probability sampling with judgmental sampling. The data were collected through online questionnaires using google forms with a sample target of 134 samples. The data analysis in this study using the SEM (Structural Equation Modeling) technique assisted by the SmartPLS 3.0 software. This study shows that entrepreneurship education has a significant effect on entrepreneurial self-efficacy and entrepreneurial intentions. And, Entrepreneurial Self-Efficacy positively affect entrepreneurial intention. The study also found that entrepreneurial self-efficacy partially mediates the relationship between entrepreneurship

education with Student's Entrepreneurial Intention.

Suratno, Narmaditya, and Wibowo (2021) aims to explore other predicted factors affecting students' entrepreneurial intention, such as family economic education, peer groups, and economic literacy. This study adopted a quantitative method using a survey approach to obtain comprehensive findings. The research involved online questionnaires to approximately 1000 students undergoing convenience sampling in a university in Indonesia as participants. The results indicated that both family economic education and peer groups positively correlate with economic literacy and students' entrepreneurial intention. These results confirmed a crucial role of economic literacy that government and educational institutions can consider to stimulate students' entrepreneurial intention.

Sun et.al (2020) investigated the interrelationship among the four specific entrepreneurial characteristics (i.e., need for achievement, locus of control, risk-taking propensity, and creativity) and their systematic influence on the entrepreneurial intention of engineering students. The research data is from 210 engineering students via a survey. Logistic regression and path analysis were used for data analysis. The findings suggest that creativity and risk-taking directly influence entrepreneurial intention while the need for achievement and the locus of control influence it indirectly.

Conceptual Framework

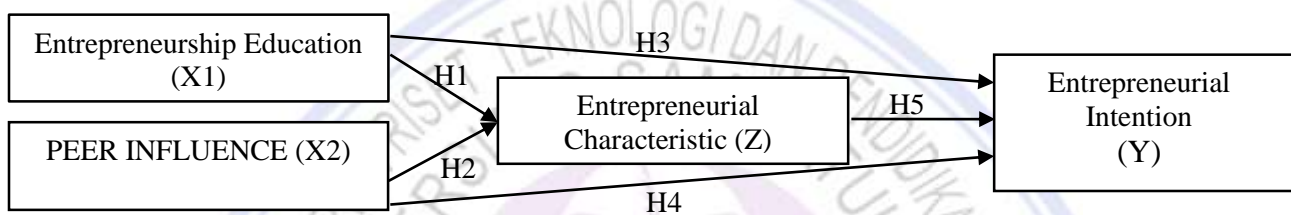


Figure 1. Conceptual Framework

Source: Data Processed, 2023

Research Hypothesis

- H₁: Entrepreneurship education influences students' characteristic of becoming entrepreneurs at Faculty Economics and Business Sam Ratulangi University.
- H₂: Peer influence affects students' characteristic of becoming entrepreneurs at Faculty Economics and Business Sam Ratulangi University.
- H₃: Entrepreneurship education influences students' intention of becoming entrepreneurs at Faculty Economics and Business Sam Ratulangi University.
- H₄: Peer influence affects students' intention of becoming entrepreneurs at Faculty Economics and Business Sam Ratulangi University.
- H₅: Entrepreneurial characteristic influences students' intention of becoming entrepreneurs at Faculty Economics and Business Sam Ratulangi University

RESEARCH METHOD

Research Approach

Quantitative research is methods that emphasize objective measurements and the statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys, or by manipulating pre-existing statistical data using computational techniques. Quantitative research focuses on gathering numerical data and generalizing it across groups of people or to explain a particular phenomenon.

Population, Sample Size, and Sampling Technique

The population in this research is students of the Faculty of Economics and Business Sam Ratulangi University. The type of sampling used in this study is purposive sampling technique. The sample of this research is 100 active students at Faculty of Economics and Business Sam Ratulangi University.

Data Collection Method

To collect the research data, primary data collection was used through questionnaires. A questionnaire is a written set of questions that will be given to the subject (respondent) with purpose to obtain the written set of answers (Kurniawan, 2014:88). The use of questionnaires is intended to obtain primary data from respondents of the Faculty of Economics and Business students Unsrat Manado.

Operational Definition and Measurement of Research Variable

Table 1: Variable Definition

Variable	Definition	Indicators
Entrepreneurship Education (X1)	A combination that is composed includes human elements, facilities, equipment, and procedures that influence each other to achieve the goals of the learning itself.	1. Learning Objective. 2. Students. 3. Educators (Lecturer). (Hamalik, 2013)
Peer Influence (X2)	Peer influence is the process by which peers encourage conformity to group norms, attitudes, and behaviors.	1. Peer Role Model. 2. Peer Opinions and Support. 3. Informational influence from peers. (Bandura, 1977)
Entrepreneurial Characteristics (Z)	The process of making decisions under conditions of uncertainty involving the pursuit of opportunities with limited resources.	1. Innovative. 2. Risk Taker. 3. Persistence. (Sarasvathy, 2001)
Entrepreneurial Intention (Y)	Individual desires and plans to be involved in the creation of new economic activities.	1. Desire. 2. Plan. 3. Act. (Davidsson, 2016)

Measurement of Research Variables

Scale of measurement used for this research to measure respondents' response in each questions from questionnaire is Likert Scale 5-point. A Likert scale is a unidimensional scale that researchers use to collect respondents' attitudes and opinions.

Testing of Research Instruments

Validity Test

Validity test use to measure the obtaining data are in line with the research concept. In other words, the instrument items used to obtain the data is correct and related with the concept of the research that will be conducted.

Reliability Test

Reliability test use to measure the consistency of instrument items. Reliability test defined as an index that showed how far instrument items can be trusted or dependable (Kurniawan, 2014:102).

Technical Analysis

Technical analysis used in this research is Path Analysis. Path analysis is a development of regression analysis, regression analysis can be said as a special form of path analysis. (Sugiyono and Susanto, 2015:432). Structural equation from this research can be presented as follows:

$$Z = \rho ZX1 + \rho ZX2 + \varepsilon_1 \text{ (Structural equation 1)}$$

$$Y = \rho YX1 + \rho YX2 + \rho ZY + \varepsilon_2 \text{ (Structural equation 2)}$$

X1 = Entrepreneurship Education

X2 = Peer Influence

Y = Entrepreneurial Intention

Z = Entrepreneurial Characteristics

ϵ_1 = Error 1

ϵ_2 = Error 2

RESULT AND DISCUSSION

Path Analysis Result Model I

Based on the data in the table 2, the X1 significance value is $0.049 < 0.05$, indicating that the X1 variable (Entrepreneurship Education) influence on Y (entrepreneurial intention). The X2 variable has a $0.002 < 0.05$ significance level, indicating that the X2 variable (Peer Influence) influence on Y (entrepreneurial intention). Because $0.000 < 0.05$, variable Z (entrepreneurial characteristics) influence on variable Y (entrepreneurial intention).

Table 2. Path Analysis Result

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
1 (Constant)	.347	2.118			.164	.870
X1	.193	.097	.173		1.991	.049
X2	.356	.110	.313		3.229	.002
Z	.410	.104	.352		3.949	.000

a. Dependent Variable: Y

Source: SPSS Output, 2023

Table 3. Coefficient R squared

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.558	.311	.297	1.617

a. Predictors: (Constant), X2, X1

b. Dependent Variable: Z

Source: SPSS Output, 2023

Based on the results in the table above, an R Squared value of 0.311 is obtained, which means that variables X1 and X2 have a contribution to variable Z of 31.1%.

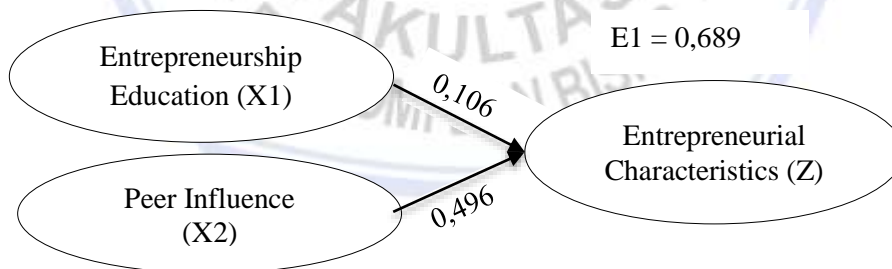


Figure 3. Model Path Diagram I

Source: Primary Data Processed, 2020

Path Analysis Result Model II

Based on the data in the table 4, the significance value of X1 is $0.284 > 0.05$, indicating that the variable X1 (Entrepreneurship Education) did not influence on Z (entrepreneurial characteristics). The value of variable X2 is $0.000 < 0.05$, indicating that variable X2 (peer influence) influence on variable Z (entrepreneurial characteristics).

Table 4. Path Analysis Result

Model	Unstandardized Coefficients			Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.	
1 (Constant)	8.292	1.894		4.377	.000	
X1	.101	.094	.106	1.077	.284	
X2	.485	.096	.496	5.056	.000	

a. Dependent Variable: Z

Source: SPSS Output, 2023

Based on the results in the table 5, an R Squared value of 0.311 is obtained, which means that variables X1 and X2 have a contribution to variable Z of 31.1%.

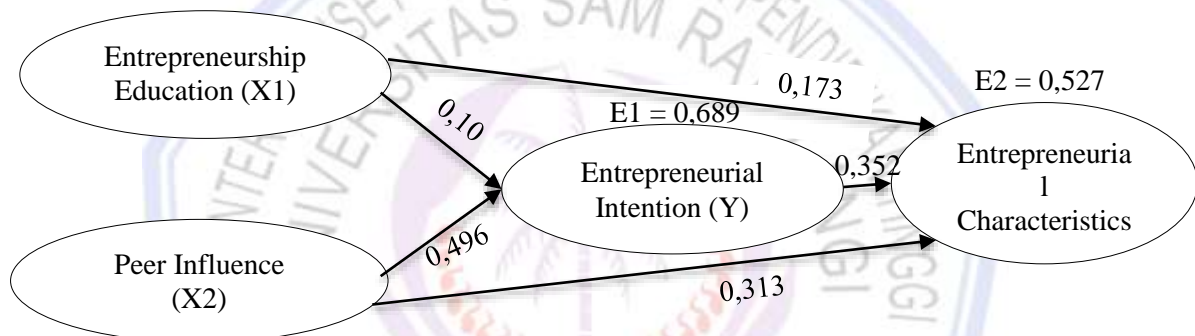
Table 5. Coefficient R Squared

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.558 ^a	.311	.297	1.617

a. Predictors: (Constant), X2, X1

b. Dependent Variable: Z

Source: SPSS Output, 2023

**Figure 4. Model Path Diagram II**

Source: Primary Data Processed, 2023

Based on the path analysis above, the following results are obtained:

1. The effect of entrepreneurship education through entrepreneurial characteristics on entrepreneurial intention: it is known that the direct effect given by entrepreneurship education on entrepreneurial intention is 0.173, while the indirect effect of entrepreneurship education through entrepreneurial characteristics on entrepreneurial intention is 0.037. Based on these calculations, it was found that the indirect effect of 0.037 was smaller than the direct effect of 0.173. So, indirectly entrepreneurship education through entrepreneurial characteristics did not influence entrepreneurial intention.
2. The influence of peer influence through entrepreneurial characteristics on entrepreneurial intention: it is known that the direct influence exerted by peer influence on entrepreneurial intention is 0.313, while the indirect influence of peer influence through entrepreneurial characteristics on entrepreneurial intention is 0.175. Based on these calculations, it was found that the indirect effect of 0.175 was smaller than the direct effect of 0.313. Thus, indirectly peer influence through entrepreneurial characteristics did not influence entrepreneurial intention.

Sobel Test

Sobel Test of Entrepreneurship Education

Based on the results of the sobel test calculations, it can be concluded that entrepreneurship education through entrepreneurial characteristics did not influence on entrepreneurial intentions, because the significance value is $0.299 > 0.05$ and the $t_{\text{count}} < t_{\text{table}} (< 1.66088)$.

Sobel Test of Peer Influence

Based on the results of the Sobel test calculations, it can be concluded that peer influence through entrepreneurial intention influence on entrepreneurial intention, because the significance value is $0.002 < 0.05$ and the $t_{\text{count}} > t_{\text{table}} (<1.66088)$.

Discussion

Entrepreneurship Education on Entrepreneurial Characteristics

The X1 variable is $0.284 > 0.05$, which means that the X1 variable (Entrepreneurship Education) has no positive influence on Z (Entrepreneurial Characteristics). This is in accordance with Kerr et.al (2017) because many academic institutes have introduced entrepreneurship training, ranging from high schools to executive programs, but these programs have to date focused more on hard skills rather than personality mapping. This is because the nature of entrepreneurship arises from the students themselves, the enthusiasm of every student who wants to open their own business, the entrepreneurial character itself tends to be influenced by broader personal and environmental factors, such as life experience, mental resilience, self-reliance, trust, and availability. resource. So, it is not related to entrepreneurship education. Although there may be influence from the knowledge provided by the lecturer from the place of study, of course it will add individual insight, and there are also several factors in learning about entrepreneurship that have not been utilized optimally, namely infrastructure such as incubators that need to be developed by providing entrepreneurship classes to students who wish to starting a business such as, training in making financial reports, SOP, marketing. after that they are given the opportunity to present their business by bringing the products or services they offer directly to their customers. practice is preferred in this case, not just theory, because practice and theory in entrepreneurship, many are out of sync.

Peer Influence on Entrepreneurial Characteristics

The X2 variable is $0.000 < 0.05$, which means that the X2 (Peer Influence) variable has positive influence on Z (Entrepreneurial Characteristics). Peer influence plays a vital role in shaping entrepreneurial characteristics and can have a positive impact on students. One example of peer influence today is the rise of entrepreneurial communities and coworking spaces. These environments bring together like-minded students, creating a supportive network where entrepreneurs can connect, collaborate, and share knowledge. Being surrounded by peers who are passionate about entrepreneurship can inspire individuals, provide guidance, and foster the development of entrepreneurial characteristics such as creativity, resilience, and a growth mindset. Additionally, peer interactions within these communities often involve mentorship, idea exchange, and collective problem-solving, further enhancing entrepreneurial skills and fostering a culture of innovation.

Entrepreneurship Education on Entrepreneurial Intention

The X1 variable is $0.049 < 0.05$, which means that the X1 variable (Entrepreneurship Education) has positive influence on Y (Entrepreneurial Intention). This is in accordance with Setiawan and Lestari's research (2021) which also showed similar results that entrepreneurship education has a positive effect on entrepreneurial intentions. According to Sukandi (2018), the entrepreneurship course is one of the courses that are currently provided in all majors. It is the responsibility of the lecturers who teach entrepreneurship courses to encourage students to work not only in offices but also as job creators. In order for students to be able to become entrepreneurs, lecturers' ability to motivate their students in entrepreneurship courses is crucial.

Peer Influence on Entrepreneurial Intention

The X2 variable is $0.002 < 0.05$, which means that the X2 (Peer Influence) variable has positive influence on Y (Entrepreneurial Intention). These results are consistent with Suratno, Narmaditya, and Wibowo (2021) which states that the research results confirm the important role of peer groups and family economic education to stimulate students' entrepreneurial intentions. Because peers who exhibit entrepreneurial traits and engage in entrepreneurial activities can serve as role models, inspiring others to develop their own entrepreneurial goals. Their successes and experiences create a sense of possibility and motivation. peer influence can shape social norms and values related to entrepreneurship, making it more desirable and encouraging individuals to embrace entrepreneurial characteristics. peers provide a supportive environment where collaboration, idea exchange, and knowledge sharing thrive. This collective engagement helps individuals enhance their entrepreneurial skills and problem-solving abilities, reinforcing their intention to pursue entrepreneurship. Moreover, peers offer feedback

and hold each other accountable, fostering commitment and dedication to entrepreneurial pursuits. peer networks provide valuable networking opportunities, granting access to resources, mentorship, and potential business connections. These interactions and opportunities further strengthen entrepreneurial intention by expanding social capital and facilitating the realization of entrepreneurial goals

Entrepreneurial Characteristics on Entrepreneurial Intention

Variable Z (Entrepreneurial Characteristics) is $0.000 < 0.005$, which means variable Z has positive influence on Y (Entrepreneurial Intention). These results are consistent with Sun et al. (2020) which states that the research results confirm entrepreneurial characteristics which is creativity and risk-taking influence entrepreneurial intention. Entrepreneurial characteristics encompass traits such as self-confidence, risk-taking propensity, creativity, and proactiveness, which are fundamental to the entrepreneurial mindset. These characteristics shape individuals' beliefs, motivations, and attitudes towards entrepreneurship, ultimately influencing their intention to start a business or engage in entrepreneurial activities. Individuals who possess strong entrepreneurial characteristics are more likely to have a higher intention to pursue entrepreneurship, as these traits align with the aspirations, drive, and perseverance required for entrepreneurial success.

Entrepreneurship Education through Entrepreneurial Characteristics on Entrepreneurial Intention, based on Path Analysis.

Based on path analysis, the effect of Entrepreneurship Education through Entrepreneurial Characteristics on Entrepreneurial Intention is indirectly 0.037 smaller than the direct effect of 0.173. So, indirectly entrepreneurship education through entrepreneurial characteristics do not have positive influence on entrepreneurial intention. Supported by the calculation results of the Sobel test, it can be concluded that entrepreneurship education through entrepreneurial characteristics has no significant effect on entrepreneurial intention, because the significance value is $0.299 > 0.05$ and the $t_{count} < t_{table} (< 1.66088)$. This is because students who have entrepreneurship education coupled with entrepreneurial characteristics cannot raise entrepreneurial intentions. This must be explored from within the student. Entrepreneurship education focused solely on developing entrepreneurial characteristics may not directly influence entrepreneurial intention. Factors such as contextual influences, the distinction between skill-set and mindset, personal values and goals, and the long-term impact of education all play a role in shaping intention. While education can indirectly contribute to entrepreneurial intention through increased self-efficacy and awareness, a comprehensive approach addressing both characteristics and contextual elements is necessary for effective influence.

Peer Influence through Entrepreneurial Characteristics on Entrepreneurial Intention, based on Path Analysis.

Based on path analysis, the influence of Peer Influence through Entrepreneurial Characteristics on Entrepreneurial Intention indirectly is 0.175 smaller than the direct effect of 0.313. Thus, indirectly peer influence through entrepreneurial characteristics have positive influence on entrepreneurial intention. However, based on the results of the Sobel test calculations, it can be concluded that peer influence through entrepreneurial characteristics has a significant effect on entrepreneurial intention, because the significance value is $0.002 < 0.05$ and the $t_{count} > t_{table} (> 1.66088)$. because peers who exhibit entrepreneurial traits and engage in entrepreneurial activities can serve as role models, inspiring others to develop their own entrepreneurial goals. Their successes and experiences create a sense of possibility and motivation. peer influence can shape social norms and values related to entrepreneurship, making it more desirable and encouraging individuals to embrace entrepreneurial characteristics. peers provide a supportive environment where collaboration, idea exchange, and knowledge sharing thrive. This collective engagement helps individuals enhance their entrepreneurial skills and problem-solving abilities, reinforcing their intention to pursue entrepreneurship. Moreover, peers offer feedback and hold each other accountable, fostering commitment and dedication to entrepreneurial pursuits. peer networks provide valuable networking opportunities, granting access to resources, mentorship, and potential business connections. These interactions and opportunities further strengthen entrepreneurial intention by expanding social capital and facilitating the realization of entrepreneurial goals.

CONCLUSION AND RECOMMENDATIONS**Conclusions**

1. Entrepreneurship Education has no positive influence on Entrepreneurial Characteristics students at Faculty of Economic and Business Sam Ratulangi University.
2. Peer Influence has positive influence on Entrepreneurial Characteristics students at Faculty of Economic and Business Sam Ratulangi University.
3. Entrepreneurship Education has positive influence on Entrepreneurial Intention students at Faculty of Economic and Business Sam Ratulangi University.
4. Peer Influence has positive influence on Entrepreneurial Intention students at Faculty of Economic and Business Sam Ratulangi University.
5. Entrepreneurship Characteristics has positive influence on Entrepreneurial Intention students at Faculty of Economic and Business Sam Ratulangi University.
6. Indirectly Entrepreneurship Education through Entrepreneurial Characteristics have no positive influence on Entrepreneurial Intention students at Faculty of Economic and Business Sam Ratulangi University, Based on Path Analysis.
7. Indirectly Peer Influence through Entrepreneurial Characteristics have positive influence on Entrepreneurial Intention students at Faculty of Economic and Business Sam Ratulangi University, Based on Path Analysis.

Recommendations

1. This study has limitations in that not all students were included in the research sample, and the distribution was also limited to one faculty; different results may be obtained with a larger sample to several faculty or one university. The research is still limited to students at Sam Ratulangi University's Faculty of Economics and Business, which has only three study programs. It is hoped that further researchers would use a different research model other than path analysis and will have a broader scope, resulting in more thorough results

REFERENCES

- Adnyana., I. G. L. A., & Purnami, N. M. (2016). Pengaruh Pendidikan Kewirausahaan, Self-Efficacy Dan Locus Of Control Pada Niat Berwirausaha. *E-Jurnal Manajemen*, Vol. 5, N0. 2. Available at: <https://ojs.unud.ac.id/index.php/Manajemen/article/view/16350>. Retrieved on: March 17, 2023
- Andayanti, W., & Harie, S. (2020). Entrepreneurial Motivation Impact toward Entrepreneurship Interest of College Student. *Intelektium*, 1(2), 107–114. Available at: <https://journal.neolectura.com/index.php/intelektium/article/view/187>. Retrieved on: July 2, 2023
- Bandura, A. (1977). Self-Efficacy: Toward A Unifying Theory Of Behavioral Change. *Psychological Review*, 84(2), 191–215. Available at: <https://psycnet.apa.org/record/1977-25733-001>. Retrieved on: June 12, 2023
- Davidsson, P. (2016). *Researching Entrepreneurship: Conceptualization and Design*. 2 Edition. Springer
- Hamalik, O. (2013). *Proses Belajar Mengajar*. Jakarta: Bumi Aksara.
- Hirsrich, R. D., Peters, M. P., & Shepherd, D. A. (2017). *Entrepreneurship*. Ninth Edition. New York: McGraw-Hill Education
- Kotler, P., & Keller, K. L. (2015). *Marketing Management*. Pearson Education
- Kurniawan, A. (2014). *Metode Riset untuk Ekonomi dan Bisnis*. Bandung: Alfabeta.
- Schumpeter, J. A. (1934). *The Theory of Economic Development: An Inquiry into Profits, Capital, Credits, Interest, and the Business Cycle*. Piscataway: Transaction Publishers

- Santrock, J. (2008). *Educational Psychology*. 3th Edition. New York: McGraw-Hill
- Setiawan, G. T., & Lestari, E. D. (2021). The Effect of Entrepreneurship Education to Student's Entrepreneurial Intention with Self-Efficacy as Mediating Variable. *Jurnal Manajemen*, 16(2), 158-178. Available at: <https://www.researchgate.net/publication/354776971> THE EFFECT OF ENTREPRENEURSHIP EDUCATION TO STUDENT'S ENTREPRENEURIAL INTENTION WITH SELF-EFFICACY AS MEDIATING VARIABLE. Retrieved on: July 2, 2023
- Sukandi, P. (2018). Pengaruh Gaya Mengajar Dosen Mata Kuliah Kewirausahaan Terhadap Minat Mahasiswa Berwirausaha. *Sustainable Competitive Advantage (SCA)*, Vol. 8, No. 1. Available at: <http://jp.feb.unsoed.ac.id/index.php/sca-1/article/view/1216>. Retrieved on: February 8, 2023
- Sugita., & Ansori. (2018). Upaya Dosen Kewirausahaan Sebagai Faktor Determinatif Dalam Menumbuhkan Motivasi Wirausaha Mahasiswa Ikip Siliwangi. *Comm-Edu (Community Education Journal)*, Vol. 1, No. 2. Available at: <https://journal.ikipsiliwangi.ac.id/index.php/comm-edu/article/view/1017>. Retrieved on: May 1, 2023
- Sugiyono., & Susanto, A. (2015). *Cara Mudah Belajar SPSS & Lisrel*. Alfabeta: Bandung.
- Suratno., Narmaditya, B. S., & Wibowo, A. (2021). Family Economic Education, Peer Groups and Students' Entrepreneurial Intention: The Mediating Role of Economic Literacy. *Heliyon* 7(4). Available at: <https://www.researchgate.net/publication/350909826> Family economic education peer groups and students' entrepreneurial intention the mediating role of economic literacy. Retrieved on: April 27, 2023
- Sun, H., Ni, W., The, P-L., & Lo, C. (2020). The Systematic Impact of Personal Characteristics on Entrepreneurial Intentions of Engineering Students. *Frontiers in Psychology* 11. Available at: <https://www.researchgate.net/publication/341872752> The Systematic Impact of Personal Characteristics on Entrepreneurial Intentions of Engineering Students. Retrieved on: June 12, 2023