



## **Preparedness Of Students In Social Norms To Entrepreneurial Intentions (Case Studies On Students)**

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### **Abstract**

**Problem Identification** : Social norms play an important role in shaping the perception and intention of being an entrepreneur, because they are external factors that influence an individual's attitude toward entrepreneurship. **Objective** : The study aims to examine the influence of social and entrepreneurial education norms on student interests in entrepreneurship, as well as how these factors can be integrated into educational programmes to enhance such interests. **Method** : Research using a method of literature study involves collecting data from various sources such as ebooks, journals, scientific articles, and online sources related to the concept being studied. The focus is on students who are active or interested in entrepreneurship. **Findings** : Entrepreneurship education plays an important role in promoting entrepreneurial intentions among students, with social norms as one of its influences. This study emphasizes that entrepreneurship education, in particular that involves the formation of positive attitudes, is a key factor in increasing enterprise intensity. **Research Implications** : Through the study of literature, researchers gain a better understanding of the concept of student preparedness for social entrepreneurship. This involves examining relevant theories, conceptual frameworks, and related previous research results. The researchers were then able to identify research variables such as social norms, self-efficacy, and motivations that influenced students' readiness for entrepreneurship. **Value of Research** : The results of this research are both theoretical and practical for other researchers by providing important information. In addition, the results support the formation and development of discourse as well as science.

**Keyword** : Social Norms, Entrepreneurial Intentions, Student Readiness, Motivation, Student Entrepreneurship.

## **Preview**

One of the main focus in understanding student entrepreneurial behavior is the education of entrepreneurship and social norms. On the contrary, the aim of entrepreneurial education is to inject entrepreneurship principles into someone, which in turn will affect their preparedness and the way they think about being entrepreneur. This research provides important insights into how the right way to increase entrepreneurial interest and readiness in students. By incorporating elements such as entrepreneurship knowledge, social norms, entrepreneurial attitudes, and motivation, the study aims to provide a deeper understanding of the factors that influence student entrepreneur readiness.

Based on his research methods, the study uses a method of study of review literature that comes from books, journals, the internet using keywords of student readiness to social norms in entrepreneurship. Research results based on Widayoko Great Research (2016), self-efficacy, subjective norms, behavioral attitudes, and entrepreneurship education have a positive influence on entrepreneurial intensity. It is important for educational institutions to provide entrepreneurship education to enhance entrepreneurial readiness and interest in students.

Other research findings also show that the family environment has a positive influence on the development of entrepreneurial interests. Motivation is also an important factor in encouraging student interest and readiness in entrepreneurship.

## **Library Review**

### **Rational Action Theory (TRA)**

The Theory of Rational Action (TRA) is one of many mechanisms used by entrepreneurship education to influence students' entrepreneurial intentions. Looking at entrepreneurship, social and subjective norms, and self-confidence also influence students' desire to be entrepreneurial. This study shows that entrepreneurial education significantly affects students' desire to be entrepreneurs in the future, both directly and through mediation factors such as TRA and self-efficacy. Therefore, it is important for educational institutions to consider the role of entrepreneur education in shaping students' willingness to be entrepreneurs. This theory suggests that a person's intention to be an entrepreneur is the result of the interaction between three factors, namely perceived behavioral control (PBC), subjective norm, and attitude. However, only the dimension of attitude has a positive influence on the entrepreneurial intention according to research conducted by Eri Wirandana and Syafaatul Hidayati University of Pamulang.

### ***Theory of Planned Behaviour (TPB)***

The Theory of Planned Behaviour (TPB) which Ajzen and Fishbein have presented is a development of the Reason Action Theory that Ajzen had previously invented. The Theory of Planned Behavior is a theory that emphasizes the rationality of human behaviour as well as the belief that the behavioural target is under the control of the individual's consciousness. Behavior depends not only on the intensity of a person, but also on other factors that are not under the control of the individual, such as the availability of resources and the opportunity to display such behavior. (Ajzen, 2005). According to the TPB, entrepreneurial intentions are influenced by individual attitudes to such behavior, subjective norms (individual perception of social norms), and perceptions of behavioral control. (keyakinan individu terhadap kemampuannya untuk melakukan perilaku tersebut). As Ajzen (1991) said, TPB is suitable to explain any behavior which requires planning, such as entrepreneurship. (TPB cocok untuk menjelaskan perilaku apa pun yang memerlukan perencanaan, seperti kewirausahaan). According to Ajzen (2006) mentions that individuals tend to have a first interest in provoking behavior towards what is in demand, so it is important to increase the interest or intensity of entrepreneurship in Indonesian society.

#### **Definition of Social Norms According to Experts**

The social norm according to John J. Macionis explains that social norms are the rules and expectations of a society that are useful to guide the behavior of its members so that they do not go out of a previously planned goal. According to Robert Mz. Lawang, social norms are the form of an image of what is desired well and properly. Therefore, the social norm is also an assumption that is considered good and should be appreciated as it should be. According to Soerjono Soekanto, social norms are a form of device for the relationship between societies to be well connected.

#### **Definition of Entrepreneur According to Experts**

According to Drucker, an entrepreneur is often defined as someone who starts a new business on a small scale and owns it. With the turn of the times, the understanding of entrepreneurship has evolved. Frederick (2006) summarizes it as follows: Entrepreneurship doing something that is not generally acquired through regular courses or routine business is a phenomenon that comes from a larger aspect of leadership. (Schumpeter, 1951). Entrepreneurship, at least in non-authoritarian societies, is a bridge between society as a whole from the non-economic aspect to profit-oriented institutions to satisfy economic desires. (Cole, 1959).

## **Social norms**

According to Soerjono Soekanto (1982), social norms are the rules that govern human behavior in a society. According to Merton (1957), social standards are rules that regulate human behaviour in a binding society. Norman Buchari (2011) defines social norms as views and values that serve as guidelines in society. Major Widayoko (2016) argues that social norms are rules or standards imposed in society to regulate individual behavior and actions.

## **Entrepreneurial**

According to various experts, there are several theories about entrepreneurship. Joseph Schumpeter (in Buchari Alma, 2013) stated that entrepreneur is someone who breaks down an existing economic system by introducing new goods and services, by creating new forms of organization or processing new raw materials. According to Marzuki Usman (Suryana, 2014), an entrepreneur is someone who has the ability to use and combine resources, such as finance, raw materials, labor, skills, and information. According to Machfoedz (Yuyus Suryana and Kartib Bayu, 2013) states that entrepreneur is the person responsible in planning, managing, and measuring the risk of an enterprise. According to Kasmir (2011), "Entrepreneur is a person who has the courage to take risks to open a business in various opportunities". Based on this description, it can be understood that an entrepreneur can analyze the situation and see the presence of an opportunity that is followed by starting a new business.

## **Entrepreneurial attitude**

Attitude is an act that is visible in a person's behavior based on attitudes, opinions, and beliefs (Khairinal & Hutabarat 2019). (Khairinal & Hutabarat 2019). An entrepreneurial attitude is the behavior of a trusted person that can be well controlled because he has been trained in a particular field. (Sancho et al., 2020). According to Hantoro (2015) the entrepreneurial attitude is the attitude of an entrepreneur who has criteria, such as reluctance to give up and strong will, have physical and mental endurance, constructive and creative thinking.

## **Knowledge of Entrepreneurship**

Knowledge is the result of knowing and occurs after someone makes a sensation of an object (Notoatmodjo, 2012). Knowledge of entrepreneurship is the primary human capital that is needed for success in enterprise and its sustainability. (Maryati dkk, 2017). According to Nursito and Nugroho (2013) knowledge of entrepreneurship is a discipline that studies values, abilities and behavior in the face of challenges.

## **Previous Research Results**

The following is presented about the publication of the previous research which is the result of the discussion as well as the objectives to be achieved in connection with this research. The previous research related to this research has been carried out by ten people as follows: Ni Made

Sintya (2019) entitled “Influence of Motivation, Self Effectiveness, Income Expectations, Family Environment, and Entrepreneurship Education to the Interests of Entrepreneurial Students of the Faculty of Accounting at the University of Mahasaraswati Denpasar”. The source of the data obtained is the use of primary data in the research, which includes answers to questions from respondents about variables such as motivation, self-efficiency, income expectations, family environment, and enterprise education. He also mentioned the use of secondary data related to numbers, names, addresses, and brief history of Mahasaraswati University of Denpasar. The research also mentions the use of literature reviews as data collection techniques to gather relevant information about research topics. It also mentions the use of validity and reliability tests to assess the quality of questionnaires used in research.

Puttero Angkoso, HM Hermansyur, Rizky Putra (2022) entitled “The influence of personal attitudes, social norms, self-effectiveness, and attitudes to student behavior against moderated entrepreneurial interests” (Studi Kasus : Mahasiswa Jurusan Manajemen Universitas Harapan Medan). The source of the data obtained was taken from the questionnaire already filled with the respondents. The data analysis in this study was conducted through four tests, namely: instrumental test, classical assumption test, statistical test, and MRA test. The results of the research showed that personal attitudes have a positive and non-significant influence on entrepreneur interests. Entrepreneurial education does not strengthen the relationship between personal attitudes to the interests of entrepreneurs.

Sudirman, Anugrah Lutfi, Putri Diba, Fatillah Amanda (2020) entitled “The Impact of Social Support on Entrepreneurial Skills” (Studi Kasus: Pelaku Ekonomi Kreatif di Kota Makassar). The data sources are taken in this study by looking for causal relationships of existing problems or, in other words, looking for cause-and-effect relationships between existing variables. What is being sought from this research is the relationship of the presence of social support in the development of creative economy industries in the City of Makassar. The initial hypothesis in this study was answered by a simple linear regression test that showed a positive influence between social support and the entrepreneurial skills of creative economic actors in the city of Makassar. That means the higher and the greater the social support received will improve the skills in entrepreneurship.

The Widayoko (2016) study shows that self-efficiency, subjective norms, behavioral attitudes, and entrepreneurial education have a positive influence on entrepreneurship intensity. Implications, it is important for educational institutions to provide a good entrepreneurial education and build a supportive environment for students in developing self-effectiveness and positive social norms related to entrepreneurship. Wulan Sari Metri Nyoman Research (2018) revealed that income expectations, family environment, self-efficacy, motivation, and

entrepreneurship education have a positive influence on entrepreneurial interests. He recommended that entrepreneurship education in colleges should pay attention to the importance of building confidence, motivation, and entrepreneurial skills through a relevant curriculum and a supportive environment.

Other findings also show that the family environment has a positive influence on entrepreneurial interests. Therefore, there is a need for the support and encouragement of the family in this respect to cultivate interest and entrepreneurial spirit in the students. Research also suggests the importance of motivation as an influential factor in entrepreneurial interests. Colleges and other educational institutions should pay attention to this aspect and encourage student motivation in developing a spirit of entrepreneurship.

Wirandana and Hidayati (2013), found that entrepreneurial education has a positive influence on entrepreneurship intentions, mainly through the know how, know who, and know why dimensions that affect the entire Theory Reasoned Action (TRA) dimensions such as Perceived Behavioral Control (PBC), Subjective Norm, and Attitude. Furthermore, TRA variables show that only the Attitude dimensions have a positive impact on enterprise intentions. Thus, it can be concluded that entrepreneurship education can be an important factor in increasing the entrepreneurial intensity of students, especially if supported by the formation of a positive attitude towards entrepreneurship. The results of this research provide theoretical benefits by increasing understanding of the impact of entrepreneurship education and self-efficiency on entrepreneurial intensity, as well as practical benefits as information material for those who will undertake similar research. It is hoped that the results of this research can benefit the development of entrepreneurship education programmes in the future.

## **Research Methods**

### **Studi Literatur**

The type of research used is literature study. Methods of literature study is a series of activities relating to methods of collection of library data, reading and recording, as well as managing research materials. (Zed, 2008:3). Library studies are mandatory activities in research, especially academic research whose primary purpose is to develop both theoretical and practical benefits. A library study is carried out by every researcher with the primary objective of finding the foundations for obtaining and building the theoretical foundations, frameworks of thought, and determining temporary assumptions or called research hypotheses. So researchers can group, allocate, organize, and use library variations in their fields. By doing a library study, the researchers have a wider and deeper depth of the problem to be investigated. This literature study is conducted by researchers between after they have defined the research topic and

established the formula of the problem, before they plunge into the field to collect the necessary data. (Darmadi, 2011).

### **Data collection**

The data used came from ebooks, journals, scientific articles, and the internet that contained information about the concepts studied.

## **Results and Discourse**

### **Social Norms Functions and Roles**

Social norms have a number of functions and roles in the life of the community among others as follows: As guidelines of life for the entire community in a particular region, providing stability and order in the lives of the citizens of the society, creating conditions with orderly and orderly in society, a concrete existence to the values in the community, binding the entire citizen of society because accompanied by sanctions and rules for the violator, is the standard or scale of the whole category of behavior of a society.

### **Characteristics of Wirausaha**

Someone is said to have an entrepreneurial spirit when they look at opportunities, refuse to give up, are creative and innovative, and dare to take risks. That's the characteristic that drives forward. It's not an attempt. David McClelland was the first to reveal the character of an entrepreneur. McClelland (in Suryana & Bayu, 2010) divided the characteristics of entrepreneurs based on the desire for achievement into six things, namely, preferring jobs with realistic risks, working more vigorously in tasks that require mental ability, not working harder in return for money, wanting to work in situations where personal accomplishment can be achieved, showing better performance in conditions that give clearly positive feedback, thinking for the future as well as the long term.

### **WiraEnterprise Principles**

Thro this time, the most troubling thing for the prospective entrepreneur is the feeling of failure. Those who dare to get out of fear of failure are the ones who have applied the principle of entrepreneurship well. Kasmir (2011) emphasizes a number of principles that must be the grip of entrepreneurs, among them: Brave to start, brave to take risks, fully calculated, have a clear plan, not swiftly satisfied and desperate, optimistic and confident, have responsibility, have ethics and morals.

### **The influence of social norms in entrepreneurship**

Social norms are thought to have a strong influence when people control their behavior. To find out whether an individual's intention to become an entrepreneur, integrated research is needed, especially in cases of hard-to-observe behavior. (Buana, dkk 2017). Social norms can influence individual behavior and interaction between individuals in a society. The influence of

social norms can be very significant in shaping individual behavior and social dynamics in society.

Here are some of the influences of social norms namely, **Regulating Behavior:** Social norms provide guidance on behavior that is accepted and expected in society. Individuals tend to follow social norms so that they can be accepted and respected by the environment, **ining harmony:** Social norms help maintain social harmony and stability in society by regulating interaction between individuals. Through the application of social norms, individuals can feel connected to values and cultures that exist in their social environment, **Devian Behavior Control:** Social norms also play a role in controlling deviant behavior or behaviors that are considered to deviate from applicable norms. With the existence of social norms, society can enforce rules and sanctions against behaviour that is considered to be contrary to norms.

Previous research also showed that attitudes towards entrepreneurship shaped by personal and environmental factors, such as entrepreneurial skills, values, and support from people around them, are one of the factors that influence students' desire to entrepreneurialize. In addition, social and subjective norms affect students' perceptions of the value and support they receive from friends and family in building their new company. The aim of this study is to see how entrepreneurship education affects the entrepreneurial intentions mediated by the Theory Reasoned Action. Furthermore, feedback given by others about the performance of tasks or class discussions can affect a person's self-efficacy. Previous studies also showed that individual and environmental factors as well as self-efficacy can affect students' entrepreneurial intentions.

### **The relationship between social norms and entrepreneurial intentions**

Previous researchers have suggested that personal and environmental factors are crucial when talking about things that affect students' desire to enter the world of entrepreneurship. According to research, one of the strongest personal factors that influences students' entrepreneurial intentions is self-confidence. Attitudes towards entrepreneurship, as well as subjective and social norms, play an important role in determining students' desire to be entrepreneurial.

However, research shows that entrepreneurial education reduces students' self-efficacy. It shows that many different factors affect students' desire for entrepreneurship. In addition, previous research has shown that entrepreneurship education has a positive influence on the entrepreneurial intentions of students. Entrepreneur education variables have been shown to have a positive impact on entrepreneur intentions by providing social persuasion through feedback from others, such as teachers or colleagues. Here are some ways in which social norms can influence entrepreneurial intentions, i.e. **Social acceptance:** Social norms that support entrepreneurship in society can increase social acceptance of individuals who choose the



entrepreneur's path. This can affect individual perceptions of the success and sustainability of enterprise, thus enhancing entrepreneurial intentions. Role model: Social norma can also influence an individual's perception of a role model that is considered desirable in society. If enterprise is regarded as a positive and respected role model, individuals tend to have a stronger intention to follow such a trail, Group Influence Reference: The social norm can affect the perception by individuals of groups of references that are considered important.

### **Become a Successful Entrepreneur**

Successful entrepreneurs are those who are able to harness the strength and potential within them. The character of a successful entrepreneur is very typical: reluctance to give up, not afraid of failure, courage to take risks, and confidence. They've managed to transform him, from a worker in a comfort zone with a monthly income to the one who gives the job.

There are four stages of the process of transformation of the mindset and paradigm (Hendro, 2011), namely: Transformation of mindset, attitudes, motives, spirits, and characters to become an intelligent entrepreneur. Transforming the old way of thinking to change from the habit of always using logic to the creative mindset in finding inspiration, ideas, and business opportunities; Transformation from entrepreneurial behavior as entrepreneurs (owners) to professional business managers (intra-entrepreneurs); Transformation of entrepreneuria from the owners' mindset to the investor's mindset. After a successful businessman, his mindset develops to be an investor to develop his business through expansion, buying business, offering business, and enhancing the company's values which leads to an increase in tangible real asset value so that an intangible and priceless company has become an invaluable asset.

To that transformation, entrepreneurs harness the source of strength, which comes from character, motivation, leadership, creativity and innovation, adversity, and confidence. Someone is said to have an entrepreneurial spirit when they look at opportunities, refuse to give up, are creative and innovative, and dare to take risks. That's the characteristic that drives forward. It's not an attempt.

According to the Great Dictionary of Indonesian Language (KBBI), courage is to have a firm heart and great confidence in the face of danger, difficulties, and so on. According to Hendro (2011), courage and fear are two distinct things; the only difference is the way they look and are prepared. Fear always walks facing back, courage facing forward. Some of the tips we can do to overcome fear (Hendro, 2011) are to control our fears, not to think negatively and not to limit ourselves, think “Be the best for yourself”, use “power of dream”, think “everyone has the talent to be an entrepreneur by knowing his courage first” and empower them, looking forward rather than backwards.

There are several aspects of judging the courage to be an entrepreneur. Those aspects are: the courage to start, the bravery to stand up and compete, the boldness to be different.

## **Discussion**

### **Case Study on Students How Big Is Their Interest In Entrepreneurship**

Based on the results of research by Peppy Puspita Sari, a student of Yogyakarta State University of Accounting, there are a number of reasons why students of S1 Faculty of Economics at Yogyakarta state University do not have an interest in entrepreneurship. One of them is low income expectations, which encourages students to become civil government officials or employees in private companies rather than starting their own. Furthermore, research shows that entrepreneurship education affects the desire to be an entrepreneur; students who have received this education have a greater tendency to have greater interest in entrepreneurialism. Besides, one's entrepreneurial interests are also influenced by instrumental variables, such as income, and extrinsic variable, like a person's family environment.

Researchers at the Faculty of Economics of Yogyakarta State University found that the following factors influence the entrepreneurial interest of FE UNY students: 1. Subjective norms, 2. Income expectations, 3. Motivation, and 4. Education of entrepreneurship. In addition, research results show that entrepreneurship education has a positive influence on entrepreneurial interests of FE UNY students. Therefore, it is essential for colleges to teach entrepreneurial skills to their students so that they can have an intention to entrepreneurize.

The research is expected to be an evaluation material for governments, students, and colleges who want to boost students' interest in entrepreneurship. Furthermore, further research should involve alumni to measure how students view their lives while they are in college and when they are already working. The aim of this study was to determine whether the student's idealism to pursue an entrepreneurial career was still strong when they started working.

Previous studies have also shown that individual and environmental factors are crucial in influencing students' decision to become entrepreneurs as their future career path. According to empirical research, the strongest personal factor that affects students' entrepreneurial intentions is independence. In addition, students' entrepreneurial intentions are influenced by such things as entrepreneurship skills, attitudes toward enterprise, and social and subjective norms.

Other studies have shown that entrepreneurial education can affect students' desire to be entrepreneurs. Some researchers have found that the factors involved in entrepreneur education have a positive impact on students' willingness to be enterprisers. However, entrepreneur courses lower students' self-confidence. The study aims to see how entrepreneurship education affects entrepreneurial intentions. It also looks at how Theory Reasoned Action (TRA)

influences entrepreneurial intentions mediated by entrepreneurial education. Furthermore, the study aims to improve our understanding of the factors affecting students' desire to choose entrepreneurship as their future career.

The research is expected to provide valuable insights into the relationship between entrepreneurial education, self-efficacy, and students' desire for entrepreneurship. As the research is limited to students of the Economic Education Studies Programme who take an Entrepreneurship course, it is also expected to give valuable input to the development of entrepreneurship education programmes at the University.

## Conclusion

The study investigates the relationship between social norms and motivation for students' entrepreneurial readiness. This research uses theoretical and practical knowledge to understand the student situation and the relationship between theory and practice. In addition, it aims to provide a comprehensive understanding of the factors involved. There is a possibility of suggesting that entrepreneurship education should be enhanced by increasing participation and including elements such as motivation for entrepreneurial readiness and social norms in the curriculum.

It is important for the government to support and give incentives to students who want to pursue their dreams in the business world. Local communities and surroundings also play a role in supporting and encouraging students to develop an entrepreneurial spirit.

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