

# The Role of Intellectual, Emotional and Spiritual Intelligence Towards Entrepreneurial Intention among TVET Student Indonesia and Malaysia

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## ABSTRACT

*The title of this research is "The Role of Intellectual, Emotional and Spiritual Intelligence towards Entrepreneurial Intention among TVET Student Indonesia and Malaysia". The purpose of this study is to build a model of entrepreneurial intention influenced by exogenous and endogenous factors. Exogenous factors consist of intellectual intelligence, emotional intelligence, and spiritual intelligence. Whereas endogenous variables include attitudes towards being entrepreneurs, subjective norms and perceived behavioral control. This research was conducted on students who are currently studying vocational education in Indonesia and Malaysia. Samples were taken by purposive random sampling totaling 800 responded to each in Indonesia and Malaysia. The data analysis was performed using structural equation models (SEM). The results of this study are all exogenous and endogenous variables significantly influence entrepreneurial intention directly and indirectly, except the emotional intelligence and spiritual intelligence directly and emotional intelligence variables through attitude toward entrepreneurship.*

**Keywords:** " *Entrepreneurial intention; intellectual intelligence; emotional intelligence; spiritual intelligence* ".

## 1. INTRODUCTION

Over the past decade, we have found nationally and internationally that entrepreneurship has become the core of business education. Various historical experiences and economic crises and consideration of past socio-economic factors have also led strategic planners and policymakers to consider entrepreneurship development as an important element in supporting economic growth and development. In addition, various studies have reported that various important variables have been considered policies to trigger entrepreneurial behaviour for college graduates, especially fresh graduated [1]. College graduates generally, especially business graduates are expected to be able to create new jobs for others by starting a new business venture Kolvereid dan Isaksen (2006). However, it is often observed, that most college graduates, who have very high ambitions start a new business venture at the start; usually end up looking for work after graduating from the lecture program [1]. Specifically, in the current situation when entrepreneurship is considered as the answer to problems to solve socio-economic challenges, as well as crises; it is very important to understand the factors that can influence the entrepreneurial intentions (EI) of college graduates (Liñán & Chen, 2009).

By having a better understanding of the determinants of intentions to become entrepreneurs, policymakers can benefit from developing supportive mechanisms that can be applied and the formulation of reliable policies can be formulated to support entrepreneurship development and the birth of successful young entrepreneurs (Chen et al, 2015). In this case, it is very important to explore all determinants of entrepreneurial intentions and entrepreneurial behaviour itself [3], [5]. In addition, there have also been many observations that suggest that the nature and lifestyle of individuals are shaped through their family background, cultural values, education and social networks, which may influence one's perceptions of intentions towards entrepreneurial behaviour (Ajzen, 1991; Farooq, 2016; Miralles et al, 2016). In addition, the development of entrepreneurial spirit must also pay attention to the need to understand how the role of social inclusion (SI), social support (SS) from individual social networks can influence their perception of intentions towards entrepreneurial behaviour (Farooq et al., 2018; Linan, 2004).

This study intends to explore new insights about variables that are thought to have an important influence on entrepreneurial intention (EntI). Specifically, this study was conducted in order to investigate the effect of intellectual intelligence (II), emotional intelligence (EI), spiritual intelligence (SI) directly affecting entrepreneurial intention (EntI). Indirectly this study will also examine how the variable subjective norm (SN), perceived behaviour control (PBC) and attitude toward entrepreneurship (ATE) as intervening variables influence the entrepreneurial intention (EntI). The addition of both exogen and endogen variables was done to bridge the research gap which had not received attention in previous studies.

## 2. OBJECTIVES

The purpose of this research is:

- 1) To analyze whether intellectual intelligence (II), emotional intelligence (EI) and spiritual intelligence (SI) directly affect entrepreneurial intention (EntI).
- 2) To analyze whether intellectual intelligence (II), emotional intelligence (EI) and spiritual intelligence (SI) indirectly affect entrepreneurial intention (EntI) through intervening subjective norms (SN), attitude toward entrepreneurship (ATE) and perceived behaviour control (PBC).

## 3. METHODOLOGY

### 3.1 Operational Variables

This research was conducted with a collaboration of research between Medan State Polytechnic and Negeri Sembilan Polytechnic. Furthermore, the research data were collected respectively in Medan City and Negeri Sembilan (Malaysia) by taking respondents in vocational higher education institutions / TVET. The method of collecting data in this study is a questionnaire and questions/statements in this study using a Likert scale (scale 5), which means a scale to measure attitudes, perceptions, and opinions of people about various social issues. The definition and operational variables according to this study are stated below:

- 1) Intellectual intelligent (II); is the ability of one's insight and intelligence to adapt effectively and dynamically, indicators include; a) ability to solve problems, b) verbal intelligence (convey ideas and ideas) and c) practical intelligence (execute decisions).
- 2) Emotional intelligent (EI); is the ability to control yourself, enthusiasm and perseverance, as well as the ability to motivate yourself, with indicators; a) self-awareness, b) self-regulation, c) self-motivation, d) recognize other people's emotions (empathy) and e) social skills.
- 3) Spiritual intelligent (SI); is the intelligence of the soul that helps a person to develop himself intact through the creation of the possibility to apply positive values. Elements of spiritual intelligence are 5 indicators, including; 1) problem solving through spiritual resources. 2) utilize and practice spiritually in daily life. 3) enter a higher level in the field of awareness. 4) recognize aspects of life that are not material and 5) behave well.
- 4) Attitudes towards entrepreneurship attitude toward entrepreneurship (ATE); perspective or response to entrepreneurs with indicators; the importance of autonomy, the importance of wealth, the challenges and avoidance of workloads.
- 5) Subjective norms (SN) are a person's perspective of how he should behave and behave, with indicators; a) normative beliefs and 2) motives to comply.
- 6) Control of perceived behaviour / perceived behavioural control (PBC) is an individual's beliefs about how much control to bring up entrepreneurial behaviour, with indicators; a) control belief, which is someone's perception or belief about how difficult a behaviour is raised which stems from his perception of the difficulties, risks, and challenges involved if he wants to exclude a behaviour, b) perceive power that talks about one's perception of whether he can bring up a behaviour by considering the difficulties, risks, and challenges that exist.
- 7) Entrepreneurial intention (EntI) is defined as an interest in becoming an entrepreneur with dimensions; a) the frequency of participating in entrepreneurial activities, b) the desire to do or own something, c) the objects or activities that are liked, d) the types of activities that are liked, e) the effort to realize the desire or feeling happy about something.

Data analysis methods were carried out starting from validity and reliability testing, normality and outlier data testing, descriptive analysis, data transformation using the MSI (Successive Interval Method) method. Furthermore, the data were analysed using structural equation model (SEM) techniques by following the criteria of goodness of fit that is required.

### Research Questionnaire

### 3.2 Research Questioner

In the study, questionnaire instruments were prepared based on a review of previous studies. Questions are combined and developed based on the dimensions and indicators of each research variable presented in detail in Table 1.

**Table 1 Variables, Dimentions and Indicators**

Variable	Dimention	Description/Indicators
Entrepreneurial Intention (Z) [9]	Frequency of participating in entrepreneurial activities	There are efforts to attend entrepreneurial seminars/meetings
	The desire to have its own business	Have the desire to own/run its own business
	Enjoy entrepreneurial activities	Happy with business activities
	Already tried business startup	Have been attempting small business activities
Intelectual Intelligence (X1) [10]	Figure ability	Understanding or reasoning in the field of a form
	Verbal ability	Communication skills and language use
	Numeric ability	Data processing capabilities, numbers become information
Emotional Intelligence (X2) [11]	Self-awareness	The ability to observe feelings of self from time to time and examine and analyse various feelings that occur

Variable	Dimention	Description/Indicators
	Self-regulation	The ability to reduce the anxiety that occurs, self entertain, eliminate sorrow and moodiness, reduce the feeling of being offended and other effects that occur because it isn't blocked in processing basic emotions
	Motivation	The ability to control emotions to be later transformed into a tool in achieving goals and better self managing
	Recognize emotions / empathy	The ability to give empathy to other parties to provide comfort to other parties
	Social skills	Skills to manage the emotions of others, maintain relationships through social skills, leadership and the success of interpersonal relationships
Spiritual Intelligence [12]	Have a vision	Have foresight
	Feel the presence of God	Always act like God is watching directly
	Always pray	Always pray in various activities
	Have patient qualities	Put forward patience and not be careless
	Tend to be kind	Always doing good for others
	Have strong empathy	Have strong empathy for others
	Have a big heart	Life is not only meant to win and lose or gain and loss
	Fundamental questions	Always analyse various problems fundamentally
Attitude toward Entrepreneurship (Y1) [13]	Happy serving others	Like to help others
	Importance of autonomy	The importance of a sense of independence
	Importance of wealth	The importance of wealth and prosperity
	Challenge	Love a new challenge
	Financial security	The importance of financial security
Subjective Norm (Y2) [13]	Workload avoidance	One's desire to avoid workload
	Normative belief	Normative beliefs professed by someone
Perceived Control Behavior (Y3) [14]	Motive to comply	The motive to fulfil personal desires
	Control beliefs	Someone's perception or belief about how difficult behaviour is raised that stems from his perception of the difficulties, risks, and challenges there is if you want to do a behaviour
	Perceive power	Someone's perception about whether he is able or not to display behaviour by considering the difficulties, risks, and challenges that exist

The number of samples taken in each region was 400 respondents so that the overall number of samples used in the study was 800 respondents. As for the students determined as a sample are students who are currently at the final level. In Medan, respondents' data were taken, among others, in Politeknik Negeri Medan, Politeknik Negeri Pariwisata Medan, Politeknik Media Kreatif, Politeknik Teknologi Kimia Industri Medan and Politeknik LP3I. While in Malaysia the data were taken at Negeri Sembilan Polytechnic (PNS).

### 3.3 Research Result

Structural equation modelling analysis is used to determine the structural relationship between the variables studied. Structural relationships between variables are tested for compatibility with the goodness of fit, if the value of goodness of fit is not in line with expectations, the model can be modified with recommendations from modification indices. The results of the final structural modelling analysis in this study can be seen in Figure 1.

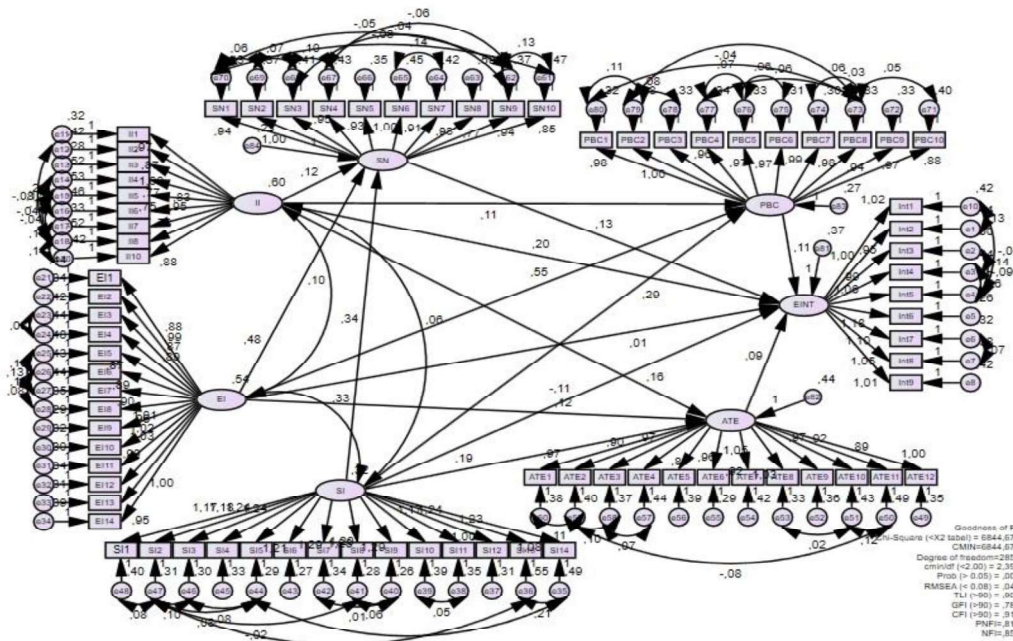


Figure 1 Full Model SEM of Entrepreneurial Intention

Based on the path diagram of the results of data processing using AMOS version 22, a goodness of fit test (hypothesis model) is performed and a hypothesis test is performed. From the evaluation of the model criteria, a good fit of all models with the Goodness of Fit (GOF) results is obtained as follows:

Table 2 Goodness of Fit Assessment Full Model with Modification

The goodness of Fit Criteria	Rule of Thumb	Result	Conclusion
Chi square (Cmin)	Smaller is better	6844,674	Fit
Degree of freedom	The value must be (+)	2853	Fit
Probability	< 0,05	0,000	Fit
Cmin/df	< 5.0	2,399	Fit
RMSEA	≤ 0,08	0,042	Fit
Tucker Lewis Index (TLI)	0,80 ≤ TLI ≤ 1	0,907	Fit
Composite Fit Index (CFI)	0,80 ≤ CFI ≤ 1	0,912	Fit
Goodness of Fit Index (GFI)	0,80 ≤ GFI ≤ 1	0,787	Moderate Fit

Resource: Research Data Processed

Based on the above table, the chi-square value of 6844.674 with probability  $0.000 \leq 0.05$ , CMIN / df value of 2.399 is  $< 5.00$ , RMSEA value of  $0.042 \leq 0.08$ , GFI value of 0.787 is close to 1 (moderate fit), the TLI value of 0.907 approaches 1 (fit) and the CFI value of 0.912 approaches 1 (fit), indicating that the suitability test of this model results in a good acceptance. From the test results in the figure and the table shows that SEM which is used to test the causality relationship between variables in the model shows that this model can be accepted. Tests on the suitability of the model show that this model is suitable because almost all the reference values of the test indicators can be met.

The findings of this study include; of the 15 relationships between variables observed there were 13 statistically significant influences and two non-significant influences. The two insignificant influences include the influence of emotional intelligence (EI) and the influence of spiritual intelligence (SI) on entrepreneurial intention (EntI) as can be seen in Table 1.

Intellectual intelligence variable has a positive and significant influence on student entrepreneurial intention variables. The effect of intellectual intelligence on student entrepreneurial intention is statistically significant with a p-value  $< 0.05$  which is equal to 0.001 and a CR value above  $\pm 1.96$  which is 5.882. The test results prove that the intellectual intelligence variable regression coefficient is 0.204 which means that if the intellectual intelligence coefficient can be increased by 1%, it will increase student entrepreneurial intention by 0.204%.

The variable of emotional intelligence has a positive and not significant effect on student entrepreneurial intention variables. The effect of emotional intelligence on student entrepreneurial intention was not statistically significant with a p value  $> 0.05$ , which was 0.838 and a CR value below  $\pm 1.96$  which was 0.204. The test results prove that the emotional intelligence variable regression coefficient is 0.014 which means that if the emotional intelligence coefficient can be increased by 1%, it will increase student entrepreneurial intention by 0.014%.

Table 3 Regression Weights

Variables		Estimate	S.E.	C.R.	P	Label
EntI (Entrepreneurial Intention)	<--- II	,204	,035	5,882	***	Significant
EntI (Entrepreneurial Intention)	<--- EI	,014	,070	,204	,838	Notsignificant
EntI (Entrepreneurial Intention)	<--- SI	-,112	,078	-1,443	-,149	Notsignificant
EntI (Entrepreneurial Intention)	<--- SN	,132	,055	2,426	,015	Significant
EntI (Entrepreneurial Intention)	<--- PBC	,109	,049	2,225	,026	Significant
EntI (Entrepreneurial Intention)	<--- ATE	,092	,036	2,540	,011	Significant
SN (Subjective Norm)	<--- II	,125	,027	4,631	***	Significant
SN (Subjective Norm)	<--- EI	,477	,052	9,265	***	Significant
SN (Subjective Norm)	<--- SI	,336	,064	5,218	***	Significant
PBC (Perceived Behavior Control)	<--- II	,106	,028	3,795	***	Significant
PBC (Perceived Behavior Control)	<--- EI	,552	,054	10,263	***	Significant
PBC (Perceived Behavior Control)	<--- SI	,288	,066	4,347	***	Significant
ATE (Attitude toward Enterprenurship)	<--- II	,162	,035	4,681	***	Significant
ATE (Attitude toward Enterprenurship)	<--- EI	,124	,062	2,014	,044	Significant
ATE (Attitude toward Enterprenurship)	<--- SI	,189	,080	2,361	,018	Significant

Resource: Research Data Processed

The spiritual intelligence variable has a negative and not significant effect on the student entrepreneurial intention variable. The effect of spiritual intelligence on student entrepreneurial intention was not statistically significant with a p value > 0.05, which was 0.149 and a CR value below  $\pm 1.96$  which was -1.444. The test results prove that the spiritual intelligence variable regression coefficient is -0.096 which means that if the spiritual intelligence coefficient can be increased by 1%, it will reduce student entrepreneurial intention by -0.096%.

The subjective norm variable has a positive and significant influence on student entrepreneurial intention variables. The influence of subjective norm on student entrepreneurial intention is statistically significant with p-value < 0.05 which is equal to 0.015 and CR values above  $\pm 1.96$  which is 2.426. The test results prove that the subjective norm variable regression coefficient is 0.132 which means that if the subjective norm coefficient can be increased by 1%, it will increase student entrepreneurial intention by 0.132%.

Attitude variable toward entrepreneurship has a positive and significant influence on student entrepreneurial intention variables. The influence of attitude toward entrepreneurship on entrepreneurial intention of students is statistically significant with a p-value < 0.05 which is equal to 0.011 and a CR value above  $\pm 1.96$  which is 2.540. The test results prove that the regression coefficient of the attitude toward entrepreneurship variable is 0.092 which means that if the attitude coefficient toward entrepreneurship can be increased by 1%, it will increase student entrepreneurial intention by 0.092%.

The perceived behaviour control variable has a positive and significant influence on student entrepreneurial intention variables. The effect of perceived behaviour control on student entrepreneurial intention is statistically significant with a p-value < 0.05 which is 0.026 and a CR value above  $\pm 1.96$  which is 2.225. The test results prove that the perceived behaviour control variable regression coefficient is 0.109 which means that if the perceived behaviour control coefficient can be increased by 1%, it will increase student entrepreneurial intention by 0.109%. The full effects can be seen in Table 3. Furthermore, structural models can be arranged in the form of equations derived from the output standardized regression weights Table 4.

Table 4 Standardized Regression Weights

Variables	Estimate
EINT (Entrepreneurial Intention) <--- II (Intellectual Intelligence)	0,239
EINT (Entrepreneurial Intention) <--- EI (Emotional Intelligence)	0,016
EINT (Entrepreneurial Intention) <--- SI (Spriritual Intelligence)	-0,096
EINT (Entrepreneurial Intention) <--- SN (Subjective Norm)	0,144
EINT (Entrepreneurial Intention) <--- PBC (Perceived Behavior Control)	0,125
EINT (Entrepreneurial Intention) <--- ATE (Attitude toward Enterprenurship)	0,098
SN (Subjective Norm) <--- II (Intellectual Intelligence)	0,134
SN (Subjective Norm) <--- EI (Emotional Intelligence)	0,486
SN (Subjective Norm) <--- SI (Spriritual Intelligence)	0,264
PBC (Perceived Behavior Control) <--- II (Intellectual Intelligence)	0,107
PBC (Perceived Behavior Control) <--- EI (Emotional Intelligence)	0,531
PBC (Perceived Behavior Control) <--- SI (Spriritual Intelligence)	0,213
ATE (Attitude toward Enterprenurship) <--- II (Intellectual Intelligence)	0,177
ATE (Attitude toward Enterprenurship) <--- EI (Emotional Intelligence)	0,129
ATE (Attitude toward Enterprenurship) <--- SI (Spriritual Intelligence)	0,151

Resource: Research Data Processed

From the path analysis presented in the figure, the following structural model is obtained:

$$\text{EINT} = (0,239) \text{II} + (0,016) \text{EI} + (-0,096) \text{SI} + (0,144) \text{SN} + (0,125) \text{PBC} + (0,098) \text{ATE} \text{ --(1)}$$

$$\text{SN} = (0,134) \text{II} + (0,486) \text{EI} + (0,264) \text{SI} \text{ -----(2)}$$

$$\text{PBC} = (0,107) \text{II} + (0,531) \text{EI} + (0,213) \text{SI} \text{ -----(3)}$$

$$\text{ATE} = (0,177) \text{II} + (0,129) \text{EI} + (0,151) \text{SI} \text{ -----(4)}$$

From these equations, it can be seen that for endogenous entrepreneurial intention (EINT) variables are most influenced by intellectual intelligence (II) variables of 0.239. The endogenous subjective norm (SN) variable is most influenced by emotional intelligence (EI). For the endogenous variables, perceived behaviour control (PBC) is also most influenced by emotional intelligence (EI). Whereas the endogenous attitude towards entrepreneurship (ATE) variable is most influenced by the intellectual intelligence (II) variable.

Table 5. 1Standardized Direct Effects

	SI	EI	II	PBC	SN	ATE	EntI
PBC (Perceive Behavior Control)	,213	,531	,107	,000	,000	,000	,000
SN (Subjective Norm)	,264	,486	,134	,000	,000	,000	,000
ATE (Attitude toward Entrepreneurship)	,151	,129	,177	,000	,000	,000	,000
EntI (Entrepreneurial Intention)	-,096	,016	,239	,125	,144	,098	,000

Resource: Research Data Processed

Furthermore, when viewed based on the direct influence of variables, as presented in Table 5 it is known that the entrepreneurial intention variable is most influenced by intellectual intelligence by 0.239 followed by the influence of perceived behaviour control by 0.125 and the only exogenous variables that negatively affect entrepreneurship intention are variables spiritual intelligent. For indirect effects can be seen in Table 6 where indirectly among the three variables that affect entrepreneurial intention, namely SI, EI and II, the most influential is emotional intelligence (EI) of 0.149, followed by spiritual intelligence (SI) of 0.80.

Table 6. Standardized Indirect Effects

	SI	EI	II	PBC	SN	ATE	EntI
PBC (Perceive Behavior Control)	,000	,000	,000	,000	,000	,000	,000
SN (Subjective Norm)	,000	,000	,000	,000	,000	,000	,000
ATE (Attitude toward Entrepreneurship)	,000	,000	,000	,000	,000	,000	,000
EntI (Entrepreneurial Intention)	,080	,149	,050	,000	,000	,000	,000

Resource: Research Data Processed

When viewed based on the influence of total variables, as presented in Table 7 it is known that for the entrepreneurial intention variable the highest total was influenced by intellectual intelligence by 0.289 followed by the influence of emotional intelligence by 0.165. The total effect of spiritual intelligence on entrepreneurial intention is still negative (-0.016).

Table 7. Standardized Total Effects

	SI	EI	II	PBC	SN	ATE	EntI
PBC (Perceive Behavior Control)	,213	,531	,107	,000	,000	,000	,000
SN (Subjective Norm)	,264	,486	,134	,000	,000	,000	,000
ATE (Attitude toward Entrepreneurship)	,151	,129	,177	,000	,000	,000	,000
EntI (Entrepreneurial Intention)	-,016	,165	,289	,125	,144	,098	,000

Resource: Research Data Processed

The total effect of each variable can be stated based on Table 7. For the attitude toward entrepreneurship (ATE) each variable is influenced by the variable intellectual intelligence (II), emotional intelligence (EI), spiritual intelligence (SI), subjective norm (SN), perceived behaviour control (PBC) and attitude toward entrepreneurship (ATE). Variable subjective norm (SN) is totally influenced by intellectual intelligence (II), emotional intelligence (EI) and spiritual intelligence (SI) variables. Similarly, for the variable attitude toward entrepreneurship (ATE) and variable perceived behaviour control (PBC). In general, the most significant effect is seen on the effect of intellectual intelligence (EI) variable on the perceived behaviour control variable (PBC) of 0.531 followed by the influence of intellectual intelligence (EI) on the subjective norm (SN) of 0.486.

### 3.4 Discussion

In general, the exogenous and endogenous variables used in this study exert influence in accordance with theory and expectations. The magnitude of the role of intellectual, emotional and spiritual intelligence on interest in entrepreneurship has been stated by [15], [16], [17], and [18]. The exception is the effect of spiritual intelligence on negative entrepreneurial intention. These findings certainly need to be followed up to find a more straightforward answer to why spiritual intelligence actually reduces the enthusiasm for entrepreneurship among students.

### 3.5 Conclusion

By using a combination of data between Medan City and Negeri Sembilan it was found that all variables had a positive and significant influence between one another. Exceptions occur in the relationship between spiritual intelligence (SI) with entrepreneurial intention (EI) which has a negative relationship. Exceptions also occur in two relationships that are not significant variables, namely between the variable emotional intelligence (EI) and spiritual intelligence (SI) with entrepreneurial intention (EntI). The intellectual intelligence (II), emotional intelligence (EI) and spiritual intelligence (SI) variables directly affect entrepreneurial intention (EntI) directly. While indirectly the three variables also affect entrepreneurial intention (EntI) through subjective norm (SN), perceived behaviour control (PBC) and attitude toward entrepreneurship (ATE).

Based on the results of this study, it is recommended for universities to always pay attention to aspects of intellectual intelligence, emotional intelligence, spiritual intelligence, subjective norms, attitudes towards entrepreneurship and behavioural control expected in an effort to encourage entrepreneurial interest among students. The next researcher is recommended to re-test this model in a different scope or by adding or subtracting existing variables. Specifically, the next researcher is expected to be able to re-test why the spiritual intelligence variable with the entrepreneurial intention variable has a negative relationship.

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