

The Effect of Entrepreneurship Education and Emotional Intelligence Toward Entrepreneur Intension in Economic College Students

Makhmudah,

State University of Surabaya, Indonesia

Abstract: *This research is aimed to gain valid and reliable data about the correlation between entrepreneurship education, emotional intelligence and enterprise desire in college students of economic department in Indonesia. The population of this research is taken from college students from Business Management, Accounting, and Marketing Department. The number of population is 1.293 students (2015/ 2016). The number of samples is 60 students by using a simple random technique. The data collection technique is a questionnaire. The data is analyzed by regression analysis. Based on the data analysis and the result of the research shows the significant effect between entrepreneurship education to the enterprise intention, there is a significant effect between emotional intelligence to the enterprise intention, and the effect between entrepreneurship education and emotional intelligence to the intention of the enterprise.*

Keywords: *Entrepreneurship education, emotional intelligence, and enterprise intention*

Date of Submissions: 21-08-2018

Date of acceptance: 04-09-2018

I. Introduction

The high level of unemployment is the important problem of a country. Providing job vacancy is one of the solutions to decrease unemployment and increase family prosperity. Producing young entrepreneurs will help to reduce unemployment level in Indonesia. However, the entrepreneur in Indonesia could be stated at a low level, because there are still many unemployed people. According to the Statistic Agency (Badan Statistik, BPS 2016) Opened Unemployment Level (Tingkat Pengangguran Terbuka, TPT) in Indonesia is contributed by bachelor degrees.

Based on the data of Statistic Agency of Opened Employment Level (TPT) University grows up from 5.86% to 6.83%. And education in grade lower school is descending. Such as the TPT Senior High School decreases from 25.98% to 24.86%. And Vocational School decreases from 16.98% to 15.39%. The increasing has occurred in university category because in the fact to be a bachelor is not a guarantee to lead someone to get a job who he/she wants and appropriate to his/her ability's.

The lack of job vacancy provided by government results in the level of unemployment people increasing. The solution to minimize the problem is encouraging the bachelors or Y generation with entrepreneurship spirit. Because they will be the next generation who are involved in developing Indonesia's economy. But, the fact states that the number of entrepreneurs in Indonesia is less than the other countries in Asia. It has reached 3.1% of the number of the citizen. This ratio is lower than the other countries such as Malaysia 5%, China 10%, Singapore 11%, Japan 10%, and USA 12% according to Statistic Centre Agent (BPS, 2016). The mindset of young Indonesia bachelors should be changed to become a job vacancy creator, for example, deciding to become an entrepreneur to reduce unemployment. Being an entrepreneur is needed emotional intelligence and basic entrepreneurship education because one of the success factors is determined by education and emotional intelligence that someone has. Responsive to opportunities and be able to face conflicts that will be happened. Even an expert one states that the success in a business is 80% determined by emotional intelligence and education.

Entrepreneurship education can give knowledge and be forming college students having entrepreneurship spirit which is creative, innovative, independent, and communicative and is supported by emotional intelligence to create college students with a mindset, attitude, motivation, and behavior in every stage of their life to be an entrepreneur. Thus, it is important to manage college students to choose entrepreneurship as their career besides their option to be a civil servant, employer, and BUMN employer. Someone's competency such as; self-awareness, discipline, diligence continually, and empathy have a stronger effect than intellectual intelligence toward business performance [12]. Besides that, it is strengthened by emotional intelligence to be able to give balance. The creativity of EQ is not opposed to the creativity of IQ or cognitive creativity, moreover both of them dynamically interact either in conceptual level or in a real life. Being able to give balancing, conclude that emotional intelligence as a connection about what we know and what we do [12].

Usually, an entrepreneur works hard to pursue the existing opportunities and come in to new market. The unintentional process in the part can be defined as an intention or aim. Defines intention as intention shows motivational factors influence to behavior, and it indicates how difficult people willing to work, and how much efforts that they plan will be applied in order to conduct the behavior [13]. The comprehension stated that intention is a motivational factor that has an influence toward behavior, by indicating how difficult an attempt to try, how much efforts in planning where the whole aims point to a behavior. Generally, the stronger intention engages in an action, the more possibilities of the thing to be done. Define intention as " a component in an individual refers to a desire to perform certain action" [1]. Intention is the commitment to do the certain activity or resulting in certain circumstance in the future [5]. The conclusion based on the definition above,intention is how much desire to do certain behavior and certain activity would be performed. Intention has three dimensions such as; manner of behavior, subjective norm, and behavior control [5].

Entrepreneurship is widely known begin in 18 century. An Irish called Richard Cantillon who lived in France is the pioneer uses term "entrepreneur" in his book *Essai Sur la Nature Du commerce en General*. In his book, he explains that entrepreneur is the one who takes risks. In the early, the term "entrepreneur" is an initial for the merchants who buy stocks and then resale it with the uncertain price. Moreover, the term extends along with the knowledge development. According to Indonesia President's instruction number 4 (1995) "entrepreneurship is a spirit, manner, behavior, and someone ability's in handling a business or activity in order to find, create, apply the working method, technology, and new product by extending the efficiency to give good services and obtain a bigger value.

Adds that entrepreneur is someone organized and directed new business. Entrepreneur bravely takes the risks to to refer to the business starting process [5]. From the definition above then, it can be concluded that entrepreneur is things or efforts related to creating business activity base on the self-desire and abilities by taking risks and get benefits.

From the description, it can be explained that having entrepreneur knowledge and sufficient emotional intelligence with supports whereas it affects probability the strong entrepreneur intensity, which is expected gives spirit to perform entrepreneur. Based on the background above the purpose of this research, as follow : a)Does entrepreneurship education affect entrepreneurial intention?, 2)Does emotional intelligence affect to entrepreneurial intention?

II. Theoretical Review

2.1 Entrepreneurial intention

The intention of entrepreneurial, intention as the search for information that can be used to help fulfill the goal of venture creation" [7]. It can be defined as a process of information seeking which is can be used to acquire the goal of creating a business. Furthermore, Entrepreneurial intentions are derived through perceptions of feasibility and desirability and proclivity to act up on opportunitie [29]. It means that source of entrepreneurial intention is eligibility perception and desirability and a tendency to behave on the opportunities. Based on the theory, the entrepreneurial intention is a process to obtain creating a business by observing available opportunities.

Entrepreneurial intention defined as an individual proclivity and desire to become an entrepreneur [26], which can be interpreted that entrepreneurial intention is defined as tendency and desirability of someone to become the entrepreneur. A similar comprehension, Entrepreneurial intention is defined as an individual's intention to be the self-employee [17]. It can be interpreted that entrepreneurial intention as someone's curiosity to be an entrepreneur.

The next theory, an entrepreneurial intention is would argue that individuals make their creation decision based on three elements, his personal preference or attraction towards entrepreneurship, the perceived social norm regarding that career option, and thirdly, his perceived entrepreneurial self-efficacy [18]. It can be interpreted that entrepreneurial intention is an individual decision to enterprise derived from personal preference, social norm, and belief in her/his self. Another definition of the entrepreneurial intention expressed, an entrepreneur's intentions to start a business and the decisions that occur before start-up shape the subsequent goals, strategies, and structures of the new venture [18]. It means that entrepreneurial intention is someone's decision to start a business, and the strategy of the new business he/she will create. We define entrepreneurial intention as a cognitive of the actions to be implemented by individuals to either establish new independent ventures or to create new value within existing companies [10]. It means we interpret entrepreneurial intention as a cognitive representation of actions will be done by individual either creating a new independent business or providing new worth in the existing corporation.

Opined that someone who positively has a strong desire to enterprise and has been a long time had a relationship with entrepreneur activities [6]. From both definitions, thus entrepreneurial intention is desirability someone to become entrepreneur either by constructing new business along with new value or conducting entrepreneur activities. Based on some of the theory stated above, it can be concluded that the intention of

entrepreneurial is a desirability of an individual to become an entrepreneur by doing, creating new business and also providing a new value of the existing business, and determining strategy that will be implemented within the beginning of a business.

2.2 Entrepreneurship Education

Many of empirical research indicate the relation between types of business worked by the bachelor and their background studies [18]. However, empirical research which examines the relation between background study and someone's entrepreneur desirability is limited. Scholar in Shanghai, China, shows indication between background study and their entrepreneur desirability [40]. It shows that Economic Faculty scholars have higher entrepreneur desire than the scholars from Technical and Science Department [11]. Entrepreneurship education does not only give theoretical guidance about entrepreneurship concept but also produce attitude, behavior, and mindset of an entrepreneur. This is a human resources investment to prepare scholar for providing job vacancy and reduces unemployment as well.

It shows that "students have developed an interest in engaging in entrepreneurial activities based on the information and knowledge acquired from the entrepreneurship course [22]. It means that a scholar should develop his/her desirability and involves in entrepreneur activities appropriate to the information and knowledge which is acquired from entrepreneurship education. [23] and [4] argued that, the entrepreneurship course enhanced better understanding about business and it developed entrepreneurial knowledge and skill. It can be defined entrepreneur education can increase the better understanding of business and develop entrepreneurial knowledge and skill. give suggest, "who suggested that the design of an entrepreneurship curriculum may stimulate the development of entrepreneurial knowledge and the practice of entrepreneurship [15]. It means the design of entrepreneurship curriculum has a role as a stimulator in developing entrepreneurship knowledge academically and practically. The provision of university curricular content on idea generation has implications for the development of entrepreneurial interest and skills of learners [2] and [24]. It means that the content curricular available in university affect to the scholar's entrepreneurial interest and ability improvement. The design of an entrepreneurship curriculum affects entrepreneurial learning outcomes [21]. It means that the outcome of entrepreneurial is a reflection of developing a design of entrepreneurship curriculum. Based on all theory, the conclusion is entrepreneurship curriculum may stimulate the improvement of entrepreneurial knowledge and behavior, and develop a better understanding of entrepreneurship. Thus, the entrepreneurship education may influence the scholars or learners' interest to an enterprise that will generate the innovative, realistic, creative, communicative, and independent entrepreneur spirit and also supported by intellectual intelligence quality (IQ).

2.3 Emotional intelligence

Recently emotional intelligence is considered as a term not less important to the other intelligence, such as intellectual intelligence (IQ). A study reveals that emotional intelligence is twice as important as intellectual intelligence in contributing to someone's success. Emotional intelligence as the ability to monitor and control self-emotions and the other people, and use those emotions to guide thoughts and actions [36]. Interpreted emotional intelligence as the ability to self-motivate and survive facing frustration, controlling impulse and avoid exaggerating pleasure, regulating moods and keeping stress burden does not paralyze the ability to think, empathize and pray [12].

From the definition above, it can be concluded that an emotional intelligence is a person's ability whose be able to control himself/herself emotion and the other person. It is used to motivate himself/ herself, guide thought and action, and control heart feeling. A person with good emotional intelligence tends to be better manages anger and even flows his/ her energy into a more positive thing, rather than a negative thing or destruction expression. Conversely, a person with a low level of emotional intelligence may act explosively and destructively when he/ she felt disappointed. This is clarified explaining the views of, that emotional intelligence is the ability to recognize the feeling, reach and arouse feeling to help the mind, understand feeling and meaning, and control feeling deeply to encourage emotional and intellectual development [20]. Davies also adds that emotional intelligence is a person's ability who's able to control himself/ herself and other person emotion, distinguish an emotion with the others, and use that information to guide thought and behavior process of someone.

Explains that emotional intelligence can be said as a series of abilities, competencies, and non-cognitive skills that can affect an entrepreneur's ability to achieve success in solving demand and pressure of inhabitant sphere [39]. Emotional intelligence is needed by anyone to live in society including to maintain social relationships, and social relationships lead someone to achieve success in life as well as he/she expected [31]. In addition, the ability of a person to control his emotion properly may affect the process of thought-positively also. From some theory above, it can be concluded that emotional intelligence is the ability of a person in having the

self-awareness to recognize self-emotion, managing emotion, self-motivation, recognizing other people' emotion (empathy), and having the capability to improve social-skill ability in creating a relationship with the others.

III. Research Method

A method used in this research was a survey method with correlation approach. [33] Survey method is used to obtain data from a certain place that is natural (not artificial), but the researchers do an action in collecting data, for example by distributing questionnaire, test, structural interview and so on (unlike experimental treatment). In this research, questionnaire method used to obtain information through the questions of entrepreneurship intention. To determine the research assessment value, the researcher used a modification Likert scale. A Likert scale is a scale to measure attitude, opinion, and perception of personal or group of people about a social phenomenon including business [38].

The population is a generalization region consist of objects or subjects that have certain quality and characteristic set by researchers to be studied and then concluded [33]. The population in this study was all students of Adi Buana University Surabaya. The range-population was students of Business Management, Accounting, and Marketing, the number was 1.293 students. Observing the generation of 2015 as range-population because researcher wanted to find out how the students manage emotional intelligence and entrepreneurship education that would impact on the entrepreneurship intention. While the sample isa part of the population whobecomesthe object of research or who is made the respondent [33]. Based on the Isaac Michael table, sample of determiner 5% error level is obtained 60 students as sample. Samplecollecting technique will be usedfor simple random sampling.

IV. Research Result and Discussion

4.1 Research Result

A regression model has obtained a base on the result, it can be written in the form of regression equation as follows $Y = 7.143938 + 0.301282 X1 + 0.345399 X2$ from this equation shows that entrepreneurship education and emotional intelligence influencetoward the entrepreneurship intention. To examine t variable of entrepreneurship education t-count value was greater $3.949 > 2.021$. T-count is greater than t-table with a significance level of less than 5%, it was 0.002. It means that entrepreneurship education (X1) was partially influenced significantly by the entrepreneurship intention (Y). The t-count value on the emotional intelligence variable was $2.112 > 2.021$. T-count was greater than t-table with a significance level of less than 5%, it was 0.0391. With a significant level of less than 5%, it revealed the variable emotional intelligence (X2) partially influence to the entrepreneurship intention significantly. It is shown in table 1.

Table 1.Summary of Coefficient Values and Probability of Variables X1, X2, and Y

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	7,144	2,776		2,574	0,013
Entrepreneurship Education	0,301	0,076	0,492	3,949	0,002
Emotional Intelligence	0,345	0,164	0,263	2,112	0,039

The result of normality test could be concluded that Kolmogorov - Smirnov value resulted from free variable and dependent variable is 0.226, the resulted level is greater than 5% which means residual followsthe normal distribution, thus the entrepreneurship education variable (X1), emotional intelligence (X2), and the entrepreneurship intention is normally distributed.

The result of the heteroskedasticity test could be concluded that the significant level was resulted exceed 5%, it was 0.342. The value resulted was significant if it exceeded alpha (α) was determined 5%. So, it could be said there was no heteroskedasticity tendency. Heteroskedastisitas supposed to test whether in the regression model occurred un-equivalency observation variant of residual one observation to another. The way to find out used coefficient correlation test Rank Spearman.

Multicollinearity test was used to determine whether the regression model in the study found a correlation between independent variables or non-multicolinierity. To analyze by looking at the value of variance inflation factor (VIF). From the multicollinearity test result, it could be concluded that the significant level result exceeded 5%, itwas 1.686. If the value of the independent variable was more than 0.1 and the VIF value is less than 10, it could be said that the independent variables used in the model was trusted and objective,it was kept from multicollinearity problems away.

Table 2. Summary of Simple Regression Analysis Results Variables X1, X2, and Y

Variable	Coefficient	Std. Error	t-Statistic	Prob.
C	7.143938	2.775818	2.573634	0.0127
Entrepreneurship_Education	0.301282	0.076295	3.948914	0.0002
Emotional_Intelligence	0.345399	0.163539	2.112029	0.0391
R-squared	0.475925	Mean dependent var		26.98333
Adjusted R-squared	0.457536	S.D. dependent var		2.310563
S.E. of regression	1.701779	Akaike info criterion		3.949933
Sum squared resid	165.0750	Schwarz criterion		4.054650
Log-likelihood	-115.4980	Hannan-Quinn criter.		3.990893
F-statistic	25.88148	Durbin-Watson stat		1.873184
Prob(F-statistic)	0.000000			

The table above describes the coefficient of determination (R-square) generated in this study was 0.476 and was still within the standard range, or variable of entrepreneurship education and emotional intelligence was normal. It could affect the entrepreneurship intention 48%, the rest was influenced by external variables of a regression equation. Other factors were influenced by willing to become a civil servant, employees of National Enterprises (BUMN) and lack of fund also become inhibition factor to the enterprise.

1.2. Discussion of Results

Based on the result of the research, it implies that entrepreneurship education has a positive effect on the entrepreneurship intention. The amount of influence entrepreneurship education variable on entrepreneurship intentions was 0.48 and t-test result of entrepreneurship educational variable was t-count greater than t-table $3.949 > 2.021$. Educational variable still needs to be improved in order to stimulate students' entrepreneurship intention by providing entrepreneurship training and knowledge by university author. Such can encourage a true entrepreneurship spirit. [16] The result of this study was relevant to the theory, that the factors influence entrepreneurship intention to consist of two aspects; intrinsic aspect (income, self-esteem, and pleasure) and extrinsic aspects (family environment, community environment, and education). And this theory is supported by the research, states that the background of the emergence of interest in an entrepreneur is education, family environment, personal values, age, and employment experience [3]. Beside that creativity and entrepreneurial ability are acquired from entrepreneurship education.

The emotional intelligence variable obtained showed that the coefficient value of the regression equation model can be interpreted that every increase of one X variable (emotional intelligence) will rise up Y variable (entrepreneurship intention). Data used in the regression model. To become an entrepreneur does not merely require intelligence (IQ), but it needed Emotional quotient or emotional intelligence [12]. Similarly, found the influence of emotional intelligence on the entrepreneurship intention was influenced by self-awareness, self-control, social consciousness and management of relations. From the opinions above, it can be concluded that the emotional intelligence of a student can influence student entrepreneurship intention. Where becoming an entrepreneur must have a good emotional intelligence by overcoming emotions that arise in himself/ herself, self-motivation and never give up in the face of adversity easily.

Entrepreneurship education can be stated success if it can get the output of new entrepreneurs. And students as human capital will be better if they are given guidance by giving enterprise fund system, especially to whom opened a business as independent business development trial. And based on theories, it can be implied that the better one's emotional intelligence is the higher entrepreneurship intention. However, emotional intelligence is not the only thing that affects entrepreneurship intention. There are other factors affect it, as follow, limited of capital, lack of confidence, a family background that is not entrepreneur and etcetera.

V. Conclusion

Based on the result of multiple linear regression analysis, the conclusions can be drawn as follows: (1) The effect of entrepreneurship education is significant in the intention of entrepreneurship at the faculty of Economics Faculty of Adi Buana Surabaya, Indonesia. This is shown from the result of t-test obtained t-count $3.949 > 2.021$ t-count is greater than t-table with a significant level of $0.002 > 0.05$. The better entrepreneurship education that students obtained is the higher entrepreneurship intention of students by choosing entrepreneurship as a career choice. (2) The influence of emotional intelligence is significant in the intention of entrepreneurship at the faculty of Economics Faculty of Adi Buana Surabaya, Indonesia. This is shown from the result of t-test obtained t-count $2.112 > 2.021$ t-counts bigger than t-table with a significant level of $0.039 > 0.05$.

The conclusion in this research is the higher emotional intelligence that the students have is the higher entrepreneurship intention, on the other way, the lower the emotional intelligence owned by students is the lower the entrepreneurship intention.

For further research, it is suggested to re-examine the students' motivation, attitude and interest variable. The result of this study indicates that most students have no interest in entrepreneurship. Giving entrepreneurship comprehension concept is an option in the future by providing entrepreneurial tuition and develop an entrepreneurial spirit in entrepreneurial training can emerge students' self-confidence expected to change the opinion that entrepreneur will give a better life, provide job vacancy for others and reduce unemployment.

References

- [1]. Ajzen, Icek. (2005). Attitudes Personality and Behavior 2th Edition. Buckingham: Open University Press.
- [2]. C. Bodnar, M.C. Renee, & B.S. Mary. (2015). Lessons learned through sequential offerings of an innovation and entrepreneurship boot camp for sophomore engineering students, *Journal Eng. Entrepreneur*. 6 (1) 52–67.
- [3]. Alma, Buchari. (2009). Kewirausahaan, Untuk Mahasiswa dan Umum. Bandung: Alfabeta.
- [4]. O.A. Akinbola, O.O. Ogunnaike, & A.B. Amahian. (2013). The influence of contextual factors on an entrepreneurial intention of university students in Nigeria. creating global competitive economies: 2020 vision planning and implementation, in Proceedings of the 22nd International Business Information Management Association Conference.
- [5]. Borch, Odd Jarl. et al. (2001). *Entrepreneurship Research in Europe: Evolving Concepts and Processes*. USA: Edward Elgar Publishing.
- [6]. Brice, JR, Jeff. (2003). *The Role of Personality Dimensions on The Formation of Entrepreneurial Intentions*. New York. Hofstra University.
- [7]. Choo, Stephen dan Melvin Wong. (2006) *Entrepreneurial Intention: Triggers And Barriers to New Venture Creations In Singapore*. *Singapore Management Review* 28 (2)
- [8]. Darmawan, Indra. (2008). *Kiat Jitu Taklukkan Psikotes*. Yogyakarta. Indonesia: Pustaka Widyatama.
- [9]. Dehkordi, Ali Mobini. et al. (2012) *International Journals of Business and Social Science*. Vol. 3. No. 13, 286-296
- [10]. Finni, Riccardo. (2009). *The Foundation of Entrepreneurial Intention*. Paper to be presented at the Summer Conference.
- [11]. Galloway, L, Kelly, S. Dan Keogh. W. (2006). *Identifying Entrepreneurial Potential in Students*. Working Paper No. 006, National council for Graduate Entrepreneurship.
- [12]. Goleman, Daniel. (2005) *Kecerdasan Emosi Untuk Mencapai Puncak Prestasi (terjemah)*. Gramedia. Jakarta. Indonesia.
- [13]. Hisrich, Robert D, et al. (2010). *Entrepreneurship edisi 7*. Jakarta: Salemba 4. 2010
- [14]. Husein, Umar. (2009). *Metode Penelitian untuk Skripsi dan Tesis Bisnis edisi kedua*. PT Rajagrafindo persada. Jakarta. Indonesia.
- [15]. I. Bilić, A. Prka, G. & Vidović. (2011). How does education influence entrepreneurship orientation? Case study of Croatia, *Manag. Journal Contemporer Management*. Issues 16 (1), 115–128.
- [16]. Kurnianti, Edy Dwi. (2015). *Kewirausahaan Industri*. Yogyakarta: Depublish.
- [17]. Kolvereid, L., Moen, O. (1997) *Entrepreneurship among business graduates: Does a major in Entrepreneurship make a difference?* *Journal of European Industrial Training*, 21, 4, 154-160.
- [18]. [Lee, Wong. (2004). *An exploratory Study of Technopreneurial Intentions : A career Anchor Perspective*. *Journal of Business Venturing*, 19 (1) : 728.
- [19]. Linan, Fransisco dan Yi Wen Chen. (2006). *Testing The Entrepreneurial Intention Model On Two-Country Sample*. department economic de l'empresaa. Spain.
- [20]. Mayer, Jhon D, dkk, (2008). *Human Ability : Emotional Intelligence*. Annual reviews : DOI : 10.1146/annurev.psych.59.103006.093646.
- [21]. M. Gafar, R. Kasim & D. Martin. (2013). *Development of FM entrepreneurial assessment model to examine the effect of entrepreneurship education on the real estate management students*, in Paper Presented at Proceedings of the 2nd International Conference on Technology Management, Business and Entrepreneurship Mahkota Hotel Melaka Malaysia 5th.
- [22]. axwell Olokundun, et al. (2018). *Data article on the effectiveness of entrepreneurship curriculum contents on entrepreneurial interest and knowledge of Nigerian university students*. *Business and Entrepreneurship education*. Published by Elsevier. Vol. 18, 60-65
- [23]. M.E. Ogbari, A.O, et al. (2016). *Entrepreneurship and business ethics: implications for corporate performance*, *International Journal Economic Finance*. Issues 6 (3S) 50–58.
- [24]. M.A. Olokundun, et al. (2017). *Entrepreneurship educator's competence on university students' commitment to learning and business plan writing*, *Acad. Strat. Journal Management*. 16 (2) 1–10.
- [25]. Paulina, Irene dan Wardoyo. (2012). *Jurnal Dinamika Manajemen*. Vol. 3. No. 1, 1-10
- [26]. Sata, Mesay. (2013). *Entrepreneurial Intention Among Undergraduate Business Student*, *International Journal of Research in Management, Economics and Commerce*. Vol.3 Issue 9.
- [27]. Susan Tee Suan Chin, et al. (2012). *Relationship Between Emotional Intelligence And Spiritual Intelligence In Nurturing Creativity And Innovation Among Successful Entrepreneurs: A Conceptual Framework*. *Journal Business Innovation and Technology Management Society*, 261-267
- [28]. Saifullah. (2012). *Psikologi Perkembangan Pendidikan*. Bandung: CV Pustaka Setia.
- [29]. Sagiri, Soumya et al. (2009). *Identifying the Effect of Psychological Variables on Entrepreneurial Intentions*. *DSM Business Review*, 1(2), 61-86.
- [30]. Sarwoko, Endi. (2011). *Kajian empiris Entrepreneur Intention Mahasiswa*. *Journal Economic Business Th*. 16 No. 2
- [31]. Satiadarma, Monty P & Fidelis E Waruwu. (2003). *Mendidik Anak Dengan Kecerdasan*. Jakarta: Pustaka Populer Obor.
- [32]. Sugiyono. (2009). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta.
- [33]. Sugiyono. (2011). *Metode Penelitian Bisnis Edisi Ketujuh*. Bandung. Alfabet.
- [34]. Singgih Santoso dan Tjiptono. (2001). *Riset Pemasaran Konsep dan Aplikasi dengan SPSS*. Elex Media Komputindo, Jakarta.
- [35]. Suharsimi, Arikunto. (2005). *Manajemen Penelitian*. Jakarta: Rineka Cipta.
- [36]. Sunar P, Dwi. (2010) *Edisi Lengkap Tes IQ, EQ, an SQ*. Jogjakarta: Flash Books.
- [37]. Sunarya, PO Abas et al. (2011). *Entrepreneurship*. Yogyakarta: CV ANDI.
- [38]. Supriyanto (2009). *Metodologi Riset Bisnis*. Jakarta : PT. Indeks.

- [39]. Uno, Hamzah. B. (2008). *Orientasi Baru dalam Psikologi Pembelajaran*. Jakarta:PT. Bumi Aksara. Zakarevicius, Povilas and Aurimas.
- [40]. Wu, S. And wu, L. (2008). The Impact of Higher Education on Entrepreneurial Intentions of University students in China. *Journal of Small business and Enterprise Development*, 15(4): 752-774.

Makhmudah, "The Effect of Entrepreneurship Education and Emotional Intelligence Toward Entrepreneur Intension in Economic College Students "IOSR Journal of Research & Method in Education (IOSR-JRME) , vol. 8, no. 4, 2018, pp. 08-14.