

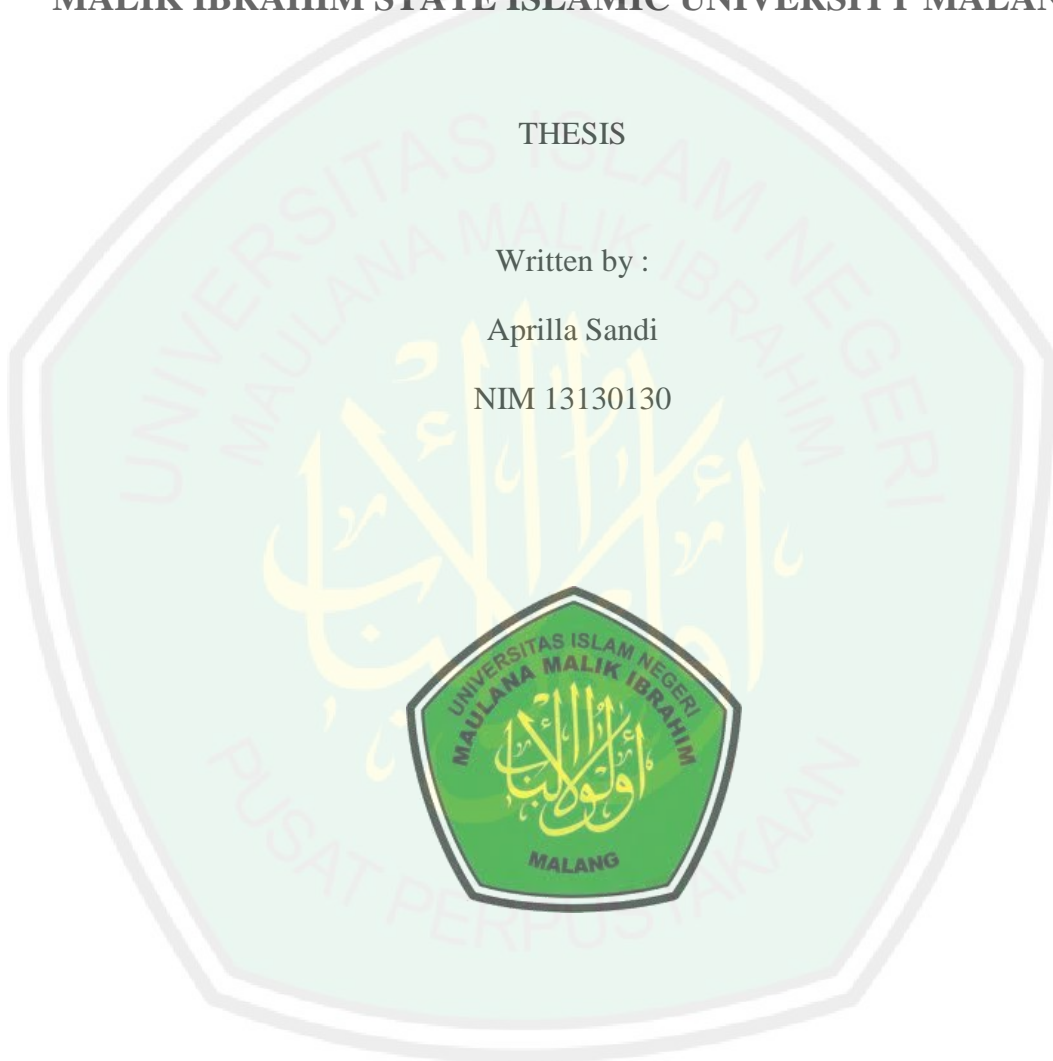
**THE INFLUENCE OF ADVERSITY QUOTIENT AND  
ENTREPRENEURSHIP EDUCATION TOWARD  
ENTREPRENEURIAL INTENTION OF STUDENTS' SOCIAL  
SCIENCE EDUCATION DEPARTMENT IN MAULANA  
MALIK IBRAHIM STATE ISLAMIC UNIVERSITY MALANG**

THESIS

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**SOCIAL SCIENCE EDUCATION PROGRAM  
TARBIYAH AND TEACHING TRAINING FACULTY  
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY  
MALANG**

**2017**

**THE INFLUENCE OF ADVERSITY QUOTIENT AND  
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INTENTION OF STUDENTS' SOCIAL SCIENCE EDUCATION  
DEPARTMENT IN MAULANA MALIK IBRAHIM STATE ISLAMIC  
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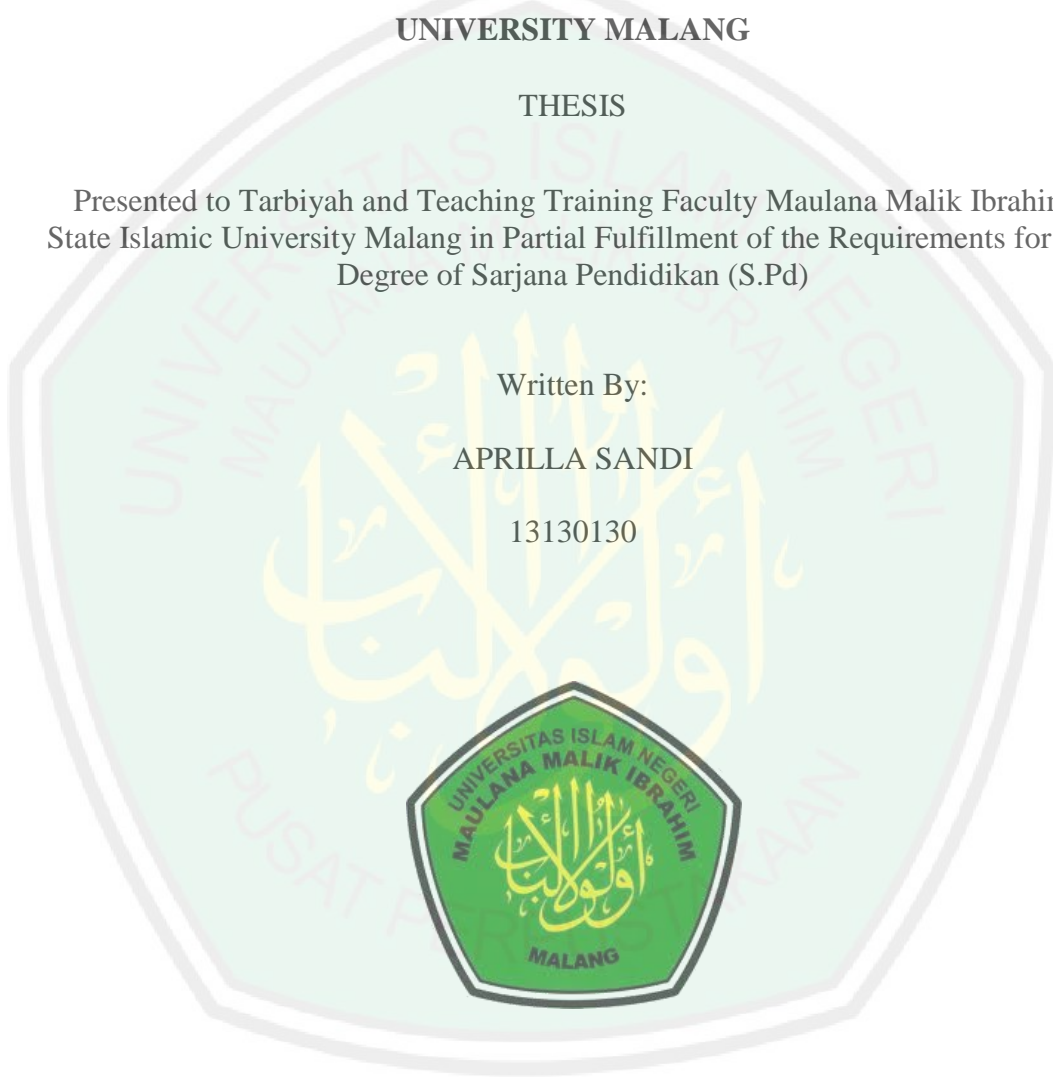
THESIS

Presented to Tarbiyah and Teaching Training Faculty Maulana Malik Ibrahim  
State Islamic University Malang in Partial Fulfillment of the Requirements for the  
Degree of Sarjana Pendidikan (S.Pd)

Written By:

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**SOCIAL SCIENCE EDUCATION PROGRAM  
TARBIYAH AND TEACHING TRAINING FACULTY  
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY  
MALANG**

**2017**

APPROVAL SHEET

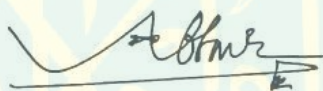
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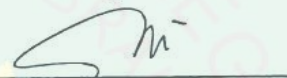
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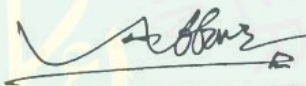


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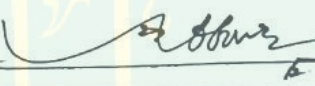


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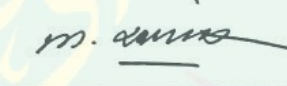


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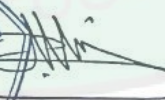
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To Whom It May Concern,  
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in  
Malang

*Assalamu'alaikum Wr. Wb.*

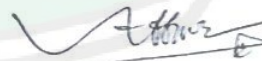
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Is considered acceptable to be defended after being intensively read and regularly consulted in the area of research content, language, and writing composition.

*Wassalamu'alaikum Wr. Wb.*

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#### DECLARATION OF AUTHORSHIP

I declare that this thesis is originally written to fulfill the requirement for Bachelor degree of Sarjana Pendidikan (S.Pd) entitled "The Influence of Adversity Quotient And Entrepreneurship Education Toward Entrepreneurial Intention of Students' Social Science Department In Maulana Malik Ibrahim State Islamic University Malang" is truly my original work. This research does not incorporate any material previously written or published by another party except those which are mentioned in the footnes, quotation and bibliography. Therefore, i will totally responsible for the thesis if there is any objection or claim from others.

Malang, August 2017



*Aprilla Sandi*  
Aprilla Sandi

## DEDICATION

By reciting Bismillah and Alhamdulillah,

Thanks to Allah SWT , the Lord who makes me possible to finish my thesis with all His miracle that make everything valueable for me. Shalawat and salam also always be given to prophet Muhammad SAW as the best paragon who deliver us from jahiliyyah period to lightness

I dedicate my work to:

My beloved father and mother (Mr. Eminal and Mrs. Roslenawati) who always by my side and give me strength in all condition, I just wanna say “ I love you and thank you so much for all the best in the world ”

To all my teachers also my lecturers who always teach me sincerely and guiding me with their knowledge and experiences

To all my family and my beloved friends who can't be mentioned one by one which always support me, give their smile and beautiful day for me

My classmate in ICP-P.IPS/E 2013 who always fight together , I just wanna say “I will miss all the moment with you and thank you for the wonderful experince that we through together”

May Allah SWT gives all of you happiness. *Amiin*

## Motto



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<sup>1</sup>Terjemahan Al-Qur'an Al-Karim, (Bandung: Sygma Examedia Arkanleema, 2014) pg. 596



## PREFACE

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

All praises be to Allah the Most Gracious and the Most Merciful, the only one lord in this universe. Thanks to Allah because of all blessing and guidance, So writer is able to finish this Thesis entitled “The Influence of Adversity Quotient And Entrepreneurship Education Toward Entrepreneurial Intention of Students’ Social Science Department In Maulana Malik Ibrahim State Islamic UniversityMalang.” as the final instruction activities on the Maulana Malik Ibrahim State Islamic University of Malang.

Shalawat and salam always be presented to our beloved Prophet Muhammad SAW who has guidance us from the darkness to the lightness in this world and who can give the blessing in the hereafter. This thesis is written to submitted as a part of the requirement for obtaining Bachelor Degree in Social Science Education Department, Faculty of Tarbiyah and Teacher Training at Maulana Malik Ibrahim State Islamic University of Malang would not have been completed without The contributions and supports from many people.

Thus, I want to express my deepest gratitude to my advisor, Dr. H. Abdul Bashith, M.Si who has given me his valuable guidance, inspiration and patience, which finally lead me to finish the process of thesis writing. Furthemore, I also want to expres my sincerely thanks to:

1. Allah SWT who always give me mercies and blessings so I can finish my thesis.
2. My beloved parents, who endless love me, support and pray for me, so I can finish my study in first degree (S1) at Maulana Malik Ibrahim State Islamic University of Malang
3. Prof. Dr. H. Abdul Haris, M.Si as the rector of Maulana Malik Ibrahim State Islamic University of Malang, who has given me the hidden spirit and motivation to develop academical competences well as Islamic studies.
4. Dr. H. Agus Maimun, M.Pd as the Dean of Tarbiyah and Teacher Training Faculty, Maulana Malik Ibrahim State Islamic University of Malang, who always support the students to study hard and develop science.
5. Dr. Alfiana Yuli Efiyanti, M.A as the Head of Social Science Department who always support the students.
6. Dr. H. Abdul Bashith, M.Si as the advisor who always give me guidance and a lot of suggestion in order to complete the arrangement of research report.
7. All of my lectures in Social Science Department and also all of the lecture in the state Islamic University of Malang who have give the valuable knowledge and experience.
8. All the big family of ICP P.IPS 2013 who always support me to writing this thesis.

9. Head of Social Science Education Department, who give me permission to do the research.
10. Students in Social Science Education Department Malang who help me during this research.

Finally the researcher hopes that this thesis will be useful for her and for the readers. This constructive criticism and also the suggestion are expected from the readers.

Malang, August 9<sup>th</sup> 2017

Aprilla Sandi



### Translation Guidelines of Arab Latin

Translation of arab latin in this thesis utilize the translation guidelines based on the agreement and decision together between Ministry of Religion and Ministry of Education and Culture of Republic of Indonesia No. 158, 1987 and No. 0543b/U/1987. That is could explained as follow:

#### A. Letter

ا	=	A	ز	=	Z	ق	=	Q
ب	=	B	س	=	S	ك	=	K
ت	=	T	ش	=	Sy	ل	=	L
ث	=	Ts	ص	=	Sh	م	=	M
ج	=	J	ض	=	DI	ن	=	N
ح	=	<u>H</u>	ط	=	Th	و	=	W
خ	=	Kh	ظ	=	Zh	ه	=	H
د	=	D	ع	=	'	ء	=	,
ذ	=	Dz	غ	=	Gh	ي	=	Y
ر	=	R	ف	=	F			

#### B. Long Vowels

Vowel lenght (a) = â

Vowel lenght (i) = î

Vowel lenght (u) = û

#### C. Vokal Diphthongs

أو = Aw

أي = Ay

أو = Û

إي = î

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## ABSTRAK

Sandi, Aprilla. 2017. *Pengaruh adversity quotient dan pendidikan kewirausahaan terhadap minat berwirausaha mahasiswa Jurusan Pendidikan Ilmu Pengetahuan Sosial Universitas Islam Negeri Maulana Malik Ibrahim Malang*. Skripsi, Jurusan Pendidikan Ilmu Pengetahuan Sosial, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing Dr. H. Abdul Bashith, M.Si

---

**Kata Kunci:** *Adversity Quotient, Pendidikan Kewirausahaan dan Minat berwirausaha.*

Pengangguran merupakan masalah yang hampir terjadi di setiap Negara termasuk di Indonesia. Angka pengangguran di Indonesia terus bertambah setiap tahun, khususnya pengangguran terdidik. Salah satu cara untuk mengatasi pengangguran terdidik yaitu dengan menumbuhkan minat berwirausaha. Ada beberapa faktor yang dapat mempengaruhi timbulnya minat terhadap sesuatu, dimana secara garis besar dapat dikelompokkan menjadi dua yaitu yang berasal dari dalam individu dan berasal dari luar individu. Dari dalam individu seperti *adversity quotient*, kebutuhan akan berprestasi. Sedangkan dari luar individu seperti pendidikan, lingkungan keluarga dan lingkungan masyarakat. Untuk menumbuhkan minat berwirausaha salah satunya yaitu dengan *adversity quotient* dan pendidikan kewirausahaan.

Tujuan penelitian ini adalah (1) Menjelaskan pengaruh *adversity quotient* terhadap minat berwirausaha mahasiswa Jurusan Pendidikan Ilmu Pengetahuan Sosial UIN MALIKI Malang. (2) Menjelaskan pengaruh pendidikan kewirausahaan terhadap minat berwirausaha Jurusan Pendidikan Ilmu Pengetahuan Sosial UIN MALIKI Malang. (3) Menjelaskan pengaruh *adversity quotient* dan pendidikan kewirausahaan terhadap minat berwirausaha mahasiswa Jurusan Pendidikan Ilmu Pengetahuan Sosial UIN MALIKI Malang.

Untuk mencapai tujuan di atas, digunakan pendekatan penelitian kuantitatif dengan jenis penelitian korelasional. Instrumen yang digunakan berupa angket. Pengujian instrumen menggunakan uji validitas dan reliabilitas. Sedangkan metode analisis data menggunakan regresi linier berganda, dengan jumlah responden sebanyak 70 mahasiswa.

Hasil penelitian yang telah dilakukan dapat disimpulkan bahwa: *adversity quotient* berpengaruh positif terhadap minat berwirausaha secara parsial sebesar 0,001. Pendidikan kewirausahaan berpengaruh positif terhadap minat berwirausaha secara parsial sebesar 0,000. Secara simultan kedua variabel bebas berpengaruh signifikan terhadap variabel terikat  $F_{hitung} 22,783 > F_{tabel} 3,130$ . Adapun nilai R square 0,405 (40,5%) dan sisanya 59,5% dipengaruhi oleh variabel lain yang tidak disebutkan dalam penelitian.

## ABSTRACT

Sandi, Aprilla. 2017. *The influence of adversity quotient and entrepreneurship education toward entrepreneurial intention of students' Social Science Education Department In Maulana Malik Ibrahim State Islamic University of Malang*. Thesis , Jurusan Pendidikan Ilmu Pengetahuan Sosial, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing Dr. H. Abdul Bashith, M.Si

---

**Keywords:** *Adversity Quotient, Entrepreneurship Education and Entrepreneurial Intention.*

Unemployment is a problem that almost happens in every country, including in Indonesia. Unemployment rate in Indonesia continues to increase every year, especially educated unemployment. One of ways to overcome educated unemployment is growing the entrepreneurial intention. There are several factors that can influence the emerge of interest in something, where can be grouped into two that is derived from inside the individual and comes from outside the individual. From the inside individual there are adversity quotient, need for achievement. While the outside individual there are education, family environment and society environment. To growing up the entrepreneurial intention one of the ways is with adversity quotient and entrepreneurship education.

The purpose of this research are (1) Explain the influence of adversity quotient toward the entrepreneurial intention of students' Social Science Education Department in UIN MALIKI Malang. (2) Explain the influence of entrepreneurship education toward the entrepreneurial intention of students' Social Science Education Department in UIN MALIKI Malang. (3) Explain the influence of adversity quotient and entrepreneurship education toward entrepreneurial intention of students' Social Science Education Department in UIN MALIKI Malang.

To achieve the purpose, using a quantitative research approach with the type of correlational research. The instrument used is a questionnaire. Instrument testing uses validity and reliability test. While the method of data analysis using multiple linear regression, with 70 respondent.

The result of this research can be concluded that: adversity quotient have positive effect to entrepreneurial intention partially 0,001. Entrepreneurship education have positive effect to entrepreneurial intention partially by 0.000. Simultaneously, both independent variables significantly influence the dependent variable  $F_{count} 22,783 > F_{table} 3.130$ . The value of R square 0,405 (40,5%) and the residual 59,5% influenced by other variable not mentioned in research.

## الملخص

أبريلاً سندي. ٢٠١٧. تأثير *adversity quotient* وتربية الريادة أعمال على رغبة الطلبة في ريادة أعمال قسم تربية الإجتماعية بجامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج، (دراسة تحليلية دلالية). بحث الجامعي. قسم تربية الإجتماعية، كلية التربية، مولانا مالك إبراهيم الإسلامية الحكومية بمالانج. المشرف: الدكتور عبد البصيط الماجستير.

الكلمة المفتاحية: *adversity quotient*، تربية الريادة الأعمال، رغبة في ريادة الأعمال.

أن البطالة هي مشكلات التي وقعت في كل بلد في عالم واحد منهم بلاد إندونيسيا، عدد البطالة في إندونيسيا تستمر كل عام، خصوصا بطالة مثقف. أحد من طرائق للحل بطالة مثقف وهي رغبة في ريادة الأعمال. وأما العوامل المتأثرة لتكوين رغبة الأشياء وتجمع مجموعتين وهما استوحى من داخل الفرد واستوحى خارج الفرد. أما داخل الفرد كمثال *adversity quotient*، الحاجات وانجاز. وأما من خارج الفرد كمثال تربية، بيئة الأسرة ومجتمع. ولتكوين رغبة ريادة الأعمال هي با *adversity quotient* وتربية رغبة العمال.

وأما الأهداف المرجوة في هذا البحث وهي: (١) ليشرح تأثير *adversity quotient* على رغبة ريادة الأعمال الطلبة قسم تربية الإجتماعية. (٢) ليشرح تأثير تربية ريادة الأعمال على رغبة ريادة الأعمال الطلبة قسم تربية الإجتماعية. (٣) ليشرح تأثير *adversity quotient* وتربية ريادة الأعمال على رغبة ريادة الأعمال الطلبة قسم تربية الإجتماعية.

وأما نتائج المحصول في هذا البحث استخدمت بمدخل البحث الكمية وبالنوع كوريلاسي. وأما الأدوات المستخدمة في جمع البيانات وهي

استبانات، وأما الإختبار المستخدم إختبار الصدق والثبات. أما الطريقة المستخدمة لتحليل البيانات باستخدام الإحدار الخطي المتعدد، والعينة في هذا البحث بعدد ٧٠ طالبا.

وأما النتائج المحصولة في هذا البحث تدل على: *adversity quotient* تأثير الإيجابية على رغبة زيادة الأعمال بمغرض حوالي ٠.٠٠٠٠١ ، تربية زيادة الأعمال تأثير الإيجابية على رغبة زيادة الأعمال بمغرض حوالي ٠.٠٠٠٠٠. وأما بالمتزامن الثاني ان متغير الحور بتأث بني معنى على متغير التابع باستخدام اختبار F بنتيجة  $F_{hitung} > 22,783$   $F_{tabel} > 3,130$ . وأما نتيجة R square ٠.٤٠٥ (٥,٤٠%) و باقية منها ٥٩,٥% وليأثير متغير الأخرى ولم يذكر في هذا البحث.

## CHAPTER I

### INTRODUCTION

#### A. Background of The Study

Unemployment is becoming a serious problem which is still difficult to overcome especially educated unemployment which exists in Indonesia. One of the graduates who are educated, donated the unemployment were college graduates. One of the trigger factors, college graduates tend to be job seekers and few of that are becoming the job creators.<sup>1</sup>

In 2016, the open unemployment rate according to the highest educational calculated is also still high. Based on the data of Badan Pusat Statistik (BPS), the number of educated unemployed university graduates in 2015 amounts 653,586 increased to 695,304 at 2016.<sup>2</sup> This condition becomes a serious threat in competing in the Asean Economic Community (AEC) had begun since the beginning of the year 2015. The difficulty they absorbed on the workplace more hard because it is not just competing gets the job done with college graduates in the country but also from various countries who are members in the AEC. Therefore, college graduates are expected to fortify themselves with the hard skills and soft skills qualified in order not to rely solely on the jobs of others but was able to open job vacancy and able to compete with workers from other countries.

---

<sup>1</sup> *sarjana-menganggur* (<http://www.harnas.com>, accessed on Desember 03<sup>rd</sup> 2016 16.10 wib)

<sup>2</sup> [www.bps.go.id](http://www.bps.go.id), accessed on Desember 03<sup>rd</sup> 2016 16.32 wib.

One of the efforts taken to overcome unemployment in Indonesia is creating the entrepreneurial. With entrepreneurship, will assist the Government in creating new jobs, other than a chance to generate a great income for self-employment and is also able to reduce the amount of unemployment. The entrepreneur also contribute to the country's economy through taxes generated.

The number of entrepreneurs in Indonesia, according to the Chairman of Badan Pengurus Pusat Himpunan Pengusaha Muda Indonesia (HIPMI BPP) Balil Lahadali currently amounts 1.5 percent of the approximately from 252 million population.<sup>3</sup> Indonesia still need 1.7 million entrepreneurs to reach two percent. Whereas in Asean countries such as Singapore are recorded 7 percent, Malaysia 5 percent and Thailand 4.5 percent.

To increase the number of entrepreneurs in Indonesia. One of effort that can be done to increase the number of entrepreneurs in Indonesia is increasing the entrepreneurial intention especially increasing entrepreneurial intention of students college. But entrepreneurial intention among university students still low can be seen from the still high number of unemployed university graduates, students prefer to be job seekers than opening a business independently, and students tend to seek comfort

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<sup>3</sup> *Jumlah Pengusaha di Indonesia* ([http: Suara.com](http://Suara.com), accessed on Desember 03<sup>rd</sup> 2016 17.59 wib)

in a career so that they still choose to apply for a job being a Pegawai Negeri Sipil (PNS) and employees.

The phenomenon of low entrepreneurial intention of students is to be serious attention from various parties, both Governments, academia, industry or community. Various attempts made to foster entrepreneurial soul especially to change students mindset that only interest as a job seeker after finish their college. This is a challenge for the University as an institution producing graduates.

In creating an entrepreneur can be started through the entrepreneurship education that taught in college, but it would be faster if entrepreneurship education also start applying from family, society community and educational institutions. Entrepreneurship is the ability to be creative and innovative base, tips and resources for finding opportunities to success.<sup>4</sup> Entrepreneurship will appear when an individual dared to develop businesses and new ideas. While the process of entrepreneurship covers all the functions, activities and actions related to the acquisition as well as the creation of business organizations.<sup>5</sup>

Intention is the driving factor that makes a person more enterprising in work and taking any opportunities by optimizing the

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<sup>4</sup> Suryana, *Kewirausahaan Pedoman Praktis: Kiat dan Proses Menuju Sukses* (Jakarta: Salemba Empat, 2006), pg. 2.

<sup>5</sup> Ibid., pg. 26



potential. Interest does not appear by itself, but grow and develop with the factors that influenced them.<sup>6</sup>

According to Saleh and Wahab a lot of factors that can affect the emerge of interest in something, which generally can be grouped into two sourced from inside individual and outside the individual.<sup>7</sup> From inside the individual such as self efficacy, achievement and intelligence needs of the individual as Adversity Quotient. While from the outside individual such as education, family environment and community environment.<sup>8</sup> The results of research conducted by Luthfi students education of mechanical engineering UPI, the factors that most influence in entrepreneurship interest is extrinsic factors 9.09% with high category.<sup>9</sup>

Adversity Quotient is the intrinsic factor that influencing entrepreneurial intention while the entrepreneurship education included in the extrinsic factors. The main goals of the study is to make students moved to do the independence in entrepreneurship, dare to take risks, students may change his addiction to other people become independent, students can erode the habit of asking, trying to work up quality and has confidence to try creating a job.

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<sup>6</sup> Bimo Walgito, *Psikologi Sosial Suatu Pengantar* (Yogyakarta: Andi, 2003), pg. 148

<sup>7</sup> Shaleh dan Wahab, *Psikologi Suatu Pengantar Dalam Prespektif Islam* (Jakarta: Prenada Media, 2004), pg. 263

<sup>8</sup> Ibid.

<sup>9</sup> Mochamad Lutfi, "Minat Wirausaha Mahasiswa Pendidikan Teknik Mesin Universitas Pendidikan Indonesia", *Skripsi*, Pendidikan Teknik Mesin UPI Bandung , pg. 67.

Adversity Quotient is a pattern of responses which exists in the mind of the individual against difficulty, which further determine how individual actions against the difficulties. In other words Adversity Quotient is a person's ability to face it. According Stoltz Adversity Quotient as one's intelligence in the face of obstacles difficulty on a regular basis.<sup>10</sup> Adversity Quotient help individuals strengthen their abilities and perseverance in the face the challenges of daily life, while still sticking to principles and dreams regardless of what happens.

Adversity Quotient can affect a person's interest towards something you want to accomplish in life. To be able to become an entrepreneur, someone needs to have the ability to survive and successfully pass the existing obstacles, particularly in running his business. Because when businesses are experiencing barriers or fail will not make the person frustrated and can back from its failure. When a person has a low level of Adversity Quotient, the chances are small that person will be interested in entrepreneurship. Due to being an entrepreneurial it takes mentally able to face obstacles or barriers that exist and then create an opportunity to get better results.<sup>11</sup>

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<sup>10</sup> Paul G.Stoltz, *Adversity Quotient Mengubah Hambatan Menjadi Peluang*, terj., T. Hermaya (Jakarta: PT Gramedia Widiasarana Indonesia, 2000), pg. 9.

<sup>11</sup> Dian Palupi, *Pengaruh Adversity Quotient dan Pendidikan Kewirausahaan Terhadap Minat Berwirausaha Mahasiswa*. *Jurnal of Management Studies*, Universitas Trunojoyo. No.2 Vol 9 2015.

To emerge the courage to face challenges, change this challenge into an opportunity in running a business should be give knowledge. The knowledge is entrepreneurship education. According to Agus Wibowo, entrepreneurship education is an effort to internalize soul and mental good entrepreneurship through educational institutions, training and others organization or institution.<sup>12</sup> Entrepreneurship education is expected to provide the insight and expertise of entrepreneurship to students when they graduate.

Social Science Education Department in Maulana Malik Ibrahim State Islamic University, already implement entrepreneurship education. Entrepreneurship education is already include in the curriculum requires that students to attended entrepreneurship education. In accordance with the purpose of organizing education at Social Science Education Department is produce a muslim educator has the knowledge, attitudes, skills and values necessary to become a teacher of economic subjects and social sciences in school. Produce graduates who have the additional ability in planning, managing, forming and implementing educational programs, supervision, monitoring and evaluation of the program on the education unit and has an extra provision of entrepreneurship. Related to

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<sup>12</sup> Agus Wibowo, *Pendidikan Kewirausahaan Konsep dan Strategi* (Yogyakarta: Pustaka Pelajar, 2011), pg. 30.

this, the students are expected to become a professional teacher and have an extra provision to become an independent entrepreneur.<sup>13</sup>

Based on observation and experience, only a small portion of students who remain to continue the business. Students carry out entrepreneurial because want to get value and qualified tuition, so entrepreneurial intention is still low because only like to qualify a lecture course. Most students also still fear a plunge in the field of self-employment because feel do not have skills in managing the business and risk failure.

Based on the explanation of research background above, researcher interested to doing further research to find out “The Influence of Adversity Quotient and Entrepreneurship Education toward Entrepreneurial Intention of Students Social Science Education Department In Maulana Malik Ibrahim State Islamic University Malang.”

## **B. Research Question**

1. What is the influence of Adversity Quotient to entrepreneurial intention of students Social Science Education Department In Maulana Malik Ibrahim State Islamic University Malang?
2. What is the influence of entrepreneurship education to entrepreneurial intention of students Social Science Education Department In Maulana Malik Ibrahim State Islamic University Malang?

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<sup>13</sup> Fitk.uin-malang.ac.id, *Profil Pendidikan Ilmu Pengetahuan Sosial (PIPS)*, accessed on Desember 03<sup>rd</sup> 2016 23.20 wib.

3. What is the influence of Adversity Quotient and entrepreneurship education toward entrepreneurial intention of students Social Science Education Department In Maulana Malik Ibrahim State Islamic University Malang?

### **C. Objectives of The Research**

1. To explain the influence of Adversity Quotient toward entrepreneurial intention of students Social Science Education Department In Maulana Malik Ibrahim State Islamic University Malang.
2. To explain the influence of entrepreneurship education toward entrepreneurial intention of students Social Science Education Department In Maulana Malik Ibrahim State Islamic University Malang.
3. To explain the influence of Adversity Quotient and entrepreneurship education toward entrepreneurial intention of students Social Science Education Department In Maulana Malik Ibrahim State Islamic University Malang.

### **D. Significance of The Research**

1. Practical Benefit

The practical benefits of this research are:

- a. The results of this research are expected to add the understanding of the influence of Adversity Quotient and entrepreneurship education toward entrepreneurial student intention.

- b. As reference material about entrepreneurship student intention and the factors that influenced them.

## 2. Theoretical Benefit

The results of this research can contribute to academic thinking on the influence of Adversity Quotient and entrepreneurship education to entrepreneurship intention against the student.

## E. Hypothesis of The Research

The hypothesis is needed to find out the answer is temporary picture of research. As it has been written by Suharsimi Arikunto explains, hypotheses can be interpreted as an answer to the problem is temporary until proven research through data collected.<sup>14</sup> The hypothesis is divided into two types, namely the hypothesis nol stating there is no influence or no relationship of variables  $X$  and  $Y$  variables. The alternative Hypothesis ( $H_1$ ) indicating there is influence or relationships of variables  $X$  and  $Y$  variables.<sup>15</sup> Explanation from the background of the formulation a problem then it can put forward the following hypothesis:

$H_0$ : There is no influence of Adversity Quotient toward entrepreneurial intention students' Social Science Education Department In Maulana Malik Ibrahim State Islamic University Malang.

<sup>14</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan dan Praktek* (Jakarta: PT. Rineka Cipta, 2006), pg. 71.

<sup>15</sup> Ibid., pg. 21.

$H_1$ : There is influence of Adversity Quotient toward entrepreneurial intention students' Social Science Education Department In Maulana Malik Ibrahim State Islamic University Malang.

$H_0$ : There is no influence of entrepreneurship education toward entrepreneurial intention students' Social Science Education Department In Maulana Malik Ibrahim State Islamic University Malang.

$H_1$ : There is influence of entrepreneurship education toward entrepreneurial intention students' Social Science Education Department In Maulana Malik Ibrahim State Islamic University Malang.

$H_0$ : There is no Influence of Adveristy Quotient and entrepreneurship education toward entrepreneurial intention students' Social Science Education Department In Maulana Malik Ibrahim State Islamic University Malang.

$H_1$ : There is influence between Adversity Quotient and entrepreneurship education toward entrepreneurial intention students' Social Science Education Department In Maulana Malik Ibrahim State Islamic University Malang.

#### **F. Scope of the Research**

The scope of this research include three variables, that is: two dependent variables Adversity Quotient and entrepreneurship education

and then one independent variables that is entrepreneurial intention. The third variables above next divided into several indicators based on theories.

### G. Previous Research

Research the author did was also supported by some previous studies which also addresses the issue about the Adversity Quotient and entrepreneurial intention, including the:

*The first*, the journal written by Furi Asfiatul Ain<sup>16</sup> with the title “*Pengaruh Pendidikan & Pelatihan, Prestasi Belajar Kewirausahaan terhadap Sikap Kewirausahaan Peserta didik SMKN 1 Cerme*” this journal aims to explain the influence of entrepreneurial attitudes and ability of entrepreneurship. The result is the entrepreneurial attitude of learners are affected by education and entrepreneurial training.

*The second*, the thesis written by Arista Lukmayanti<sup>17</sup> with the title “*Hubungan Efikasi Diri Dengan Minat Berwirausaha Siswa Kelas XII Program Keahlian Jasa Boga Di SMKN 6 Yogyakarta*” this journal aims to know the correlation of self efficacy and entrepreneurial intention. The result is self efficacy variable interconnected with variable towards entrepreneurial intention.

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<sup>16</sup> Furi Asfiatul Ain, *Pengaruh Pendidikan & Pelatihan, Prestasi Belajar Kewirausahaan terhadap Sikap Kewirausahaan terhadap sikap kewirausahaan peserta didik SMKN 1 Cerme* (Jurnal Kebijakan dan Pengembangan Pendidikan UMM, 2013)

<sup>17</sup> Arista Lukmayanti, *Hubungan Efikasi Diri Dengan Minat Berwirausaha Siswa Kelas XII Program Keahlian Jasa Boga Di SMKN 6 Yogyakarta* (Skripsi Univeristas Negeri Yogyakarta, 2012)



*The third*, the journal written by Siti Zulaika Wulandari dkk<sup>18</sup> with the title “*Analysis the Influence of Adversity Quotient Networking and Capital through the Entrepreneurial Intention of Unsoed’s Students*” the aims to know the effect of entrepreneurship education as factors to develop entrepreneurial intention. The result response rate in this research is 94% that can be said higher.

*The fourth*, the journal written by Nurul Indarti and Rokhima Rostiani<sup>19</sup> with the title “*Intensi Kewirausahaan Mahasiswa Studi Perbandingan antara Indonesia, Jepang dan Norwegia*” the aims to compare the entrepreneurial intention between three country. The result is entrepreneurial intention of students in Indonesia higher than students of Japan and Norway.

*The fifth*, the journal written by Sarwono Nursito<sup>20</sup> with the title “*Analisis Pengaruh Pengetahuan Kewirausahaan dan Efikasi Diri terhadap Intensi Kewirausahaan*” the aims is to analyze the development of students activities. The result achieving the target spelled out in specific target.

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<sup>18</sup>Siti Zulaika Wulandari dkk, *Analysis the Influence of Adversity Quotient Networking and Capital through the Entrepreneurial Intention of Unsoed’s Students* (Jurnal Fakultas Ekonomi dan Bisnis Unsoed, 2013)

<sup>19</sup>Nurul Indarti and Rokhima Rostiani, *Intensi Kewirausahaan Mahasiswa Studi Perbandingan antara Indonesi, Jepang dan Norwegia* (Journal of Indonesian Economy and Business, 2008)

<sup>20</sup>Sarwono Nursito, *Analisis Pengaruh Pengetahuan Kewirausahaan dan Efikasi Diri terhadap Intensi Kewirausahaan* (Journal Unwidha Kiat Bisnis, 2013)

**Table 1.1**  
**Previous Research**

No	Research Identity	Differentiation	Similarity	Originality
1.	Jurnal Kebijakan dan Pengembangan Pendidikan UMM. Furi Asfiatul Ain, 2013. Pengaruh Pendidikan & Pelatihan, Prestasi Belajar Kewirausahaan terhadap Sikap Kewirausahaan Peserta didik SMK N 1 Cerme	Using variables ( $X_1$ ) education & training ( $X_2$ ) Achievement of study entrepreneurship	Growing entrepreneurial attitudes and ability of entrepreneurship	The entrepreneurial attitude of learners are affected by education and entrepreneurial training.
2.	Thesis. Arista Lukmayanti, 2012. Hubungan Efikasi Diri Dengan Minat Berwirausaha Siswa Kelas XII Program Keahlian Jasa Boga Di SMK Negeri 6 Yogyakarta.	In this research just using one dependent and independent variable and using analysis correlation technique.	The similarity is entrepreneurship intention.	Self efficacy variables interconnected with variable towards entrepreneurial intention (Y).
3.	Jurnal Fakultas Ekonomi dan Bisnis Unsoed. Siti Zulaika Wulandari dkk, 2013. Analysis The Influence Of Adversity Quotient Networking and Capital Through The Entrepreneurial Intention of Unsoed's Student	Analyzing the influence of Adversity Quotient, Networking and capital through intention entrepreneurship students.	Independent variable Adversity Quotient.	Variable Adversity Quotient ( $X_1$ ), Networking ( $X_2$ ), Capital ( $X_3$ ) towards entrepreneurship Intention (Y) together have significant to Behavioral Intention

4.	Journal of Indonesian economy and business.2008. Nurul Indarti dan Rokhima Rostiani. Intensi kewirausahaan mahasiswa studi perbandingan antara Indonesia, Jepang dan Norwegia.	In this study the researchers compared the influence of variables related to economic and cultural context of the differences in the three countries.	The similarity want to know how large the interest in entrepreneurship student of Indonesia	The results showed the level of student entrepreneurship intention Indonesia higher than students of Japan and Norway.
5.	Jurnal Unwidha Kiat Bisnis.2013.Sarwono Nursito. Analisis pengaruh pengetahuan kewirausahaan dan efikasi diri terhadap intensi kewirausahaan.	Analyzing the influence of the interaction between variables that exist not merely knowing the influence but also its interaction.	Knowing the interest of entrepreneurship students.	This research aims to analyze the development of student activities. To achieve the targets spelled out in specific target, namely the various factors that affect student entrepreneurship intention.

## H. Operational Defenitions

### 1. Adversity Quotient

The ability to change the resistance becomes a chances of success achieving goals.

### 2. Entrepreneurship Education

Entrepreneurship education is a process of internalization value, the soul and mental of entrepreneurship through educational institutions as well as and training someone to be brave personality is able to live independently.

### 3. Entrepreneurial Intention

Entrepreneurial intention is the desire, intention, the willingness of the individual through the ideas that belong to work hard or strong-willed try fulfill the needs of his life, without feeling afraid of risk will the ability and skills to achieve success.

#### I. Structure of The Thesis

As for systematics research used in the discussion of this proposal are as follows:

**CHAPTER I** In this chapter is the introduction, in this case discusses globally, including: background issues, formulation of the problem, research objectives, research hypothesis, benefits of research, operational defenitions and systematic discussion.

**CHAPTER II** This chapter contains the framework of thought and literature review that discusses about the Adversity Quotient, 1) which includes: the defenition of Adversity Quotient, factors that affect the Adversity Quotient, and dimensions Adversity Quotient. 2) Entrepreneurial Education that includes: the defenition of Entrepreneurship Education, values of entrepreneurship, and entrepreneurship in islamic perspective. 3) entrepreneurial intention which include: Understanding entrepreneurial intention,

factors affecting intention, functions and principles of entrepreneurship.

**CHAPTER III** This chapter contains of : location of research, approach and research design, research variables, population and sample, data and data source, research instrument, data collection, test of validity and reliability, data analysis, and research procedural.

**CHAPTER IV** This chapter describe the data and result of the research.

**CHAPTER V** This chapter describe the research findings and interpretation.

**CHAPTER VI** This chapter is the last chapter including conclusion and recommendation.

## CHAPTER II

### LITERATURE REVIEW

#### A. Adversity Quotient

##### 1. Defenition of Adversity Quotient

Adversity Quotient, according to Paul G Stoltz is a concept about personal qualities possessed someone to face many difficulties and in order to achieve success in many areas of his life.<sup>21</sup> Stoltz emphasized elements of difficulty and the ability to cope with it, the individual is able to foresee and unable to face the difficulties, predicting they would go beyond that and those who will fail to go beyond the expectations for his performance and potential, predicted the individuals who would give up and that will endure in the face of adversity.

Adversity Quotient describes as human capacity in the form of response patterns that belong to someone in control and directing a difficult situation, acknowledge and rectify a difficult situation, perceives the reach of a difficult situation and perceives the onset period of difficulty in various aspects in his life.<sup>22</sup> This concept is a framework that can be measured because it has developed with the scientific basis that aims to find out the trend and understand those

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<sup>21</sup> Paul G.Stoltz, *Adversity Quotient Mengubah Hambatan Menjadi Peluang*, terj., T. Hermaya (Jakarta: PT Gramedia Widiasarana Indonesia, 2000), pg. 9.

<sup>22</sup> *Ibid.*, pg. 9

aspects of a person's success in responding to the predicament. definition of success raised stoltz is the level where a person moves forward to achieve its mission, despite the many obstacles or difficulties faced.<sup>23</sup> Adversity Quotient (AQ) is the intelligence of a person owned when dealing problems or can be said to constitute one's fighting power quotient. Stoltz says that AQ:

- a. AQ tells us how should persist in times of difficulties and improve our ability to cope with it.
- b. AQ predict who will be able to overcome difficulties and anyone who will not be able to cope with it.
- c. AQ predict who will have high expectations towards the performance and who is not having high expectations.
- d. AQ predict who give up and who do not give up.

According to Stoltz there are three responses to difficulties that are illustrated as climbing a mountain:<sup>24</sup>

- a. Quitters are people who stopped in the middle of the ascent, desperate, and easy quitter, easily satisfied with basic physiological needs, tend to be passive, not passionate to reach the pinnacle of success. These groups tend to resist change because his capacity are minimal. Quitters can also be defined as the person or individual who gradually became

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<sup>23</sup> Ibid., pg. 38

<sup>24</sup> Paul G.Stoltz, *Adversity Quotient Mengubah Hambatan Menjadi Peluang*, terj., T. Hermaya (Jakarta: PT Gramedia Widiasarana Indonesia, 2000), pg. 18-20.

just work and live. They can't stand on sundries that contains the challenge. Easy to despair and withdraw in the middle of the road. This type of quitters have characteristics:

- 1) Choose to exit, avoiding obligation, backward and stop.
- 2) Stop climbing.
- 3) Rejected the opportunity that has been given.
- 4) Leaving the urge for independence.
- 5) Moody, cynical, it's easy to blame other people and envious.

b. They are not up to the top of the climb, stoltz says as campers, didn't reach the top already satisfied with what was achieved, people like this are a little better than the quitters, that still is aiming at meeting the needs of a sense of security, comfort, togetherness, can still see and feel the challenge on a scale of Maslow's hierarchy. The group is also not high certainty for change because compelled by fear and just looking for safety and comfort. In the face of adversity will consider the risks and rewards so that it could never achieve what should be achieved with its potential. Campers can also be referred to the people who are a lot of calculations. Despite having the courage to overcome the risk that would be faced, this group was not a stickler to finish the job due to argue something that is measurable experience risk. Types of Campers have characteristics:

- 1) Already did a little then stops in the middle of the road.
- 2) Let go of the opportunity to advance.



- 3) Easily satisfied with has been achieved.
- c. Those who reach the top of the ascent, climbers are people who always strived to reach the top of the climb that is self-actualization needs on the scale of needs Maslow, ready to face various obstacles. This group is indeed challenging changes. Difficulties or crises will need a lot of energy though faced, dedication and sacrifice. Climbers can also be referred to as the resilient, with all the risks that may arise so that should he face and was able to finish her work well. Types of Climbers have characteristics::
- 1) People who have the mind constantly about the opportunities.
  - 2) Doesn't think of it as a barrier.
  - 3) Not regretting the lack of success.
  - 4) Lifelong Learners.

## 2. Factors that Affect the Adversity Quotient

Adversity Quotient or better known as how our preparedness in the face of the challenge was quite influential in life. If someone who has a high IQ but can't keep up with EQ or other intelligence, one of which is about readiness challenges, then these people will surely be a success. Stoltz indicate that AQ has a huge contribution because the success factors is written and has scientific basis is influenced, if not dictated by our control capabilities and how we respond to adversity, all the factors needed to achieve the challenge. As for the factors that influence the AQ is:

a. Competitiveness

Jason and Martin Seligman in Stoltz found individuals who respond to adversity in more optimistic can be foreseen will be more aggressive and take more risks, while the more pessimistic reaction against difficulties pose a more passive attitude and carefully. Therefore, the readiness in facing challenges is absolutely necessary in order to achieve success.

b. Productivity

Martin Seligman in Stoltz, proving that people who do not respond to difficulties with either sell fewer, less production and performance were worse than the people that respond to difficulties with good.<sup>25</sup>

c. Creativity

Joel Barker in Stoltz, creativity appeared in despair, creativity demands on the ability to overcome difficulties that may cause by uncertain things.<sup>26</sup> Joel Barker found the people who are not able to face the difficulties and being not able to act creatively. Therefore, creativity demands the ability to overcome adversity by things that are uncertain. People who are not able to face the difficulties and being not able to act creatively.

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<sup>25</sup> Paul G.Stoltz, *Adversity Quotient Mengubah Hambatan Menjadi Peluang*, terj., T. Hermaya (Jakarta: PT Gramedia Widiasarana Indonesia, 2000), pg. 18-20.

<sup>26</sup> *Ibid.*, pg. 94

d. Motivation

Research of Stoltz found people who has high AQ is regarded as most people who have the motivation.

e. Take Risks

Satterfield and Seligman in Stoltz, found that individuals who respond to adversity in more constructive, willing to take many risks. Risk is an essential aspect in taking a challenge.

f. Improvements

Continuous improvements that need to be done so the individual can survive and become better. In addition, because individuals who have higher AQ get better. While individual that has low AQ get worse.

g. Perseverance

Perseverance is the core for forward facing difficulties. Persistence is the ability to continually get ahead despite setbacks-faced or failure. AQ determines the persistence required to diligently.

h. Learning

Carol Dweck in Stoltz, proving that children with a pessimistic response against the difficulty will not be much to learn and perform when compared to children who have a more optimistic patterns.

i. Embrace the change.

Individuals who embrace the change tend to respond to trouble in more constructive with use it to reinforce their intentions. They responded by turning adversity into opportunity. The ones that were destroyed by the change will be ruined by trouble.

j. Persevering, Stress, Pressure and Setbacks.

Suzanne Oulette in Stoltz, leading researchers to hardiness traits, showing that people who respond to difficulties with hardiness, control, challenge and commitment will remain resilient in the face of difficulties. Those who do not respond with restraint and commitment likely will be weak due to a difficult situation. This is evident in the research of Psychologist expert Werner, Erny children, found that children who respond to difficulties positively will be resilient and will bounce back from the setback-retreat.

### 3. Dimensions of Adversity Quotient

Adversity Quotient of a person consists of four dimensions that are known by the term CO2RE (Control, Origin-Ownership, Reach, Endurance)<sup>27</sup>.

a. Control

This dimension is intended to determine how much control we can feel to an event that raises difficulties. The most important

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<sup>27</sup> Paul G.Stoltz, *Adversity Quotient Mengubah Hambatan Menjadi Peluang*, terj., T. Hermaya (Jakarta: PT Gramedia Widiasarana Indonesia, 2000), pg. 140-162

thing of this dimension is the extent to which individuals may feel that such control plays a role in the events that lead to difficulties such as being able to control certain situations. The ability of individual to positively influence the situation and to be able to control the response to the situation with the initial understanding that anything at all under any circumstances an individual can do. This dimension has two phases: first, the extent to which a person is able to positively influence a situation. The second is, the extent to which a person is able to control the response to a situation. Control begins with the understanding that anything that can be done.

b. Origin and Ownership

These dimensions are questioning who or what is causing difficulty and the extent to which a person considers himself affected him as the cause of the origin of the difficulties as regret, experience and so on. The ability of individuals to put his feelings with courage to face the consequences of the situation, so that it can carry out repairs on problems that occur. This dimension measures to extent a person face the consequences of the current situation, without questioning the cause. These dimensions have an affinity with guilt. A measure of guilt fair and accurate is needed to create learning critical or feedback for continuous improvement.

The ability to assess what was done right or wrong and how to fix it is essential for personal development.

c. Reach

This dimension is part of AQ who asked the question to what extent the difficulties encountered will reach other parts of the individual's life as a result of panic, barriers due to lazy etc. The ability of individuals to reach and limit the issues so as not to reach other areas of an individual's life, this dimension see how far individuals let it difficult to reach other areas of work and life of the individuals.

d. Endurance

The fourth dimension can be interpreted the dimensions of resistance who questioned the two things related to how long it will cause difficulties persist and individual responses against time to solve problems such as the time is not a problem, the ability to finish the work quickly Ability of individuals in perceive difficulties and strength in the face of these difficulties by creating ideas in coping the hardness of heart and courage in solving the problem can be realized. This dimension seeks to see how long a person perceives these difficulties will take place.

From these dimensions, encouragement for the individual in dealing with problems. Control the level of optimism regarding the situation of the individual, if the situation is under the control

of the individual inside the individual will make the intention to solve the problem. Individuals who are having a high control will initiate capture the existing opportunities (entrepreneurship). Origin and ownership is a factor that became the beginning of individual actions. If the individual perceives the cause or origin of the fault is not from the individual but from the outside or the problem itself will arise the interest to do something that is able to resolve the problems. Individuals who consider the entrepreneurial part of the problem within the individual will have the creativity, independence entrepreneurship. Reach is a factor how far the difficulties facing individuals, greater the difficulties facing individuals the lower the individual's interest in resolving the problems faced. Individuals who find opportunities that can be reached will have interest does businessman. Endurance is a period of problems encountered, if the problems encountered long then existing interest in the individual becomes low. Individuals who consider opportunities is not an issue that is spent will seek to entrepreneurs.

## B. Entrepreneurship Education

### 1. Defenition of Entrepreneurship Education

According to Agus Wibowo, entrepreneurship education is an effort to internalize soul and mental good entrepreneurship through educational institutions, training and others organization or institution.<sup>28</sup>

Entrepreneurship education, can look from who is responsible for many argued that entrepreneurship education is a shared responsibility between families, communities and governments, therefore the long life education and carried out within the family, school and community.<sup>29</sup>

There are four objectives of entrepreneurship education that is motivational education, science education, educational skill and development capabilities. Therefore the education system, curriculum and methods should be directed to achieve the four objectives.<sup>30</sup>

The earliest entrepreneurship education be introduced in a family environment. At this level, the system becomes very important parenting. Parenting and motivational attitude efforts to build and improve cognition factors can be done in various ways, ranging from

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<sup>28</sup> Agus Wibowo, *Pendidikan Kewirausahaan Konsep dan Strategi* (Yogyakarta: Pustaka Pelajar, 2011), pg. 30.

<sup>29</sup> *Pengembangan Pendidikan Kewirausahaan*, (Jakarta: Kementerian Pendidikan Nasional Badan Penelitian dan Pengembangan Pusat Kurikulum, 2010), pg. 29.

<sup>30</sup> Sony Heru Priyanto, *Mengembangkan Pendidikan Kewirausahaan di Masyarakat*, Jurnal PNFI, No. 1 November 2009. pg. 76



planting vision of life, learning effort, taking a course in accordance with their areas of interest and ability, mentoring continuously to try new experiences in a narrative or dramatic. Since the beginning, the parents must inculcate entrepreneurial education in their children, by developing an open attitude. How to educate to be changed with the coaching and mentoring, not by punishment or threat.

## 2. Values of Entrepreneurship

Based on the concept and characteristics of entrepreneurs there are many values that developed in entrepreneurship education should be owned by the students and the academic community. But in the development of academic text models have some values that are considered the most fundamental of entrepreneurship and in accordance with the level of development of learners as much as 17 value. Some of the values of entrepreneurship and their descriptions will be integrated through entrepreneurship education are as follows:

**Table 2.1**  
**Values and Description of Entrepreneurship Education**

No	Values	Description
1.	Independent	Attitudes and behavior that is not easily dependent on others to complete tasks.
2.	Creativity	Thinking and doing something to produce different results of products / services that already exist.
3.	Dare to take risks	The ability of someone to like a challenging job and was able to take the risk of working.
4.	Action-oriented	Taking the initiative to act and not to wait before an unwanted incident happens.
5.	Leadership	The attitude and behavior of someone who is always open to suggestions and criticism, sociable, cooperation and direct others.

6.	Hard work	Behaviors that indicate an earnest effort in completing tasks and overcome obstacles
7.	Honesty	Behavior based on the effort to make himself as a person who always can be trusted in word, action and work.
8.	Discipline	Actions that indicate an orderly behavior and comply with various rules and regulations.
9.	Innovative	The ability to apply creativity in order to solve the problems and opportunities to improve and enrich the lives.
10.	Responsible	The attitude and behavior of people who are willing and able to perform his duty.
11.	Cooperation	Behavior based on the effort to make himself able to establish relationships with others in implementing the action and work.
12.	Never give up	The attitude and behavior of someone who does not easily give up to achieve a goal with a variety of alternatives.
13.	Commitment	Agreements about something that is made by someone, either to himself or others.
14.	Realistic	The ability to use facts as the basis for rational thinking in decision-making and follow-action.
15.	Curiosity	Attitudes and actions which seeks to determine the depth and extent of what is learned, seen and heard.
16.	Communicative	Actions that show a sense of fun to talk, associating, and collaboration with others.
17.	Strong motivation for success	Attitudes and actions are always looking for the best solution.

Implementation of 17 entrepreneurial values mentioned above are not all done at once by the education unit, but it is done gradually.

### 3. Entrepreneurship In Islamic Prespective

Generally islamic view bussines can understand as a part of business activity many form without by quality product, wealth ownership (thing and service) including profit. But limited base on resource and how the wealth allocate with halal and haram.<sup>31</sup> Based on defenition above we can make a conclusion that Islam are suggested their *ummah* who have responsibility to working.

In islamic perspective, production activity is like a duty that is create a prosperous for everyone. Production have an important position because it supported worship process to Allah SWT. It based on (QS.Al-Jumu'ah: 10)

فَإِذَا قُضِيَتِ الصَّلَاةُ فَانْتَشِرُوا فِي الْأَرْضِ وَابْتَغُوا مِن فَضْلِ اللَّهِ وَاذْكُرُوا اللَّهَ  
كَثِيرًا لَّعَلَّكُمْ تُفْلِحُونَ

Meaning:

“And when the prayer is finished disperse through the land and seek Allah’s Grace and remember Allah Greatly so that you may felicitous (QS.Al-Jumu’ah: 10).<sup>32</sup>”

<sup>31</sup> Akhmad Nur Zaroni, *Bussines on Islamic Perspective*, Journal Economic, Mahazib Vol IV No. 2 th 2007, pg. 5

<sup>32</sup> Al-quran.info diakses 07 Desember 2016 16.09 wib

Working is one of reason that human can get wealth, to make human easier to get income Allah Swt authorize trading process. Based on Al-Baqarah surah: 275.

الَّذِينَ يَأْكُلُونَ الرِّبَا لَا يَقُومُونَ إِلَّا كَمَا يَقُومُ الَّذِي يَتَخَبَّطُهُ الشَّيْطَانُ مِنَ الْمَسِّ ۚ ذَلِكَ بِأَنَّهُمْ قَالُوا إِنَّمَا الْبَيْعُ مِثْلُ الرِّبَا ۗ وَأَحَلَّ اللَّهُ الْبَيْعَ وَحَرَّمَ الرِّبَا ۚ فَمَنْ جَاءَهُ مَوْعِظَةٌ مِنْ رَبِّهِ فَانْتَهَى فَلَهُ مَا سَلَفَ وَأَمْرُهُ إِلَى اللَّهِ ۗ وَمَنْ عَادَ فَأُولَٰئِكَ أَصْحَابُ النَّارِ ۖ هُمْ فِيهَا خَالِدُونَ

Meaning:

“Those who exact usury will not stand but like one deranged by the devil’s touch. That is because they say, ‘Trade is just like usury’. “While Allah has allowed trade and forbidden usury. Whoever, on receiving advice from, his lord, relinquishes (usury), shall keep (the gains of) what is past and his matter shall rest with Allah. As for those who resume, they shall rest with Allah. As for those who resume, they shall be the inmates of the fire and they shall remain it (QS. Al-Baqarah: 275)<sup>33</sup>

Islam are suggest their ummah to doing trading process, our Prophet Muhammad Saw have given a good example for us, he achieve an “Al-amin” nickname, because his honest, not only for muslim for Indonesian people if we doing a business or being entrepreneur it will help Indonesian economic and Indonesian economic can growing better than before.

<sup>33</sup> Al-quran.info accessed on 07 Desember 2016 16.09 wib

## C. Entrepreneurial Intention

### 1. Defenition of Entrepreneurial Intention

Intention is the tendency of a person to make a choice affective activity. Incidental conditions can alter a person's interest, that can be said that the intention of the unstable nature.<sup>34</sup> In addition intention is a trend rather settle on someone to get interested in a particular field and were delighted involved in various activities related to the field.<sup>35</sup>

Entrepreneurial derived from the word "wira" and "usaha". Wira means brave, primary and stand-alone. The word means business activities to meet the needs. So the term entrepreneurship in a broad sense, namely the courage to meet the needs and solve the problems of life with the powers in yourself.<sup>36</sup> Meanwhile, according to G. Meredith entrepreneurs are the ones who have the ability to see and assess the business opportunity: gather the resources needed to take advantage of it and take appropriate action to ensure success.<sup>37</sup>

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<sup>34</sup> Noeng Muhadjir, *Pengukuran Kepribadian* (Yogyakarta: Rake Sarkasih, 1992), pg. 72.

<sup>35</sup> Winkel Ws & M.M Srihastuti, *Bimbingan dan Konseling di Institusi Pendidikan* (Yogyakarta: Media Abadi, 2004), pg. 650.

<sup>36</sup> Wasty Soemanto, *Sekucup Ide Operasional Pendidikan Wiraswasta* (Jakarta: CV. Rajawali, 1992), pg. 42

<sup>37</sup> Geoffrey G Meredith, *Kewirausahaan Teori dan Praktek* (Jakarta: PT. Pustaka Binaman Presindo, 2000), pg. 5.

Entrepreneurial intention is a representation of the action planned to do entrepreneurial behavior.<sup>38</sup> According to the above understanding, the entrepreneurial intention is the desire, intention, and willingness of individuals through the ideas held to work hard or willed to try to fulfill their needs, without being afraid to risk it, can accept the challenge, believing self, creative and innovative, and have the ability and skills to achieve success.

Santoso confirms entrepreneurship intention is the desire, interest and willingness to work hard or to self-willed or trying to make ends meet without fear the risks to be faced, and continue to learn of failures.<sup>39</sup>

## **2. Factors that Affect the Entrepreneurial Intention**

Entrepreneurial behavior is influenced by internal factors and external factors. Internal factors include the ownership, ability or competence and incentives, while external factors include of an environmental and educational. According Ibnoe Soedjono, because affective abilities include attitudes, values, aspirations, feelings, and emotions are all highly dependent on environmental conditions exist, then the dimension of affective and cognitive skills are part of the entrepreneurial capabilities approach. So the ability to

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<sup>38</sup> Tubs, M.E & Ekeberg S.E, The Role of Intention in Work Motivation: Implication for Goal Setting Theory and Research (Academy of Management Review, 1991)

<sup>39</sup> Aditiya Dion ,” Analisis Faktor-Faktor Motivasi Yang Mempengaruhi Minat Berwirausaha”, *Skripsi*, Fakultas Ekonomi dan Bisnsi UNDIP Semarang, 2012, pg .

entrepreneurship is a function of entrepreneurial behavior in combining creativity, innovation, hard work and courage to overcome challenge or risk to pursue opportunities.<sup>40</sup> From the merger of the two opinions above it can be concluded that the part or component of entrepreneurship consists of cognitive, emotion and will. Can be broadly grouped into two factors intrinsic and extrinsic factors, including:

a. Intrinsic Factors

Intrinsic factors are factors that arise due to the influence of the individuals themselves. Intrinsic factors that can affect the entrepreneurial intention among others because of the motive of achievement, self-esteem and feelings of pleasure.

1) Achievement Motive

Achievement motive is a desire to become a better person of others. Achievement motive motivates a person to obtain a better life.

2) Self-esteem

Self-esteem is the developmental needs (including the self-actualization of Maslow) with entrepreneurship are expected to increase self-esteem because it is no longer

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<sup>40</sup> Suryana, *Kewirausahaan Pedoman Praktis: Kiat dan Proses Menuju Sukses* (Jakarta: Salemba Empat, 2006), pg. 62.

dependent on others. It can encourage someone to entrepreneurship.

### 3) Pleasure Factors

A sense of excitement about something, for example the pleasure of trying recipes with pleasure then this will lead to a person's interest in entrepreneurship for example set up food stalls.

#### b. Extrinsic Factors

Factors that arise due to the stimulation or encouragement from outside the individual or the environment. Extrinsic factors that affect entrepreneurship intention, among others, the environment, family, community and education.

##### 1) Family Environment

Parents are fully responsible parties in this process. Child should be taught to motivate themselves to work hard, be given the opportunity to take responsibility for what he did. Interest in entrepreneurship will be formed if the family a positive effect on those interests, attitudes and activities among family members influence each other both directly and indirectly.

##### 2) Society Environment

Communities also have a role in influencing a person's interest in entrepreneurship, as an example of someone who has



background culinary techniques that associate with businessmen chef or catering services will generate interest in entrepreneurship such as setting up his own restaurant.

3) Chance

Opportunities that encountered for someone to be successful for people who have a passion for forward is actually a lot, depending on how these individuals can take advantage of these opportunities to succeed. One of those opportunities to become successful is way of entrepreneurship.

4) Education

The knowledge gained during the school or college, or job training can be used as capital for entrepreneurship.

**D. The Influence of Adversity Quotient and Entrepreneurship Education to Entrepreneurial Intention.**

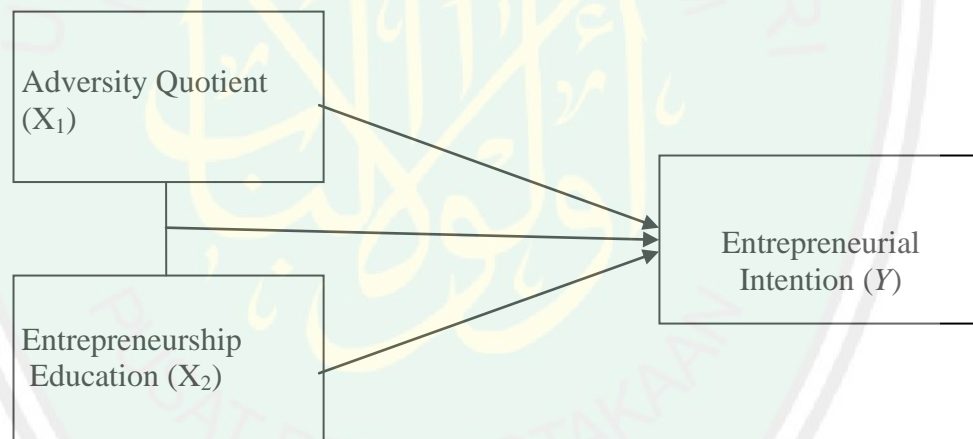
In creating an entrepreneur can be started through the entrepreneurship education that taught in college, but it would be faster if entrepreneurship education also start applying from the family. Intention is the driving factor that makes a person more enterprising in working and take every opportunities by optimizing the potential. Intention does not appear by itself, but grow and develop with factors that influenced th

According to Saleh and Wahab a lot of factors that can be affect emerge of interest in something, which generally can be grouped into two

sourced from inside individual and outside individual. Form inside the individual such as self efficacy, achievement and intelligence needs of individual as Adversity Quotient. While from the outside individual such as education, family environment, and community environment.<sup>41</sup>

Adversity Quotient is the intrinsic factor that influencing entrepreneurial intention, while the entrepreneurship education included in the extrinsic factor.

#### THEORITICAL FRAME WORK



Picture 2.1 Theoretical Frame Work

<sup>41</sup> Shaleh dan Wahab, *Psikologi Suatu Pengantar Dalam Perspektif Islam* (Jakarta: Prenada Media, 2004), pg. 263

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Location of Research

This research doing in Maulana Malik Ibrahim State Islamic University at street Gajayana 50 Malang. Choosing this place based on problems contained in the background research. In addition, choosing this place hope to provide information and describe the campus State Islamic University Maulana Malik Ibrahim Malang about the influence of Adversity Quotient and entrepreneurship education toward entrepreneurial intention of students Social Science Education program in State Islamic University of Maulana Malik Ibrahim Malang.

#### B. Approach and Type of Research

Based on the problems that have been written to obtain complete and in-depth information data about the influence of adversity and entrepreneurship education to entrepreneurial intention of students' Social Science Education Department in State Islamic University of Maulana Malik Ibrahim Malang, it should be with scientific principles and methods.

This research is using quantitative approach. A quantitative approach emphasizes the analysis of the data numeral obtained and processed with statistical method.<sup>42</sup>

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<sup>42</sup> Saifuddin Azwar. *Metode Penelitian*, (Yogyakarta: Pustaka Belajar. 1997) pg. 5

This research is using quantitative research approach with a correlational study. Because this study aims to determine whether there is influence, and if there is how much influence the independent variable, namely Adversity Quotient ( $X_1$ ) and Entrepreneurship Education ( $X_2$ ) toward Entrepreneurial Intention( $Y$ ).

### C. Research Variables

This research was taken from some of the problems or phenomena that occur, these problems serve as the variables to determine how much influence of Adversity Quotient and entrepreneurship education toward entrepreneurial intention of students Social Science Education Department State Islamic University of Maulana Malik Ibrahim Malang.

Variable in this research can be divided into two variables: Variable Independent Adversity Quotient( $X_1$ )and Entrepreneurship Education( $X_2$ ). Variable dependent Entrepreneurial Intention ( $Y$ ).

### D. Population and Sample

Population and samples used in this research is:

#### 1. Population

Population is the generalization region consisting of an object or a subject that has certain qualities and characteristics conducted by researchers to learn and then drawn conclusions.<sup>43</sup> Population in this research is student of social science education Department 5th

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<sup>43</sup> Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif, dan R&D* (Bandung: CV Alfabeta, 2011), pg. 80

semester State Islamic University of Maulana Malik Ibrahim Malang  
139 students.

## 2. Sample

Arikunto gives advice that in taking the sample if the sample is less than 100, better taken entirely so that the study population. But if the subject is a large number, it can be 10-15% or 20-55% at least it is more dependent on the ability of researchers in terms of time, energy and money.<sup>44</sup>

The population of region is as generalization which consists of top object or subject that has certain qualities and characteristics specified by research to learn and then drawn the conclusion.

The researchers will take a sample of 50% of the total population 139 students so that there will be a sample of 70 responden. As for taking samples in this study will use a propotional random sampling.

According to Suharsimi Arikunto selection random sampling is taking the sample of researcher shuffle or mix the object in the population so that all subjects in the same regard. Thus the researcher gave the same rights to each subject for an opportunity selected into the sample.<sup>45</sup>

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<sup>44</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2005), cet ke 13, pg 134

<sup>45</sup> *Ibid.*, pg., 134

## **E. Data and Data Sources**

The data source is the information obtained from the relevant places in the research. These data sources can be obtained from anywhere according to research conducted by the researchers. The data source reference from which the data was obtained, the data can be derived from the people and not the people. Sources of data in this study were obtained from the students of Social Science Education Department State Islamic University of Maulana Malik Ibrahim Malang.

### **1. Primary Data**

Primary data obtained directly from the source, while secondary data is obtained indirect from the source, such as through documentation or questionnaires. The data which are collected from the field under the control and supervision of the researcher. Primary data means original data that has been collected specially for the aims of this research. In this research includes the data from the primary data dissemination questionnaire to respondents. The data source from students Social Science Education Department 5th semester.

### **2. Secondary Data**

Secondary data is research data that has previously been gathered and can be accessed by researchers. Secondary data is used to increase the sampling size of research studies and is also chosen for the efficiency and speed that comes with using an already existing resource.

Secondary data is data obtained indirectly or through another party, or historical reports that have been compiled in the record that is published or not. The type of data required in this research is:

- a. Books related to the research.
- b. Documents.
- c. Report or official archives.

#### **F. Research Instruments**

The instrument is a tool used when the researchers used a method. Method is a way that can be used in the research. The research instrument is a tool used by the authors to collect data to allow the job so much easier and the results better, in the sense that more carefully, complete and systematic so it's easier to be processed.

Based on the research procedure used in this study, the research instrument such as:

1. Interview several students of Social Science Education Department State Islamic University Maliki Malang who have taken subjects of entrepreneurship education.
2. Guidelines for documentation, that the documents required in research syllabus subjects of entrepreneurship education lectures and documents relevant to the research.
3. Guidelines questionnaire.

In this study, the data collection tool (instrument) used is non-test, in the form of a questionnaire or a questionnaire. Data generated from the

questionnaire scale interval measurements given questionnaire distributed using Likert scale with a range of 1-5.

To facilitate understanding the research instruments in this research, the researchers gave in tabular form on the elaboration of a variable, sub-variables and indicators as follows:

**Tabel 3.1**  
**Indicators of Research Instrument**

No.	Variables	Sub-Variable	Indicators
1.	Adversity Quotient <sup>46</sup>	Control	a. Control themselves when exposed to a problem. b. Confidence can change.
		Origin and Ownership	a. Looking causes of problems. b. Looking for the right solution.
		Reach	a. Reaching the type of problem b. Convinced certainty
		Endurance	a. Strengthening themselves against problems b. Optimistic strong
2.	Entrepreneurship Education <sup>47</sup>	Independent	a. Working full of confidence b. Do not depend on others
		Creativity & innovation	a. Having a lot of resources.
		Dare to take risks	a. Liked a challenging job. b. Calculations in making decisions.
		Results-oriented	a. Always wanted to do well.
		Leadership	a. Open to suggestions and

<sup>46</sup> Paul G.Stoltz, *Adversity Quotient Mengubah Hambatan Menjadi Peluang*, terj., T. Hermaya (Jakarta: PT Gramedia Widiasarana Indonesia, 2000), pg. 18-20.

<sup>47</sup> Agus Wibowo, *Pendidikan Kewirausahaan Konsep dan Strategi* (Yogyakarta: Pustaka Pelajar, 2011), pg. 35-37.



			criticism. b. Easy going.
3.	Entrepreneurial Intention <sup>48</sup>	The desire and interest	a. Have a desire nad feel attracted in entrepreneurship. b. Dare to take risks.

### G. Collecting Data Technique

To get and collect data in research, we need a tool or instrument, while the instruments used in this research is by using a Likert scale questionnaire that uses the five alternative answers.

5 = Srtongly Agree

4 = Agree

3 = Netral

2 = Disagree

1 = Strongly Disagree

### H. Validity and Reliability

#### 1. Validity Test

Validity is a measure that shows the validity level or the validity of a intstruments. The valid instruments or shahih have high validity or otherwise the instrument less valid have low validity. An instrument of valid when able to measure. An instrument of valid said

<sup>48</sup> Suryana, *Kewirausahaan Pedoman Praktis: Kiat dan Proses Menuju Sukses* (Jakarta: Salemba Empat, 2006), pg. 62.

when able to reveal the data from the variables mentioned<sup>49</sup> in this research to test validity instrument is done by using the computer (SPSS Statistical Program for Social Science) for Windows. The formula of the correlation between *Product Moment* :

$$r_{xy} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{(N\Sigma X^2 - (\Sigma X)^2)\{N\Sigma Y^2 - (\Sigma Y)^2\}}}$$

Description :

$r_{xy}$  : Coefficient correlation between the X and Y variable

$N$  : Many Respondents

$\Sigma X$  : The number of the entire X score

$\Sigma Y$  : The number of all the Y scores

**Table 3.2**  
**Validity of Adversity Qotient**

Number of Item	Corrected item-total correlation	R Table	Description
X <sub>1.01</sub>	0,671	0,361	Valid
X <sub>1.02</sub>	0,562		Valid
X <sub>1.03</sub>	0,578		Valid
X <sub>1.04</sub>	0,462		Valid
X <sub>1.05</sub>	0,619		Valid
X <sub>1.06</sub>	0,680		Valid
X <sub>1.07</sub>	0,572		Valid
X <sub>1.08</sub>	0,650		Valid
X <sub>1.09</sub>	0,707		Valid
X <sub>1.10</sub>	0,691		Valid
X <sub>1.11</sub>	0,666		Valid
X <sub>1.12</sub>	0,678		Valid
X <sub>1.13</sub>	0,641		Valid
X <sub>1.14</sub>	0,538		Valid

<sup>49</sup> Suharsimi Arikunto, , *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2005), cet ke 13, pg. 160

From analysis of validity test of Adversity Quotient that has been given to 30 students there are 14 question items. Of all 14 items obtained 14 valid items.

**Table 3.3**  
**Validity of Entrepreneurship Education**

Number of Item	Corrected item-total correlation	R Table	Description
X <sub>2.01</sub>	0,419	0,361	Valid
X <sub>2.02</sub>	0,407		Valid
X <sub>2.03</sub>	0,198		Not Valid
X <sub>2.04</sub>	0,470		Valid
X <sub>2.05</sub>	0,582		Valid
X <sub>2.06</sub>	0,451		Valid
X <sub>2.07</sub>	0,549		Valid
X <sub>2.08</sub>	0,476		Valid
X <sub>2.09</sub>	0,553		Valid
X <sub>2.010</sub>	0,486		Valid
X <sub>2.011</sub>	0,554		Valid
X <sub>2.012</sub>	0,425		Valid
X <sub>2.013</sub>	0,444		Valid
X <sub>2.014</sub>	0,552		Valid
X <sub>2.015</sub>	0,528		Valid

From the above analysis the validity test of Entrepreneurship Education instrument given to 30 students there are 15 question items. From the 15 items there is 1 invalid item. So the researchers make improvements on the question number 3.

**Table 3.4**  
**Validity of Entrepreneurial Intention**

Number of Item	Corrected item-total correlation	R Table	Description
Y <sub>1</sub> .01	0,647	0,361	Valid
Y <sub>1</sub> .02	0,605		Valid
Y <sub>1</sub> .03	0,777		Valid
Y <sub>1</sub> .04	0,753		Valid
Y <sub>1</sub> .05	0,515		Valid
Y <sub>1</sub> .06	0,755		Valid
Y <sub>1</sub> .07	0,704		Valid
Y <sub>1</sub> .08	0,676		Valid
Y <sub>1</sub> .09	0,687		Valid
Y <sub>1</sub> .10	0,699		Valid
Y <sub>1</sub> .11	0,660		Valid
Y <sub>1</sub> .12	0,736		Valid
Y <sub>1</sub> .13	0,729		Valid
Y <sub>1</sub> .14	0,804		Valid

From the above analysis of validity test of Entrepreneurial Intention instrument given to 30 students there are 14 question items. From the 14 items are valid.

## 2. Reliability Test

Reliability of the point on an understanding that enough instrument can be trusted as the appliance data collector because the instrument is good. The reliabel instrument can produce a trusted data. Outline are two types of reliability : reliability of the external and internal reliability. If the size or criteria located outside the instrument then from the first test is obtained external reliability. On the contrary

if the calculations done based on data from the instrument only then will produce internal reliability.<sup>50</sup>

The methods used to search for external and internal reliabilitas various. Now the method used to test the reliability of the internal one is looking for reliability with the formula *alpha*. The formula of the *alpha* used to search for the reliability of the instrument scores is extensions between some values for example 1-5.<sup>51</sup>

To test the reliability of the documents included in this research is done by using the computer program SPSS for windows with the formula *alpha*.

The instrument can be said reliabel, if have reliability coefficient reliability of  $r > 0.60$ . Below the table of Adversity Quotient and Entrepreneurship Education to Entrepreneurial Intention.

**Table 3.5**  
**Realiability of Instrument**

Variable	Cronbach's Alpha	Alpha	Description
Adversity Quotient ( $X_1$ )	0,873	0,6	Reliable
Entrepreneurship Education ( $X_2$ )	0,753	0,6	Reliable
Entrepreneurial Intention ( $Y$ )	0,910	0,6	Reliable

<sup>50</sup> Suharsimi Arikunto , *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2005), cet ke 13, pg.170-171

<sup>51</sup> Ibid, pg. 192

## I. Data Analysis

Data analysis techniques in quantitative research using statistics. There are two kinds of statistics used for data analysis in this research, namely descriptive and inferential statistics. In this research analysis of the data used is descriptive statistics. Descriptive statistics are statistics used to analyze the data by describing the data that has been collected without intending to apply to general conclusions or generalizations.

Data analysis was done using a special program SPSS (Statistics Programme for the Social Sciences), with multiple linear regression analysis techniques.

### 1. Multiple Linear Regression Analysis

Multiple regression analysis is an extension of regression techniques when more than one independent variable and the dependent variable according. Based on the variables studied, the multiple regression model are as follows:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2$$

$Y$  : entrepreneurial intention

$\beta_0$  : constanta

$\beta_1$  : greatly enhanced of adversity quotient

$X_1$  : adversity quotient

$\beta_2$  : greatly enhanced of the entrepreneurship education

$X_2$  : entrepreneurship education

## 2. Classical Assumption

### a. Normality Test

Normality test aiming to test whether the regression model, both the dependent variable and independent variables, both of which have normal distribution or not. Good regression model is a regression model that has a normal or nearly normal distribution.<sup>52</sup>

Normality test calculations conducted with the help of SPSS version 15.0 with a P-P windows plot. Guidelines for making this test is if the P-P plot located around the diagonal line, the data are normally distributed, if the P-P plot stray far from the diagonal line, the data were not normally distributed.

### b. Autocorrelation Test

To find their autocorrelation Durbin Watson test was used. The regression equation has to meet the assumptions of autocorrelation if DW test value of approximately 2 or more generally taken as benchmark:

- 1) If the value of DW is between  $d_U$  up to  $4 - d_U$ , then there is no autocorrelation.
- 2) If the value of DW is smaller than  $d_L$ , positive autocorrelation.
- 3) If the value of DW is greater than  $4 - d_L$ , negative autocorrelation.

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<sup>52</sup> Imam Al-Ghozali. *Aplikasi Analisis Multivariate dengan Program IBM SPSS19* (Semarang: Badan Penerbit Universitas Diponegoro, 2011). pg. 264

- 4) If the value of DW is located between  $4 - d_U$  and  $4 - d_L$ , then it can not be concluded.

### c. Multicollinearity Test

Multicollinearity test to identify the relationship of the independent variables were examined to detect the presence of multicollinearity can be seen from VIF (Variance Inflation Factor). According to the presence or absence of testing Ghozali multikol in the regression model can also be seen if VIF is included figures 1 and have a number of Tolerance approach 1.<sup>53</sup>

### d. Heteroskedasticity Test

Heteroskedasticity test will result in the assessment of regression coefficients become inefficient. Results of the assessment will be less than expected. According to test heteroskedastisitas Ghozali used Glejser Rule of thumb where the value  $T_{statistics} > T_{table}$ . Means there heteroskedastisitas or otherwise.<sup>54</sup>

## 3. Hypothesis Test

### a. T Test

Partial test namely individual statistics test to know the influence of each of the independent variable by using the t test. Analysis of partially is used to list find independent has a relationship

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<sup>53</sup> Ibid., pg. 95

<sup>54</sup> Ibid., pg. 26



to the most dominant independent variable is influence so that used *t tests* (partial test). To test the *t* can be used *SPSS*.

Now the steps to test the *t* is:

1.  $H_0$  : Adversity quotient and entrepreneurship education partially not influence toward Entrepreneurial Intention.
2.  $H_1$  : Adversity quotient and entrepreneurship education partially influence toward Entrepreneurial Intention.

Conclusions:

- a) If  $T_{\text{statistics}} < T_{\text{table}}$  or if probability  $\alpha > 0,05$   $H_0$  be accepted.
- b) If  $T_{\text{statistics}} > T_{\text{table}}$  or if probability  $\alpha < 0,05$   $H_0$  rejected.
- c) If  $T_{\text{statistics}} \geq T_{\text{table}}$  or if probability  $\alpha \leq 0,05$   $H_0$  rejected and  $H_1$  be accepted.

#### b. F Test

Simultaneous analysis is used to determine the independent variables that have the influence together significantly to dependent variable. To know whether or not significant double correlation is then done using the *SPSS*.

Now the steps used to test the *F* is:

1.  $H_0$  : Adversity Quotient and Entrepreneurship Education simultaneous not influence toward Entrepreneurial Intention.
2.  $H_1$  : Adversity Quotient and Entrepreneurship Education simultaneous influence toward Entrepreneurial Intention.

Conclusions:

- d) If  $F_{\text{statistics}} < F_{\text{table}}$  or if probability  $\alpha > 0,05$   $H_0$  be accepted.
- e) If  $F_{\text{statistics}} > F_{\text{table}}$  or if probability  $\alpha < 0,05$   $H_0$  rejected.
- f) If  $F_{\text{statistics}} \geq F_{\text{table}}$  or if probability  $\alpha \leq 0,05$   $H_0$  rejected and  $H_1$  be accepted.

#### J. Research Procedure

In this research, the procedure used is divided into 4 stages. The first stage is the preparation (before going down to the field), while in the field, the process of data collection and writing of research results. During the preparation stage researchers prepare research plans, determine the place and the situation in the research study site and then prepare research instrument.

The next stage is currently at the scene, collecting data by distributing questionnaire that has been prepared to respondents, interviews with some of the students concerned, collects data from documents related.

After that the next stage is the process of collecting data. The data has been obtained from the respondents and other sources collected and analyzed. This phase is carried out since the beginning of the study and after data collection. The last stage is the writing of the research report.

## CHAPTER IV

### RESEARCH FINDINGS

#### A. Description of Research Site

##### 1. History of Social Science Education Department

The Implementation of Social Sciences Education Department is based on the Decree of Director General of Islamic Institutional Development Number of Implementation of Social Sciences Education Department based on Decree of Director General of Islamic Institution Development Number E / 138/1999 on Tarbiyah Program Delivery Program Tadris Study of Social Sciences at STAIN Malang dated 18 June 1999, followed up by letter No. 811 / D / T / 2003 dated April 16, 2003 regarding the recommendation of the Opening of General Studies Programs at STAIN Malang by the Director General of Higher Education Ministry of National Education as well as the General Decision of Islamic Institution Number DJ .II / 54/2005 concerning permission to conduct Study Program (S1) at Maulana Malik Ibrahim State Islamic University of Malang, East Java, dated March 28, 2005.

##### 2. Vision of Social Science Education Department

The Vision of Social Sciences Education Department is to be a qualified, competitive and relevant course or study program with the demands and needs of schools or madrasah at primary and middle school levels, national, regional and international levels built on a

commitment in developing socio-economic life that is integrated with the value of Islamic teachings.

### **3. Mission of Social Science Education Department**

- a. Organizing excellent educational activities to produce graduates who are ready to become economics or social science teachers in schools or madrasah.
- b. Prepare qualified graduates who have depth morals, breadth of knowledge and professional maturity in carrying out their duties as teachers of economic subjects or social science in schools or madrasah.
- c. Develop a new paradigm of education management and create a religious academic atmosphere in the management of education and competence development as a teacher of economics or social science subjects in schools or madrasah.
- d. Encourage research traditions that can find and develop social education theories of education or economic education in an Islamic perspective.
- e. Conducting community service in a proactive and anticipatory in facing and solving problems of Islamic education that grow and develop in surrounding communities.
- f. Establish cooperative networks or partnerships with universities within the country and overseas, graduate user communities, stakeholders and wider shareholders.

- g. Enforce values, professional ethics and academic morale for quality control and safeguarding the authority of social science or economic education.

#### **4. Objectives of the Education Implementation in the Social Sciences**

##### **Education Department**

- a. Produce Muslim educators who have the knowledge, attitudes, skills and values necessary to become economics or social science teachers at school or madrasah.
- b. Produce graduates with additional capabilities in planning, managing, establishing and implementing educational programs, supervising, monitoring and evaluating programs in educational units and having an additional provision of entrepreneurship.

#### **B. Analyze Descriptive Statistics**

This analysis is used to describe the condition of each variable. Description of this data includes variable Adversity Quotient ( $X_1$ ), variable Entrepreneurship Education ( $X_2$ ) and variable Entrepreneurial Intention ( $Y$ ). The data of each variable is obtained from the instrument in the form of questionnaire, using 5 answer choices. Instrument of each variable give to students as many as 70 instruments to students that become the respondent.

##### **1. Description of Adversity Quotient Variable**

Variable of Adversity Quotient that influenced to Entrepreneurial Intention have 7 indicators measured by likert scale. Then the indicator

is description and changed into 14 statements. Each statement is measured by a score of 1-5 to obtain a minimum expectation score of 14 (1 x14) and a maximum expectation score of 70 (5 x14) so that interval length can be made :  $\frac{70-14}{5} = 11,2$  or 12.

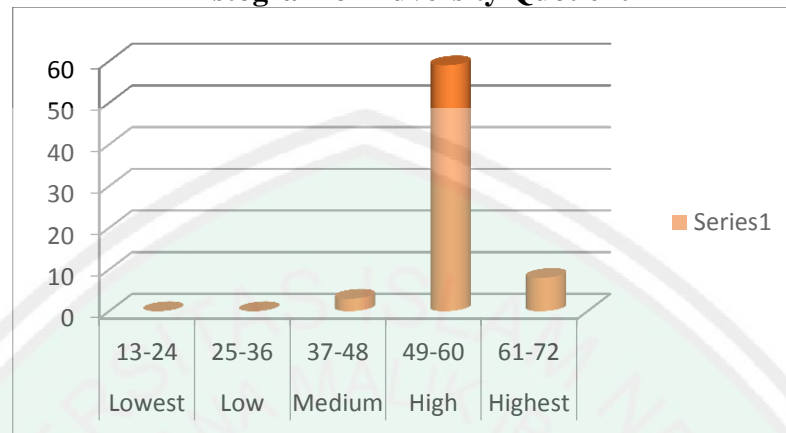
**Table 4.1**  
**Distribution Frequency of Adversity Quotient**

No	Categories	Interval	Frequencies	Percentage%
1	Highest	61-72	8	11,4%
2	High	49-60	59	84,3%
3	Medium	37-48	3	4,3%
4	Low	25-36	0	0%
5	Lowest	13-24	0	0%
<b>Total</b>			<b>70</b>	<b>100%</b>

Based on the above table it can be seen that 8 students (11.4%) have very high level of Adversity Quotient. While 59 students (84,3%) have high level of Adversity Quotient, and a small part that 3 student (4,3%) have enough Adversity Quotient level. No one is in the low category (0%) and no one is in very low category. This is related to the frequency distribution table above gives a general description that the students of Social Science Education Department 2015 have the level of adversity quotient are in the high category.

To get a description of the above results, can be seen in the following this histogram:

**Picture 4.1**  
**Histogram of Adversity Quotient**



## 2. Description of Entrepreneurship Education Variable

Variable of Entrepreneurship Education which have an effect on entrepreneurship interest have 5 indicators measured by likert scale. The indicator is description and changed to 15 statements. Each statement is measured by a score of 1-5 to obtain a minimum expectation score of 15 (1x15) and a maximum expectation score of 75 (5x15) so that a length interval class can be made  $\frac{75-15}{5} = 12$ .

**Table 4.2**  
**Distribution Frequencies of Entrepreneurship Education**

No	Categories	Interval	Frequencies	Percentage%
1	Highest	65-77	24	34,3%
2	High	52-64	36	51,4%
3	Medium	39-51	10	14,3%
4	Low	26-38	0	0%
5	Lowest	13-25	0	0%
<b>Total</b>			<b>70</b>	<b>100%</b>

Based on the above table, 24 students (34.3%) have a very high level of Entrepreneurship Education. While 36 students (51.4%) have high level of entrepreneurship education. A small number of 10 students

(14.3%) have medium levels of entrepreneurship education. No one is in the category of low (0%) or very low category. This is related to the frequency distribution table above gives a general idea that students' of Social Science Education Department 2015 have entrepreneurship education level are in high category. Below is a classification histogram.

**Picture 4.2**  
**Histogram of Entrepreneurship Education**



### 3. Description of Entrepreneurial Intention Variable

Entrepreneurial intention is measured by two sub variables of desire and interest. Of the two sub variables are translated into 2 indicators and there are 14 statements. So the minimum score is 14 (1x14) and the maximum score is 70 (5x14), so it can be made interval

$$\text{class length} = \frac{70-14}{5} = 11,2 \text{ or } 12.$$

**Table 4.3**  
**Distribution Frequencies of Entrepreneurial Intention**

No	Categories	Interval	Frequencies	Percentage%
1	Highest	61-72	10	14,3%
2	High	49-60	53	75,7%
3	Medium	37-48	7	10,0%



4	Low	25-36	0	0%
5	Lowest	13-24	0	0%
<b>Total</b>			<b>70</b>	<b>100%</b>

Based on the above table 10 students (14.3%) have a very high level of entrepreneurial intention. While 53 students (75,7%) have high level of entrepreneurial intention. A small number of 7 students (10.0%) had sufficient levels of entrepreneurial intention and no one have a low and very low level of entrepreneurial intention (0%). This is related to the frequency distribution table above gives a general description that the students of social science education majors class of 2015 have high levels of entrepreneurial intention. Below is a classification histogram.

**Picture 4.3**  
**Histogram of Entrepreneurial Intention**



### C. Result of Data Analysis

#### 1. Result of Multiple Linear Regression Analysis

To simplify the calculation of multiple linear regression analysis the following will be the researchers present the results of data processing using SPSS version 16.0 for windows of the variables

analyzed. After data processing, regression analysis results can be seen in the table below.

**Table 4.4**  
Result of Regression Analyze

Variable	Unstandadized Coeffients (B)	T Statistics	Significance
( $X_1$ )	0,475	3,560	0,001
( $X_2$ )	0,299	4,241	0,000

Dependent variable in this regression is ( $Y$ ) and independent variable is ( $X_1$ ) and ( $X_2$ ). Based on the table above can be made model of regression equation can be written as follows:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2$$

$$Y = 12,763 + 0,475 X_1 + 0,299 X_2$$

- $\beta_0$  is constant, the value of  $\beta_0 = 12,763$  state that if independent variable considered constant then the entrepreneurial intention is 12,736.
- $\beta_1$  is regression coefficient of adversity quotient variable ( $X_1$ ) the value is 0,475. That way if variable of adversity quotient ( $X_1$ ) improved one time, so entrepreneurial intention will increase 0,475 or 47,5% and if adversity quotient make low one time entrepreneurial intention ( $Y$ ) will decline 0,475 or 47,5.
- $\beta_2$  is regression coefficient of entrepreneurship education ( $X_2$ ) the value is 0,299. That way if the variable of entrepreneurship education ( $X_2$ ) improve one time will increase entrepreneurial intention ( $Y$ ) 0,299

or 29,9% and if entrepreneurship education decrease one time entrepreneurial intention will decline 0,299 or 29,9%.

#### D. Classical Assumption Test

##### 1. Normality Test

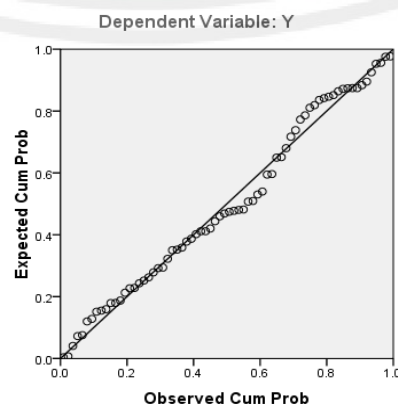
The normality test is used to test whether in a multiple regression model the dependent variable and the independent variable or both have a normal distribution or can not be seen with the P-P plot line taking into how the research data line is directed. By hypothesis:

$H_0$  = If the point fall in the diagonal line and approaches the diagonal line, then the influence have comply the assumption of normality.

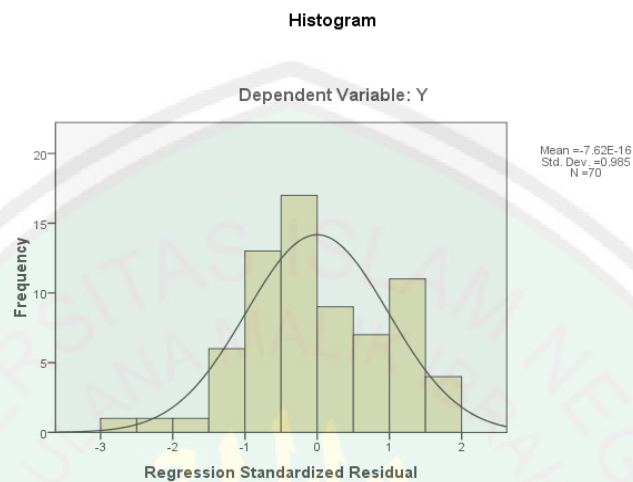
$H_1$  = If the point not fall in the diagonal line and approaches the diagonal line, the the influence have not comply the assumption of normality.

**Picture 4.4**  
**Normality Test (P-P plot line)**

Normal P-P Plot of Regression Standardized Residual



**Picture 4.3**  
**Normality Test (Histogram)**



From the picture can be seen the points fall around the diagonal line and the points follow the direction of diagonal line, then the regression model have comply the assumption of normality. So hypothesis  $H_0$  can be accepted.

## 2. Autocorrelation Test

The autocorrelation test is an assumption test in the regression where the dependent variable has no influence on itself. To detect autocorrelation symptoms using Durbin-Watson (DW) as follows:

- a. If the value of **DW** is between **dU** up to **4 - dU**, then there is no autocorrelation.
- b. If the value of **DW** is smaller than **dL**, positive autocorrelation.
- c. If the value of **DW** is greater than **4 - dL**, negative autocorrelation.
- d. If the value of **DW** is located between **4 - dU** and **4 - dL**, then it can not be concluded.

Result of autocorrelation test in this research, in the table below:

**Table 4.5**  
**Result Autocorrelation Test**

Model	R square	Stand. Error	Durbin Wtson
1	0,405	4,327	1,782

With DW calculation table  $dL = 1,554$  and  $dU = 1,672$ . From the table above get the DW value of 1,782 based on predetermined criteria DW counts are between  $dU$  and  $4-dU$ , that is  $1.554 < 1.782 < 2.2872$ , so it can be concluded that, there is no autocorrelation.

### 3. Multicollinearity Test

The method used to detect the multicorelation in this research is used tolerance and variance inflation factor (VIF). Guidance of a multicollinearity free regression model that has VIF value  $< 10$  and tolerance number  $\leq 1$ . Summary from Multicollinearity Test in this is table below:

**Table 4.6**  
**Multicollinearity Test**

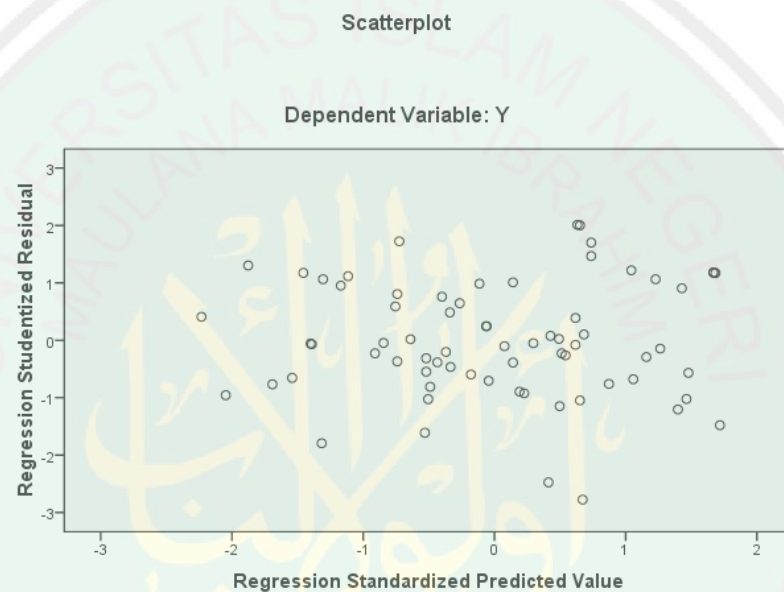
Constant X	Collinearity Statistics	
	Tolerance	VIF
Adversity Quotient	0,891	1,122
Entrepreneurial Intention	0,891	1,122

From the table above result of multicollinearity test showed VIF value  $< 10$  then from both research variable did not happened multicollinearity.

#### 4. Heteroskedasticity Test

To find out there is or not heteroskedasticity of the regression model can be seen from the following scatterplots :

**Picture 4.5**  
**Heteroskedasticity Test**



From the picture above can be seen the points did not shape a clear pattern and the points fall above and below on the number 0 on the Y axis. So it can be concluded that, there is no heteraskedasticity problem.

#### E. Hypothesis Test

##### 1. T test (Partially Test)

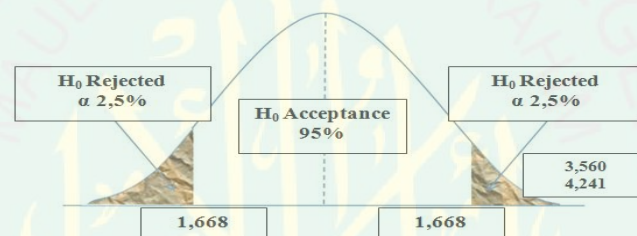
T test is used to determine whether there is influence every single independent variable to the dependent variable, Adversity Quotient

and Entrepreneurship Education to Entrepreneurial Intention by Partially. Result of T test in this table below :

**Table 4.7**  
T test (Partially Test)

Variable	T <sub>statistics</sub>	Sig	T <sub>table</sub>
Adversity Quotient ( $X_1$ )	3,560	0,001	1,668
Entrepreneurship Education ( $X_2$ )	4,241	0,000	1,668

**Picture 4.6 Curve T test (Partially Test)**



- a. The influence of Adversity Quotient to Entrepreneurial Intention of Students Social Science Program

Based on the table adversity quotient variable analysis ( $X_1$ ) to entrepreneurial intention ( $Y$ ) obtained  $T_{statistics} 3,560 > T_{table} 1,668$  because the known significance is less than 0,05 that is 0,001 so :

$H_0$ : Adversity Quotient partially not influence toward Entrepreneurial Intention of students social science department.

$H_1$ : Adversity Quotient partially influence toward Entrepreneurial Intention of students social science department.

The value of partial coefficient (B) of adversity quotient variable is 0,475 means if adversity quotient students' social science department is increased one unit, then student entrepreneurial intention will increase 0,475. So if the level of adversity quotient owned by students goes up, then the right has an effect on entrepreneurial intention, that is student intention in entrepreneurship will increase.

Thus it can be concluded that there is a significant positive influence between adversity quotient variables on students' entrepreneurial intention increased one unit then intention in student entrepreneurship will rise 0,475 because if adversity quotient good the entrepreneurial intention also good.

b. The influence of Entrepreneurship Education toward Entrepreneurial Intention of Students Social Science Department

Based on the table above entrepreneurship education variable ( $X_2$ ) to entrepreneurial intention ( $Y$ ) obtained  $T_{\text{statistics}} 4,241 > T_{\text{table}} 1,668$  because the known significance is less than 0,05 that is 0,001 so:



$H_0$ : Entrepreneurship education partially not influence toward Entrepreneurial Intention of students social science department.

$H_1$ : Entrepreneurship education partially influence toward Entrepreneurial Intention of students social science department.

The value of partial regression coefficient (B) variable entrepreneurship education is 0.299 means that if the entrepreneurship education of students of social science department is increased by one unit, then student entrepreneurial intention will increase 0.299. So the level of entrepreneurship education owned by students rise, then it influence the entrepreneurial intention will increase.

## 2. F Test (Simultaneous Test)

### a. The Influence of Adversity Quotient and Entrepreneurship Education to Entrepreneurial Intention of Students Social Science Department

F test is used to determine whether there is influence of all independent variables that is adversity quotient and entrepreneurship education simultaneously together to entrepreneurial intention. The F test results are seen from the table below:

**Table 4.8**  
**F test (Simultaneous Test)**

<b>F<sub>statistics</sub></b>	<b>22,783</b>
<b>F<sub>table</sub></b>	<b>3,130</b>
<b>Significance F</b>	<b>0,000</b>

**Picture 4.7 Curve F test (Simultaneous Test)**



Based on the table above and the curve, it can be seen  $F_{\text{statistics}} > F_{\text{table}}$  with significance level  $0,000 < 0,05$ . Thus it can be said that  $(H_0)$  is rejected.

#### **b. R Square Test(Coefficient of Determinan)**

This test is conducted to determine the influence of simultaneously between independent variables and dependent variable. The following results are listed in the following table:

**Table 4.9**  
**R square test**

<b>R</b>	<b>0,636</b>
<b>Rsquare</b>	<b>0,405</b>
<b>Adjusted Rsquare</b>	<b>0,387</b>

Based on the analysis above the known R square 0,405 this shows 40,5% contribution of variables  $(X_1)$  and  $(X_2)$  to dependent variable  $(Y)$ , while the residual 59,5% is the possibility of variable change  $(Y)$  caused by variables outside of this research.

This means adversity quotient and entrepreneurship education is not the only factor that affects student entrepreneurial intention but there are many other factors that are not included in this research.



## CHAPTER V

### DISCUSSION

#### A. The Influence of Adversity Quotient to Entrepreneurial Intention of Students' Social Science Department

From the research that has been done, the result is that the adversity quotient of students' Social Science Education Program to Entrepreneurial Intention is 11.4% on the highest criteria, 84.3% on the criteria of high and 4.3% medium. This shows adversity quotient of students' social science education department in the high category. Adversity quotient of students in this research was measured using a questionnaire instrument.

According to Paul G Stoltz adversity quotient is a concept about personal qualities someone to face many difficulties and in order to achieve success in many areas of his life.<sup>55</sup> Adversity quotient here to measure how the ability to fight or endurance of individual students who have entrepreneurial intention in themselves. For example the ability to do tasks related to entrepreneurship. From here can be known how much the ability of students in entrepreneurial intention. When we look at the Qur'an there is an explanation and encouragement that people always struggle to overcome difficulties. Not only struggle with the ability of themselves, in the concept of Islam there is also a prayer and hope that became the

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<sup>55</sup> Paul G Stoltz, *Adversity Quotient Mengubah Hambatan Menjadi Peluang*, terj., T. Hermaya (Jakarta: PT Gramedia Widiasarana Indonesia, 2000), pg. 9

driving force of Muslims to be successful and achieve goals. Firman Allah SWT.

مَلَّشْرَحًا لِّكَصِدْرِكَ (١) وَوَضَعْنَا عَنْكَ وِزْرَكَ (٢) الَّذِي أَنْقَضَ ظَهْرَكَ (٣)

وَرَفَعْنَا لَكَ ذِكْرَكَ (٤) فَإِنَّ مَعَ الْعُسْرِ يُسْرًا (٥) إِنَّ مَعَ الْعُسْرِ يُسْرًا (٦)

فَإِذَا فَرَغْتَ فَانصَبْ (٧) وَإِلَى رَبِّكَ فَارْغَبْ (٨)

*Bukankah kami telah melapangkan untukmu dadamu? Dan kami telah menghilangkan daripadamu bebanmu, yang memberatkan punggungmu, dan kami tinggikan sebutan (nama) mu, karena sesungguhnya bersama kesulitan itu ada kemudahan, sesungguhnya bersama kesulitan ada kemudahan, maka apabila telah selesai (dari satu urusan), kerjakanlah dengan sungguh-sungguh (urusan) yang lain dan (hanya kepada Tuhanmulah hendaknya kamu berharap).(Q.S. Al-Insyirah: 1-8).<sup>56</sup>*

In the surah above there are two verses that are repeated: "with difficulties there is ease". This verse gives the spirit that every human being will ponder seriously that the difficulties, the misery and the misfortune to enter the secrets and the nature of ease, happiness and peace. With this adversity quotient, students can easily know and understand the nature of every challenge and difficulty. So he always has the spirit to always find the way and the gaps in order to penetrate the essence of challenge, difficulty and suffering through struggle and sacrifice.

<sup>56</sup> Al-Qur'an dan terjemahannya (Bandung: Sygma Examedia Arkanleema, 2009), pg. 596

There are three different types of people according to Paul G. Stoltz, 1) Quitters are people who stopped in the middle of the ascent, desperate, and easy quitter, easily satisfied with basic physiological needs, tend to be passive, not passionate to reach the top of success, Students on this type will have no intention in entrepreneurship because they are easily desperate and do not have passion to achieve a success. The lowest level is called quitters can be adapted to the personality of *ammarah* who tend to pursue the principles of pleasure. This personality belongs to self-abuse. This personality trait is not equip yourself to go to the purpose of life, even he wasted and armed with something that just disrupt his journey<sup>57</sup>. 2) Campers, they are group not high certainty for change because compelled by fear and just looking for safety and comfort. In the face of adversity will consider the risks and rewards so that it could never achieve what should be achieved with its potential, the student in this type is also no possibility to become an entrepreneur because to entrepreneurship needed the ability to face obstacles and turn them into an opportunity. This level can be aligned with the personality of the *lawwamah* that lies between the personality of *ammarah* and *muthma'innah*. This kind of personality has tried to improve the quality of him that has been aided by the light (*nurani*) but his dark nature (*zhulmani*) intervened in the formation of personality, so he became uncertain and confused. 3) climbers are people

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<sup>57</sup> Abdul Mujib, *Kepridian Dalam Psikologi Islam* (Jakarta: Rajawali Press, 2007), pg. 19

who always strive to reach the top of the climb that is self-actualization needs on the scale needs of Maslow, ready to face various obstacles, the student in this criteria will have a high entrepreneurial intention as they are ready to face various obstacles<sup>58</sup>. People in this type in Islam is called the *muthmainnah* personality because it is the highest level. This personality is oriented to the heart component to get holiness and remove all the dirt, so that he becomes calm and peaceful. Muthmainnah personality can be achieved when the soul on the threshold others of Allah's Ma'rifah is accompanied by the existence of submission and resignation. Only people in this type can become successful entrepreneurs.

And in the surah Ar-rad: 11 adversity quotient have a described.

لَهُمْ مَعْقَبَاتٌ مِّنْ بَيْنِ يَدَيْهِ وَمِنْ خَلْفِهِ يَحْفَظُونَهُ مِنْ أَمْرِ اللَّهِ إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنْفُسِهِمْ وَإِذَا أَرَادَ اللَّهُ بِقَوْمٍ سُوءًا فَلَا مَرَدَّ لَهُ وَمَا لَهُمْ مِّنْ دُونِهِ مِن وَّالٍ ﴿١١﴾

Bagi manusia ada malaikat-malaikat yang selalu mengikutinya bergiliran, di muka dan di belakangnya, mereka menjaganya atas perintah Allah. Sesungguhnya Allah tidak mengubah keadaan sesuatu kaum sehingga mereka mengubah keadaan yang ada pada diri mereka sendiri. Dan apabila Allah menghendaki keburukan terhadap sesuatu kaum, maka tak ada yang dapat

<sup>58</sup> Paul G.Stoltz, *Adversity Quotient Mengubah Hambatan Menjadi Peluang*, terj., T. Hermaya (Jakarta: PT Gramedia Widiasarana Indonesia, 2000), pg. 18-20.

menolaknya; dan sekali-kali tak ada pelindung bagi mereka selain Dia.<sup>59</sup>

In the surah above have explained indicates that Allah (Glorified and Exalted be He) does not change – out of His justice and wisdom, the good state of a people into a bad one or vice versa, unless they change what is in themselves. If they change their state of uprightness and integrity, Allah will change their state and overtake them with punishment, distresses, miseries, sterility, and other kinds of penalties, an exact recompense according to their evil crimes.

Adversity quotient is the ability to overcome obstacles and change the barriers or obstacles into an opportunity. If a student is able to overcome the obstacles that exist in his life and change the barriers into an opportunity means that the person has a high adversity quotient. Where the dynamics of high adversity quotient among the students he can control a problem that tends not to give up easily and consider a difficulty as a challenge that must be faced.

The student's adversity quotient has an high entrepreneurial intention. This is because entrepreneurial intention is a sense of intention that exists within the individual to achieve success. With high adversity quotient students can become more creative, independent, optimistic, risk-taking, responsible and able to work hard with high adversity quotient

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<sup>59</sup>Al-Qur'an dan terjemahannya (Bandung: Sygma Examedia Arkanleema, 2009), pg. 250



students can become more creative, independent, optimistic, risk-taking, responsible and able to work hard. Where these are the characteristics of a successful entrepreneur. There are so many problems, responsibilities and potential weaknesses in entrepreneurship can weaken the entrepreneurial intention of students. According to Zimmerer and Scarborough things that include barriers to entrepreneurship or called potential weaknesses in entrepreneurship such as income uncertainty, the risk of losing all investment, long work and hard work, low quality of life until to successful business, high levels of stress and full responsibility are the things that will be considered in their decision to become entrepreneur.<sup>60</sup> These things may be able to cause students to become unconfident, pessimistic and not dare to take risks that undermine the entrepreneurial intention of students.

Adversity quotient is one of the internal factors that influence entrepreneurial intention. To have a high adversity quotient the student must be confident that we have a better ability than others and be able to complete the tasks assigned by the lecturer especially in the field of entrepreneurship.

By having the intelligence or ability to deal with obstacles or difficulties regularly within the self, this will have a positive impact on behavior. The ability to overcome all difficulties that come to find a way

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<sup>60</sup> Thomas W. Zimmerer & Norman M. Scarborough, *Essential of Entrepreneurship and Small Business Management* (Jakarta: Printed Media, 2005) pg. 325

out is a pride for students to be able to increase adversity quotient they have. This adversity quotient needs to be supported with the knowledge it possesses will improve the students' ability to overcome difficulties. Adversity quotient also influences the selection of behavior and career. Including the choice to become an entrepreneur, with high adversity quotient of students will not be easily desperate in running their business even though the future experience is a failure.

Adversity quotient relates and affects the selection of behavior, intention and individual persistence in dealing with every problem. It is conformed to the values of entrepreneurship, where every student who has a high entrepreneurial intention will be able to stand alone, dare to take decisions or risk and implement goals to be achieved on the basis of his own consideration.

To develop and enhance adversity quotient owned by using method created by Paul G. Stoltz in order to facilitate someone in facing difficulties when entrepreneurship. Adversity quotient of a person can be improved by using the LEAD technique (Listen, Explore, Analyze and Do). Listen means listening to the response that a person takes out when facing difficulties. Explore means one needs to find out the cause of adversity and acknowledgment of the consequences, what are the causes of the adversity and can one solve it. In starting an entrepreneur or in running a business a student can find out what is inhibiting a business. Analyze, analyze the existing evidence, what evidence I have no control

over a problem. Do is do something so that the problem does not reach other problems. The LEAD sequence is based on the notion that one can change thinking habits. LEAD strengthens the sense of control through greater acknowledgment and commitment to action.<sup>61</sup>

From the results of this research show that there is a significant positive influence between adversity quotient variable ( $X_1$ ) and entrepreneurial intention ( $Y$ ). If the adversity quotient high, the entrepreneurial intention will high in the students and if the adversity quotient low the entrepreneurial intention will decline at students' Social Science Education Department.

#### **B. The Influence of Entrepreneurship Education to Entrepreneurial Intention of Students' Social Science Department.**

From the result of data description of entrepreneurship education variable, it can be seen that entrepreneurship education of student's social science education department is included in good category. This should perform a good role in the students. With the entrepreneurship education, students are expected into the world of entrepreneurship.

The results showed that there was a significant positive influence between entrepreneurship education variable to entrepreneurial intention of Students' Social Science Education Department. If the entrepreneurship education is high, the entrepreneurial intention in the students will be high.

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<sup>61</sup> Paul G. Stoltz, *Adversity Quotient Mengubah Hambatan Menjadi Peluang*, terj., T. Hermaya (Jakarta: PT Gramedia Widiasarana Indonesia, 2000), pg. 325

If the entrepreneurship education lower, the entrepreneurial intention in the student social education department will low. Entrepreneurship education ongoing lifetime wherever and whenever. Entrepreneurship education is not only learned at school time, but also can be learned from the environment around us, be it family environment and community environment.

According to Suryana entrepreneurship education is taught as a discipline because entrepreneurship has a whole body of knowledge and real, has two concepts of venture start up and venture growth and has its own object.<sup>62</sup>Entrepreneurship education which has an important role for the growth of entrepreneurial intention can be classified into four categories. According to Alcade the category is entrepreneurial awareness education, where the education category has a goal to increase the number of people who have adequate knowledge about entrepreneurship.<sup>63</sup>This education leads to an element that determines intention, such as knowledge, desire or possibility to engage in entrepreneurial activities. The second category is education for start-up, an entrepreneurship education category that focuses on specific aspects of practice at the stage of starting a business, such as how to obtain business capital and the aspect of entrepreneurial legality. The third category is education for

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<sup>62</sup> Suryana, *Kewirausahaan Pedoman Praktis: Kiat dan Proses Menuju Sukses* (Jakarta: Salemba Empat, 2003), pg. 33

<sup>63</sup> Sarwono Nursito dkk, *Analisis Pengaruh Interaksi Pengetahuan Kewirausahaan Dan Efikasi Diri Terhadap Intensi Kewirausahaan* (Jurnal Kiat Bisnis Vol.5 No.2 Juni 2013), pg. 151

entrepreneurial dynamism. The goal of entrepreneurship education in this category is no longer to foster interest but to develop a dynamic behavior to advance the entrepreneurial activity that has been done. The last category of entrepreneurship education is continuing education for entrepreneurs. This entrepreneurship education category is focused on improving the ability of existing entrepreneurs.

In the family environment students are taught to be child not surrender and persistent. Entrepreneurship education provided by parents can be used as a stock for students in the world of work. Included also useful when choosing to be entrepreneur. Thus the good attitude and diligent student then not easy to despair in dealing with problems associated with the business he runs.

In the campus environment, students get a formal education about entrepreneurship. On campus, students are not only equipped with knowledge but students also practice entrepreneurship that they get. With knowledge and experience of entrepreneurship practice can encourage the growing interest in student entrepreneurship.

In addition to the family environment and campus environment, entrepreneurship education can also be obtained in the community environment. By looking at the environment, we can also gain knowledge about entrepreneurship. For example from a neighbor's business that is located around the home environment. With experience gained from the neighbors who have the business students can learn about the success and

failure in entrepreneurship. The experience gained will be applied in the business it runs.

The environment in the form of role models also influences the entrepreneurial intention. Role models are usually seen in parents, relatives, relatives, friends, neighbors or successful entrepreneurs who idolized. In the campus environment, entrepreneurial intention was born from the motive of want to achieve.<sup>64</sup> This is supported by Suryana stating that "entrepreneurial intention is born from the motive of want to excel, entrepreneurial achievement motive lies in the willingness and ability to do something better and efficient".<sup>65</sup>

Entrepreneurship education aims to create human as human beings who have the character, understanding and skills as an entrepreneur. Basically, entrepreneurship education can be implemented in an integrated manner with other educational activities on campus. Implementation of education conducted by teachers or lecturers, educational staff and learners together as an educational community. Entrepreneurship education is applied to the curriculum by identifying the types of activities on campus that students can realize in daily life.

Based on the theory that has been proposed and research that has been done with the results of research can be concluded that there is a

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<sup>64</sup> Buchari Alma, *Kewirausahaan* (Bandung: Alfabeta, 2011), pg. 7

<sup>65</sup> Suryana, *Kewirausahaan Pedoman Praktis: Kiat dan Proses Menuju Sukses* (Jakarta: Salemba Empat, 2003), pg. 32

significant influence between entrepreneurial education on entrepreneurial intention. Entrepreneurship education is an extrinsic factor that supports students in improving intention for entrepreneurship.

The results showed that there is a positive and significant influence between entrepreneurship education variables on entrepreneurial intention in Social Science Education Department. If the entrepreneurship education is high, the entrepreneurial will be high and if the entrepreneurship education is lower the entrepreneurial will be lower at students' Social Science Education Department.

The results of this study in accordance with the results of research conducted by Retno Budi Lestari and Trisnadi Wijaya in 2012, which concluded that entrepreneurship education significantly influence entrepreneurial intention. To measure the value of research variables, researchers collect data by questionnaire and research instruments used consisted of three independent variables and one dependent variable. To obtain the instrument data of entrepreneurship education instruments that include personal attitude, subjective norms, perceived behavioral control. In this research the number of samples used as many as 205 students and consists of three research sites are STIE MDP, STMIK, MDP and STIE MUSI. While the research conducted in Social Science Education Department of Maulana Malik Ibrahim State Islamic University Malang with a total sample of 70 students.

### **C. The Influence Adversity Quotient and Entrepreneurship Education to Entrepreneurial Intention of Students' Social Science Education Department.**

Adversity quotient and entrepreneurship education simultaneous have a positive and significant influence on entrepreneurial intention of students' Social Science Education Department. This is shown from the test results with F test obtained  $F_{\text{statistics}} 22,783 > F_{\text{table}} 3,130$  with level of significance  $0,000 < 0,05$ . Then there is a positive and significant influence adversity quotient and entrepreneurship education to entrepreneurial intention of students' Social Science Education Department.

Adversity quotient has coefficient  $\beta_1$  0,475 it means if adversity quotient variable increase 1% will increasing entrepreneurial intention variable by 47,5%. And then entrepreneurship education has coefficient  $\beta_2$  0,299 it means if entrepreneurship education variable increase 1% will increasing entrepreneurial intention 29,9%. This can be said if adversity quotient and entrepreneurship education high, so entrepreneurial intention will be high and if adversity quotient and entrepreneurship education low the entrepreneurial intention at students' Social Science Education Department will be lower.

The result of multiple analysis regression coefficient determinant ( $R^2$ ) is 0,405 or 40,5%. It can concluded entrepreneurial intention



influenced by adversity quotient and entrepreneurship education. And the residual 59,5% influenced by others variables outside this research.

Entrepreneurial Intention is a physic phenomenon to focus and do something about entrepreneurship with feeling good, because it brings benefit for himself and another people.<sup>66</sup> According to the above explained, entrepreneurial intention is the desire, interest, and willingness of individuals through, held to work hard or try to fulfill their needs, without being afraid to take the risk, can accept the challenges, confidence, creative, innovative, and have the ability or skills to achieve success.

There are two factors that influence the intention, the first is the intrinsic factor, this factor is a natural factor owned by someone. These factors include adversity quotient, motive of achievement is a desire to become a better person of others. Students will be interest in enterprise because achievement motive can motivating students to obtain a better life, self esteem is developmental needs, entrepreneur are expected to increase self esteem, because it can encourage students to be interest in entrepreneurial, and pleasure factors is a sense of excitement about something, for the example pleasure of trying cake recipes then this will lead a student interest in entrepreneurship because the recipe they have tried can be base to start a enterprise. Second is the extrinsic factor that is included in this factor arise because the family, in the family occurs the

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<sup>66</sup> Santoso, *Kompetisi dan Kepercayaan Diri Remaja* (Yogyakarta: Liberty, 1993) pg.19

first and main education process. From this family factor will lead to a sense of responsibility to lift the family economy for the better, so that arises an intention to do something. Parents will want their children to achieve a better life. School or university also plays a role in influencing the emergence of intention because with the support of the knowledge learned in campus, a student will be interested to develop that knowledge for his life to be better than before. In addition to these two factors there are still other factors that also affect the entrepreneurial intention of students those are the environment and society.

In this research is also known that between adversity quotient and entrepreneurship education which contributed most in influencing entrepreneurial intention is adversity quotient. In terms of influencing interest in entrepreneurship, adversity quotient is a form of intelligence that lies behind one's success in facing a challenge in the event of difficulty or failure. The stronger students in facing any difficulties that come then it will affect the entrepreneurial intention. Because to start entrepreneurship required souls who have high morale and entrepreneurship education. There are several forms of knowledge that an entrepreneur must possess: knowledge of the business to be pioneered, knowledge of the surrounding business environment that will affect entrepreneurial activity, knowledge of roles, personality and responsibilities, the last knowledge is knowledge of management and business organization. Some of the above knowledge can be obtained from

entrepreneurship who has been taught in the campus as well as from the community environment. When doing a business not easy to despair if there are obstacles or difficulties that come. Individuals who have intelligence to face obstacles will have the ability to seize business opportunities because they have the ability to take risks, creativity, independence and resource mobilization, so adversity quotient in individuals has an influence with entrepreneurial intention. The least influence contributed by entrepreneurship education because students in the class more only learn the theory of entrepreneurship without doing real entrepreneurial practice. And there are some students who study entrepreneurship education just to fulfill the tasks of college and get value.

Based on the explanation above can be concluded that in this research there is simultaneous influence between adversity quotient and entrepreneurship education to entrepreneurial intention of students' Social Science Education Department. This means the high adversity quotient and entrepreneurship education will increase entrepreneurial intention. It is also known that adversity quotient gives more influence to entrepreneurial intention than entrepreneurship education. There are many other variables that influence entrepreneurial intention such as the experience of running a business, social environment and others that are not examined in this research.

## CHAPTER VI

### CLOSING

#### A. Conclusion

Based on the elaboration of the results of the analysis and discussion then can be drawn conclusion as follows:

1. Adversity quotient has a significant influence on entrepreneurial intention, because of the result of adversity quotient variable analysis ( $X_1$ ) to entrepreneurial intention ( $Y$ ) obtained  $T_{statistics}$  3,560  $> T_{table}$  1,668 because the significance less than 0,05 is 0,001. Adversity quotient of students' Social Science Education Department can be said good from the result of this research.
2. Entrepreneurship education has a significant positive influence on entrepreneurial intention of 0.000, which is caused by the knowledge that students gain about entrepreneurship is very supportive to cultivate entrepreneurial intention. The more entrepreneurial knowledge students obtained the entrepreneurial intention will increase. Similarly, the less knowledge of entrepreneurship obtained by students the entrepreneurial intention will decline.
3. Adversity quotient and entrepreneurship education of students' Social Science Education Department in Maulana Malik Ibrahim State Islamic University is because between variables have a relationship with entrepreneurial intention. The variables of entrepreneurial

intention can be explained by the variable adversity quotient and entrepreneurship education by 40.5%.

## **B. Recommendation**

Based on the conclusion above, researcher will give suggestion:

### 1. For Educational Institution

It is expected that universities and Social Science Education Department can continue to improve entrepreneurial intention for students, either improving the quality of teaching such as providing facilities and infrastructure as well as providing motivation through a teaching as well as field work practice, bringing an entrepreneurial informant to the campus, holding a bazaar that can be followed by each Students who are interested, provide entrepreneurship training in accordance with technological developments, so it will be able to encourage students to be more confident in entrepreneurship.

### 2. Furure Research

This research provides information that adversity quotient and entrepreneurial intention variables can influence student entrepreneurship interest by 40.5%. These results indicate that entrepreneurial intention is still influenced by other variables of 59.5%. Therefore, the next researcher is expected to add other variables outside the existing research variables to reveal other factors that influence the amount of students entrepreneurial intention.

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Malang

*Assalamu'alaikum Wr. Wb.*

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

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Lama Penelitian : Mei 2017 sampai dengan Juli 2017 (3 bulan)  
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**PENGARUH *ADVERSITY QUOTIENT* DAN PENDIDIKAN  
KEWIRAUSAHAAN TERHADAP MINAT BERWIRAUSAHA  
MAHASISWA PRODI IPS UNIVERSITAS ISLAM NEGERI MAULANA  
MALIK IBRAHIM MALANG**

**Petunjuk Pengisian :**

Angket penelitian ini ditujukan dengan maksud untuk menggali informasi minat berwirausaha mahasiswa. **Berikan jawaban anda dengan menandai salah satu dari kolom pilihan jawaban dengan tanda (√).** Jawaban anda tidak mempengaruhi nilai akademis anda di universitas.

**Keterangan :**

- SS : Sangat Setuju (5)  
S : Setuju (4)  
N : Netral (3)  
TS : Tidak Setuju (2)  
STS : Sangat Tidak Setuju (1)

**1. *Adversity Quotient* ( $X_1$ )**

Adalah kemampuan mengubah hambatan menjadi suatu peluang keberhasilan mencapai tujuan.

No	Pernyataan	Jawaban				
		SS	S	N	TS	STS
1.	Saya sadar terhadap setiap masalah yang menimpa diri saya.					
2.	Saya tegar dan sabar dalam menghadapi masalah yang menimpa diri saya.					
3.	Saya merasa mampu membuat perubahan dari permasalahan yang ada menjadi sebuah peluang.					
4.	Saya mampu bertanggung jawab terhadap perubahan yang saya ciptakan.					
5.	Saya berusaha menghadapi kesulitan yang menimpa diri saya					

6.	Saya beranggapan bahwa peristiwa-peristiwa atau masalah yang terjadi saling berhubungan.					
7.	Saya enggan bertindak sia-sia dalam mencari penyelesaian permasalahan yang saya hadapi.					
8.	Saya berusaha mencari penyelesain yang tepat dari kesulitan yang saya hadapi.					
9.	Saya selalu berfikir sebelum bertindak menyelesaikan permasalahan.					
10.	Saya mampu mengidentifikasi cakupan permasalahan yang menimpa diri saya.					
11.	Saya mampu mengetahui batasan permasalahan yang menimpa diri saya.					
12.	Saya mampu memahami akibat dari permasalahan yang menimpa diri saya.					
13.	Saya mampu bekerja di bawah tekanan.					
14.	Saya percaya bahwa tidak ada permasalahan yang tidak dapat terselesaikan.					

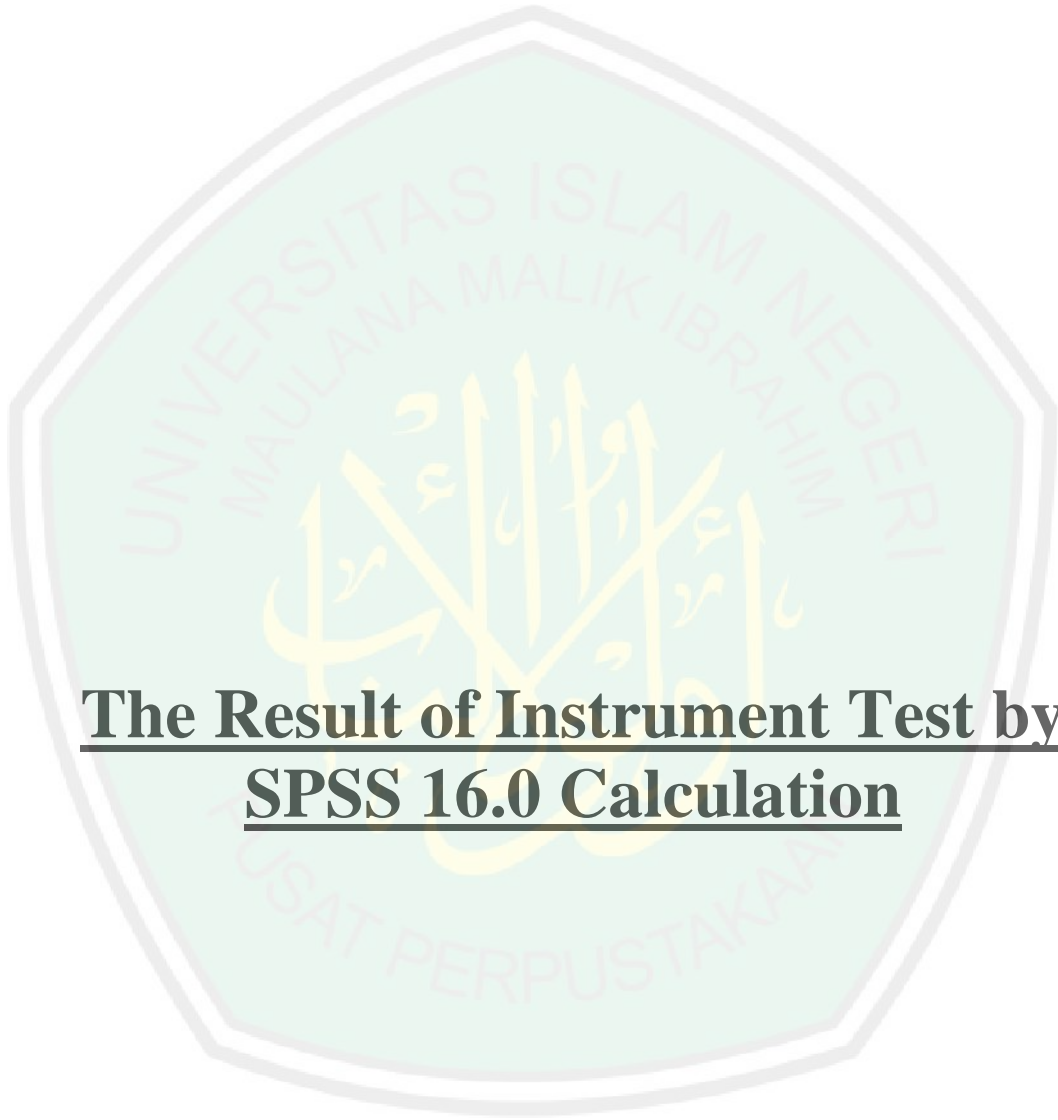
## 2. Pendidikan Kewirausahaan (X<sub>2</sub>)

No	Pernyataan	Jawaban				
		SS	S	N	TS	STS
1.	Saya tidak pernah terpengaruh dengan orang lain dalam menyelesaikan pekerjaan saya.					
2.	Saya mampu menyelesaikan pekerjaan saya sendiri.					
3.	Saya mengetahui bahwa pantang menyerah adalah modal utama untuk menjadi seorang wirausaha.					
4.	Saya memiliki semangat bekerja yang selalu stabil.					
5.	Saya memiliki ide-ide yang menarik dalam bekerja.					
6.	Saya mampu mengaplikasikan ide-ide yang saya miliki dalam pekerjaan saya.					
7.	Saya mampu memanfaatkan ide yang sudah ada menjadi lebih menarik.					
8.	Saya tidak tergesa-gesa dalam mengambil sebuah keputusan.					
9.	Saya berusaha menetapkan standar kerja yang tinggi.					
10.	Saya selalu mencari peluang dalam berbagai kondisi.					

11.	Saya lebih mementingkan proses daripada hasil untuk perbaikan-perbaikan.					
12.	Saya merasa puas dengan pekerjaan yang telah diselesaikan.					
13.	Saya selalu membangun kepercayaan kepada pelanggan.					
14.	Saya memiliki tujuan jelas dalam bekerja.					
15.	Saya dapat bekerjasama dengan orang yang berbeda pandangan dengan saya.					

### 3. Minat Berwirausaha (Y)

No	Pernyataan	Jawaban				
		SS	S	N	TS	STS
1.	Saya memiliki cita-cita menjadi seorang wirausaha.					
2.	Saya lebih tertarik menjadi wirausaha daripada pegawai.					
3.	Saya lebih menyukai mendirikan sebuah usaha sendiri.					
4.	Saya berani melakukan apapun demi kemajuan usaha.					
5.	Saya berusaha melakukan terobosan baru untuk perkembangan usaha saya, dengan menciptakan hal-hal yang berbeda dari orang lain.					
6.	Saya menyukai pekerjaan yang mempunyai resiko.					
7.	Saya dibayang-bayang rasa takut rugi bila akan memulai usaha.					
8.	Saya berani memberikan modal yang besar untuk usaha yang akan saya mulai.					
9.	Saya semakin bersemangat ketika melihat orang lain sukses.					
10.	Saya dapat menjadi orang yang sukses dengan menjadi wirausaha.					
11.	Saya tidak takut kalah bersaing dalam memulai usaha baru.					
12.	Saya senang membaca profil wirausaha sukses.					
13.	Saya berwirausaha untuk mendapatkan pendapatan tambahan.					
14.	Saya berwirausaha untuk mendapatkan pendapatan utama.					



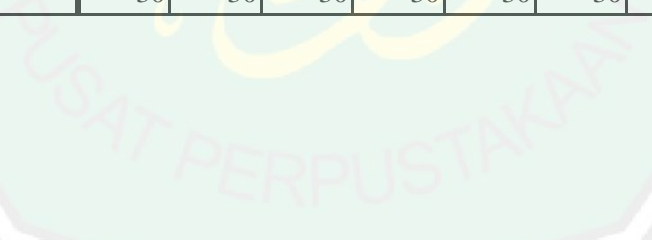
**The Result of Instrument Test by**  
**SPSS 16.0 Calculation**

**Correlations(X<sub>j</sub>) Adversity Quotient**

	X1.1	X1.2	X1.3	X1.4	X1.5	X1.6	X1.7	X1.8	X1.9	X1.10	X1.11	X1.12	X1.13	X1.14	total
X1.1 Pearson Correlation	1	.438*	.420*	.205	.651**	.333	.212	.510**	.517**	.353	.374*	.349	.340	.313	.671**
Sig. (2-tailed)		.016	.021	.278	.000	.072	.261	.004	.003	.056	.042	.059	.066	.093	.000
N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
X1.2 Pearson Correlation	.438*	1	.286	.261	.649**	.257	.258	.401*	.274	.234	.203	.307	.222	.333	.562**
Sig. (2-tailed)	.016		.125	.164	.000	.170	.168	.028	.144	.213	.282	.099	.238	.072	.001
N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
X1.3 Pearson Correlation	.420*	.286	1	.403*	.238	.151	.367*	.224	.504**	.263	.321	.552**	.347	.102	.578**
Sig. (2-tailed)	.021	.125		.027	.205	.425	.046	.234	.005	.160	.084	.002	.060	.591	.001
N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
X1.4 Pearson Correlation	.205	.261	.403*	1	.246	.231	.094	.128	.295	.316	.238	.322	.125	.265	.462*
Sig. (2-tailed)	.278	.164	.027		.190	.220	.621	.501	.113	.089	.205	.082	.511	.157	.010
N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
X1.5 Pearson Correlation	.651**	.649**	.238	.246	1	.320	.125	.580**	.469**	.473**	.257	.171	.252	.306	.619**
Sig. (2-tailed)	.000	.000	.205	.190		.085	.512	.001	.009	.008	.170	.367	.178	.100	.000
N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30



X1.6 Pearson Correlation	.333	.257	.151	.231	.320	1	.475**	.567**	.634**	.495**	.370*	.388*	.267	.212	.680**
Sig. (2-tailed)	.072	.170	.425	.220	.085		.008	.001	.000	.005	.044	.034	.154	.260	.000
N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
X1.7 Pearson Correlation	.212	.258	.367*	.094	.125	.475**	1	.208	.336	.262	.304	.392*	.362*	.329	.572**
Sig. (2-tailed)	.261	.168	.046	.621	.512	.008		.270	.069	.162	.103	.032	.049	.076	.001
N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
X1.8 Pearson Correlation	.510**	.401*	.224	.128	.580**	.567**	.208	1	.522**	.458*	.269	.228	.461*	.213	.650**
Sig. (2-tailed)	.004	.028	.234	.501	.001	.001	.270		.003	.011	.150	.226	.010	.259	.000
N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
X1.9 Pearson Correlation	.517**	.274	.504**	.295	.469**	.634**	.336	.522**	1	.447*	.401*	.439*	.190	.167	.707**
Sig. (2-tailed)	.003	.144	.005	.113	.009	.000	.069	.003		.013	.028	.015	.314	.377	.000
N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
X1.10 Pearson Correlation	.353	.234	.263	.316	.473**	.495**	.262	.458*	.447*	1	.685**	.420*	.462*	.192	.691**
Sig. (2-tailed)	.056	.213	.160	.089	.008	.005	.162	.011	.013		.000	.021	.010	.308	.000
N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
X1.11 Pearson Correlation	.374*	.203	.321	.238	.257	.370*	.304	.269	.401*	.685**		.417*	.467**	.449*	.666**
Sig. (2-tailed)	.042	.282	.084	.205	.170	.044	.103	.150	.028	.000		.022	.009	.013	.000
N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30





X1.1 Pearson 2	Pearson Correlation	.349	.307	.552**	.322	.171	.388*	.392*	.228	.439*	.420*	.417*	1	.543**	.217	.678**
	Sig. (2-tailed)	.059	.099	.002	.082	.367	.034	.032	.226	.015	.021	.022		.002	.249	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
X1.1 Pearson 3	Pearson Correlation	.340	.222	.347	.125	.252	.267	.362*	.461*	.190	.462*	.467**	.543**	1	.513**	.641**
	Sig. (2-tailed)	.066	.238	.060	.511	.178	.154	.049	.010	.314	.010	.009	.002		.004	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
X1.1 Pearson 4	Pearson Correlation	.313	.333	.102	.265	.306	.212	.329	.213	.167	.192	.449*	.217	.513**	1	.538**
	Sig. (2-tailed)	.093	.072	.591	.157	.100	.260	.076	.259	.377	.308	.013	.249	.004		.002
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
total	Pearson Correlation	.671**	.562**	.578**	.462*	.619**	.680**	.572**	.650**	.707**	.691**	.666**	.678**	.641**	.538**	1
	Sig. (2-tailed)	.000	.001	.001	.010	.000	.000	.001	.000	.000	.000	.000	.000	.000	.002	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\* . Correlation is significant at the 0.01 level (2-tailed).

**Correlations (X<sub>2</sub>) Entrepreneurship Education**

	X2.1	X2.2	X2.3	X2.4	X2.5	X2.6	X2.7	X2.8	X2.9	X2.10	X2.11	X2.12	X2.13	X2.14	X2.15	total
X2.1 Pearson Correlation	1	.139	.076	.315	.055	-.104	-.002	.252	.362*	.125	.012	-.043	.355	.339	.179	.419*
Sig. (2-tailed)		.463	.689	.090	.774	.586	.991	.180	.049	.511	.949	.820	.055	.066	.343	.021
N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
X2.2 Pearson Correlation	.139	1	-.149	-.003	.122	.000	.159	.090	.296	.410*	.356	.274	.083	-.091	.243	.407*
Sig. (2-tailed)	.463		.431	.986	.520	1.000	.400	.637	.112	.024	.053	.142	.664	.634	.195	.026
N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
X2.3 Pearson Correlation	.076	-.149	1	.013	-.018	-.098	.342	-.034	.086	.107	.071	.073	.084	-.066	.031	.198
Sig. (2-tailed)	.689	.431		.945	.923	.607	.064	.857	.653	.574	.708	.703	.660	.728	.872	.294
N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
X2.4 Pearson Correlation	.315	-.003	.013	1	.464**	.365*	.063	.476**	.015	.042	.256	.077	-.137	.304	-.014	.470**
Sig. (2-tailed)	.090	.986	.945		.010	.048	.739	.008	.939	.826	.172	.688	.471	.103	.940	.009
N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
X2.5 Pearson Correlation	.055	.122	-.018	.464**	1	.605**	.366*	.221	.174	-.059	.178	.219	.080	.179	.454*	.582**



	Sig. (2-tailed)	.774	.520	.923	.010		.000	.047	.242	.358	.758	.347	.244	.675	.343	.012	.001
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
X2.6	Pearson Correlation	-.104	.000	-.098	.365*	.605**	1	.414*	.262	-.054	-.052	.092	.264	.000	.095	.300	.451*
	Sig. (2-tailed)	.586	1.000	.607	.048	.000		.023	.162	.776	.784	.628	.159	1.000	.619	.107	.012
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
X2.7	Pearson Correlation	-.002	.159	.342	.063	.366*	.414*	1	.004	.061	.347	.314	.466**	.342	.265	.205	.594**
	Sig. (2-tailed)	.991	.400	.064	.739	.047	.023		.984	.748	.061	.091	.009	.064	.157	.277	.001
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
X2.8	Pearson Correlation	.252	.090	-.034	.476**	.221	.262	.004	1	.274	.291	.422*	-.223	-.131	.291	.110	.476**
	Sig. (2-tailed)	.180	.637	.857	.008	.242	.162	.984		.143	.119	.020	.237	.491	.119	.563	.008
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
X2.9	Pearson Correlation	.362*	.296	.086	.015	.174	-.054	.061	.274	1	.460*	.326	.185	.209	.237	.393*	.553**
	Sig. (2-tailed)	.049	.112	.653	.939	.358	.776	.748	.143		.010	.078	.326	.268	.207	.032	.002
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30

X2.10	Pearson Correlation	.125	.410*	.107	.042	-.059	-.052	.347	.291	.460*	1	.386*	-.020	.045	.277	.246	.486**
	Sig. (2-tailed)	.511	.024	.574	.826	.758	.784	.061	.119	.010		.035	.916	.815	.138	.189	.006
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
X2.11	Pearson Correlation	.012	.356	.071	.256	.178	.092	.314	.422*	.326	.386*	1	.271	.059	.187	.015	.554**
	Sig. (2-tailed)	.949	.053	.708	.172	.347	.628	.091	.020	.078	.035		.148	.756	.322	.939	.001
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
X2.12	Pearson Correlation	-.043	.274	.073	.077	.219	.264	.466**	-.223	.185	-.020	.271	1	.302	.082	.097	.425*
	Sig. (2-tailed)	.820	.142	.703	.688	.244	.159	.009	.237	.326	.916	.148		.105	.665	.610	.019
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
X2.13	Pearson Correlation	.355	.083	.084	-.137	.080	.000	.342	-.131	.209	.045	.059	.302	1	.679**	.276	.444*
	Sig. (2-tailed)	.055	.664	.660	.471	.675	1.000	.064	.491	.268	.815	.756	.105		.000	.140	.014
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
X2.14	Pearson Correlation	.339	-.091	-.066	.304	.179	.095	.265	.291	.237	.277	.187	.082	.679**	1	.179	.552**
	Sig. (2-tailed)	.066	.634	.728	.103	.343	.619	.157	.119	.207	.138	.322	.665	.000		.345	.002

N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
X2. Pearson Correlation	.179	.243	.031	-.014	.454*	.300	.205	.110	.393*	.246	.015	.097	.276	.179	1	.528**
Sig. (2-tailed)	.343	.195	.872	.940	.012	.107	.277	.563	.032	.189	.939	.610	.140	.345		.003
N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
total Pearson Correlation	.419*	.407*	.198	.470**	.582**	.451*	.594**	.476**	.553**	.486**	.554**	.425*	.444*	.552**	.528**	1
Sig. (2-tailed)	.021	.026	.294	.009	.001	.012	.001	.008	.002	.006	.001	.019	.014	.002	.003	
N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\* . Correlation is significant at the 0.01 level (2-tailed).



**Correlations (Y) Entrepreneurship Intention**

	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Total
Y1 Pearson Correlation	1	.684**	.422*	.412*	.206	.400*	.464**	.426*	.501**	.324	.159	.455*	.500**	.436*	.647**
Sig. (2-tailed)		.000	.020	.024	.275	.029	.010	.019	.005	.081	.400	.011	.005	.016	.000
N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Y2 Pearson Correlation	.684**	1	.323	.200	.143	.437*	.591**	.536**	.459*	.386*	.339	.386*	.276	.356	.605**
Sig. (2-tailed)	.000		.081	.289	.451	.016	.001	.002	.011	.035	.067	.035	.140	.054	.000
N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Y3 Pearson Correlation	.422*	.323	1	.933**	.513**	.592**	.537**	.494**	.693**	.375*	.339	.375*	.365*	.612**	.777**
Sig. (2-tailed)	.020	.081		.000	.004	.001	.002	.006	.000	.041	.067	.041	.047	.000	.000
N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Y4 Pearson Correlation	.412*	.200	.933**	1	.482**	.563**	.403*	.369*	.642**	.412*	.384	.412*	.441*	.644**	.753**
Sig. (2-tailed)	.024	.289	.000		.007	.001	.027	.045	.000	.024	.036	.024	.015	.000	.000
N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Y5 Pearson Correlation	.206	.143	.513**	.482**	1	.367*	.254	.227	.176	.237	.215	.319	.185	.384*	.515**
Sig. (2-tailed)	.275	.451	.004	.007		.046	.176	.227	.352	.207	.254	.086	.329	.036	.004
N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30





Y12	Pearson Correlation	.455*	.386*	.375*	.412*	.319	.448*	.357	.548**	.205	.864**	.796**	1	.728**	.422*	.736**
	Sig. (2-tailed)	.011	.035	.041	.024	.086	.013	.052	.002	.277	.000	.000		.000	.020	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Y13	Pearson Correlation	.500**	.276	.365*	.441*	.185	.421*	.421*	.304	.398*	.632**	.620**	.728**	1	.726**	.729**
	Sig. (2-tailed)	.005	.140	.047	.015	.329	.020	.020	.102	.029	.000	.000	.000		.000	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Y14	Pearson Correlation	.436*	.356	.612**	.644**	.384*	.540**	.530**	.334	.761**	.422*	.424*	.422*	.726**	1	.804**
	Sig. (2-tailed)	.016	.054	.000	.000	.036	.002	.003	.071	.000	.020	.020	.020	.000		.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Tota I	Pearson Correlation	.647**	.605**	.777**	.753**	.515**	.755**	.704**	.676**	.687**	.699**	.660**	.736**	.729**	.804**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.004	.000	.000	.000	.000	.000	.000	.000	.000	.000	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

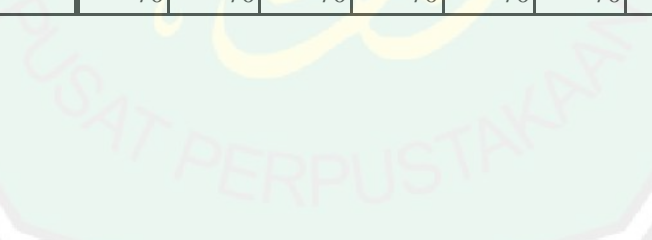


**Correlations( $X_j$ ) Adversity Quotient**

	AQ1	AQ2	AQ3	AQ4	AQ5	AQ6	AQ7	AQ8	AQ9	AQ10	AQ11	AQ12	AQ13	AQ14	Total
AQ1 Pearson Correlation	1	.156	.252*	.223	.212	.011	-.024	.356**	.232	.200	.209	.135	.137	.254*	.465**
Sig. (2-tailed)		.198	.035	.064	.078	.925	.845	.002	.053	.096	.082	.265	.258	.034	.000
N	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70
AQ2 Pearson Correlation	.156	1	.455**	.005	.453**	.184	.292*	.125	.173	.191	.181	.085	.111	.111	.479**
Sig. (2-tailed)	.198		.000	.965	.000	.127	.014	.303	.153	.113	.134	.484	.362	.361	.000
N	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70
AQ3 Pearson Correlation	.252*	.455**	1	.195	.201	.012	.321**	.278*	.327**	.208	.258	.213	.127	.117	.551**
Sig. (2-tailed)	.035	.000		.107	.095	.919	.007	.020	.006	.084	.031	.076	.293	.333	.000
N	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70
AQ4 Pearson Correlation	.223	.005	.195	1	.217	.173	-.123	.393**	-.052	.148	.096	.020	.085	.152	.347**
Sig. (2-tailed)	.064	.965	.107		.071	.151	.311	.001	.670	.222	.429	.867	.485	.209	.003
N	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70
AQ5 Pearson Correlation	.212	.453**	.201	.217	1	.170	.279*	.263*	.208	.377**	.269**	.156	.292*	.192	.595**
Sig. (2-tailed)	.078	.000	.095	.071		.159	.019	.028	.085	.001	.024	.197	.014	.112	.000
N	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70



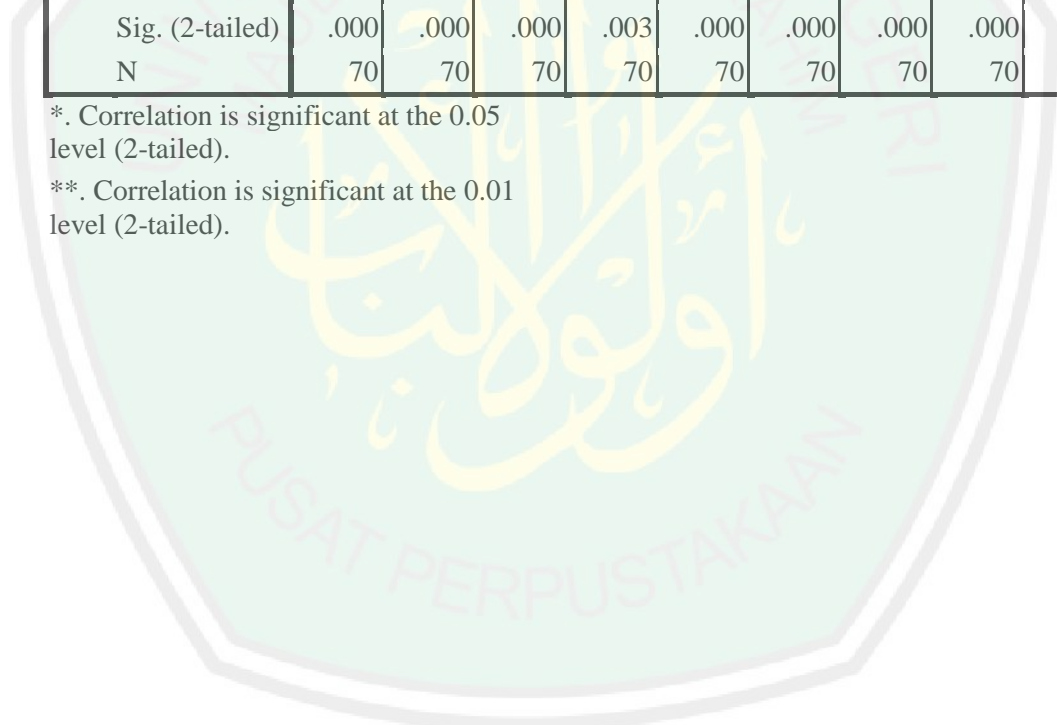
AQ6 Pearson Correlation	.011	.184	.012	.173	.170	1	.240*	.219	.228	.313**	.216	.223	.175	.155	.479**
Sig. (2-tailed)	.925	.127	.919	.151	.159		.045	.069	.057	.008	.072	.064	.147	.201	.000
N	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70
AQ7 Pearson Correlation	-.024	.292*	.321**	-.123	.279*	.240*	1	.047	.104	.299*	.162	.179	.005	.149	.426**
Sig. (2-tailed)	.845	.014	.007	.311	.019	.045		.697	.391	.012	.181	.139	.970	.219	.000
N	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70
AQ8 Pearson Correlation	.356**	.125	.278*	.393**	.263*	.219	.047	1	.279*	.208	.216	.174	.304*	.203	.574**
Sig. (2-tailed)	.002	.303	.020	.001	.028	.069	.697		.019	.084	.073	.151	.010	.092	.000
N	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70
AQ9 Pearson Correlation	.232	.173	.327**	-.052	.208	.228	.104	.279*	1	.215	.108	.288*	.039	.147	.463**
Sig. (2-tailed)	.053	.153	.006	.670	.085	.057	.391	.019		.074	.375	.015	.747	.226	.000
N	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70
AQ10 Pearson Correlation	.200	.191	.208	.148	.377**	.313**	.299*	.208	.215	1	.496**	.298*	.240*	.191	.628**
Sig. (2-tailed)	.096	.113	.084	.222	.001	.008	.012	.084	.074		.000	.012	.046	.113	.000
N	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70
AQ11 Pearson Correlation	.209	.181	.258*	.096	.269*	.216	.162	.216	.108	.496**		.260*	.309**	.310**	.587**
Sig. (2-tailed)	.082	.134	.031	.429	.024	.072	.181	.073	.375	.000		.030	.009	.009	.000
N	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70



AQ1 2	Pearson Correlation	.135	.085	.213	.020	.156	.223	.179	.174	.288*	.298*	.260*	1	.100	.101	.489**
	Sig. (2-tailed)	.265	.484	.076	.867	.197	.064	.139	.151	.015	.012	.030		.411	.406	.000
	N	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70
AQ1 3	Pearson Correlation	.137	.111	.127	.085	.292*	.175	.005	.304*	.039	.240*	.309**	.100	1	.259*	.462**
	Sig. (2-tailed)	.258	.362	.293	.485	.014	.147	.970	.010	.747	.046	.009	.411		.030	.000
	N	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70
AQ1 4	Pearson Correlation	.254*	.111	.117	.152	.192	.155	.149	.203	.147	.191	.310**	.101	.259*	1	.481**
	Sig. (2-tailed)	.034	.361	.333	.209	.112	.201	.219	.092	.226	.113	.009	.406	.030		.000
	N	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70
Tota l	Pearson Correlation	.465**	.479**	.551**	.347**	.595**	.479**	.426**	.574**	.463**	.628**	.587**	.489**	.462**	.481**	1
	Sig. (2-tailed)	.000	.000	.000	.003	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	
	N	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\* . Correlation is significant at the 0.01 level (2-tailed).



**Correlations (X<sub>2</sub>) Entrepreneurship Education**

	EE1	EE2	EE3	EE4	EE5	EE6	EE7	EE8	EE9	EE10	EE11	EE12	EE13	EE14	EE15	Total
EE1 Pearson Correlation	1	.093	.061	.188	.090	-.118	.079	.061	.316**	.168	.035	-.038	.181	.346**	.173	.353**
Sig. (2-tailed)		.443	.617	.120	.460	.332	.515	.617	.008	.164	.774	.757	.133	.003	.152	.003
N	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70
EE2 Pearson Correlation	.093	1	.008	-.010	.312**	.123	.152	.094	.287*	.337**	.234	.106	-.134	-.083	.350**	.395**
Sig. (2-tailed)	.443		.948	.932	.008	.309	.208	.441	.016	.004	.052	.383	.270	.496	.003	.001
N	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70
EE3 Pearson Correlation	.061	.008	1	.059	.098	.033	.322**	.088	.063	.071	.252*	.137	.074	.102	.051	.317**
Sig. (2-tailed)	.617	.948		.625	.418	.785	.007	.471	.606	.559	.035	.258	.542	.401	.675	.008
N	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70
EE4 Pearson Correlation	.188	-.010	.059	1	.358**	.301*	.268*	.384**	.135	.141	.282*	.110	.139	.290*	-.005	.488**
Sig. (2-tailed)	.120	.932	.625		.002	.011	.025	.001	.266	.245	.018	.364	.251	.015	.968	.000
N	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70
EE5 Pearson Correlation	.090	.312**	.098	.358**	1	.565**	.490**	.287*	.308**	.340**	.303*	.077	.070	.298*	.437**	.684**



	Sig. (2-tailed)	.460	.008	.418	.002		.000	.000	.016	.010	.004	.011	.525	.564	.012	.000	.000
	N	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70
EE6	Pearson Correlation	-.118	.123	.033	.301*	.565**	1	.379**	.291*	.017	.283*	.130	.138	.038	.135	.221	.473**
	Sig. (2-tailed)	.332	.309	.785	.011	.000		.001	.014	.890	.018	.283	.254	.753	.265	.066	.000
	N	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70
EE7	Pearson Correlation	.079	.152	.322**	.268*	.490**	.379**	1	.174	.240*	.296*	.471**	.190	.295*	.470**	.270*	.681**
	Sig. (2-tailed)	.515	.208	.007	.025	.000	.001		.150	.046	.013	.000	.116	.013	.000	.024	.000
	N	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70
EE8	Pearson Correlation	.061	.094	.088	.384**	.287*	.291*	.174	1	.375**	.260*	.285*	.054	-.024	.089	.031	.458**
	Sig. (2-tailed)	.617	.441	.471	.001	.016	.014	.150		.001	.030	.017	.660	.847	.466	.801	.000
	N	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70
EE9	Pearson Correlation	.316**	.287*	.063	.135	.308**	.017	.240*	.375**	1	.474**	.179	.111	.204	.168	.352**	.575**
	Sig. (2-tailed)	.008	.016	.606	.266	.010	.890	.046	.001		.000	.138	.157	.091	.166	.003	.000
	N	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70

EE1 0	Pearson Correlation	.168	.337**	.071	.141	.340**	.283*	.296*	.260*	.474**	1	.135	.132	.100	.244*	.291*	.566**
	Sig. (2- tailed)	.164	.004	.559	.245	.004	.018	.013	.030	.000		.267	.277	.411	.042	.015	.000
	N	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70
EE1 1	Pearson Correlation	.035	.234	.252*	.282*	.303*	.130	.471**	.285*	.179	.135	1	.425**	.193	.241*	.337**	.614**
	Sig. (2- tailed)	.774	.052	.035	.018	.011	.283	.000	.017	.138	.267		.000	.110	.044	.004	.000
	N	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70
EE1 2	Pearson Correlation	-.038	.106	.137	.110	.077	.138	.190	.054	.171	.132	.425**	1	.171	.020	.112	.378**
	Sig. (2- tailed)	.757	.383	.258	.364	.525	.254	.116	.660	.157	.277	.000		.158	.872	.357	.001
	N	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70
EE1 3	Pearson Correlation	.181	-.134	.074	.139	.070	.038	.295*	-.024	.204	.100	.193	.171	1	.474**	.229	.389**
	Sig. (2- tailed)	.133	.270	.542	.251	.564	.753	.013	.847	.091	.411	.110	.158		.000	.056	.001
	N	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70
EE1 4	Pearson Correlation	.346**	-.083	.102	.290*	.298*	.135	.470**	.089	.168	.244*	.241*	.020	.474**	1	.165	.527**
	Sig. (2- tailed)	.003	.496	.401	.015	.012	.265	.000	.466	.166	.042	.044	.872	.000		.173	.000

N	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70
EE1 Pearson Correlation	.173	.350**	.051	-.005	.437**	.221	.270*	.031	.352**	.291*	.337**	.112	.229	.165	1	.551**
Sig. (2-tailed)	.152	.003	.675	.968	.000	.066	.024	.801	.003	.015	.004	.357	.056	.173		.000
N	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70
Tota Pearson Correlation	.353**	.395**	.317**	.488**	.684**	.473**	.681**	.458**	.575**	.566**	.614**	.378**	.389**	.527**	.551**	1
Sig. (2-tailed)	.003	.001	.008	.000	.000	.000	.000	.000	.000	.000	.000	.001	.001	.000	.000	
N	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).









EI12 Pearson Correlation	-.010	.247*	.113	.250*	.234	.389**	.081	.109	.293*	.365**	.136	1	.333**	.075	.532**
Sig. (2-tailed)	.933	.039	.351	.037	.051	.001	.507	.368	.014	.002	.263		.005	.537	.000
N	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70
EI13 Pearson Correlation	.161	.311**	.130	.353**	.192	.222	.364**	-.036	.217	.244*	.273*	.333**	1	.225	.564**
Sig. (2-tailed)	.183	.009	.282	.003	.112	.064	.002	.769	.071	.042	.022	.005		.061	.000
N	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70
EI14 Pearson Correlation	-.007	.225	.248*	-.047	.145	.161	.329**	.176	.166	.053	-.085	.075	.225	1	.399**
Sig. (2-tailed)	.954	.061	.038	.700	.231	.184	.005	.145	.171	.666	.486	.537	.061		.001
N	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70
Tota l Pearson Correlation	.486**	.547**	.581**	.491**	.523**	.532**	.448**	.389**	.511**	.481**	.441**	.532**	.564**	.399**	1
Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.001	.000	.000	.000	.000	.000	.001	
N	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

**X1 (Adversity Quotient)****Case Processing Summary**

		N	%
Cases	Valid	70	100.0
	Excluded <sup>a</sup>	0	.0
	Total	70	100.0

**Reliability Statistics**

Cronbach's Alpha	N of Items
.768	14

a. Listwise deletion based on all variables in the procedure.

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
AQ1	50.9143	33.210	.350	.758
AQ2	50.9286	33.343	.375	.756
AQ3	51.2857	32.439	.449	.749
AQ4	51.0429	34.418	.222	.769
AQ5	50.8571	32.153	.503	.745
AQ6	51.1000	32.845	.357	.757
AQ7	51.1286	33.157	.286	.765
AQ8	50.9143	31.848	.466	.747
AQ9	51.3286	33.267	.348	.758
AQ10	51.1714	31.275	.529	.740
AQ11	51.0571	31.707	.481	.745
AQ12	51.4286	31.959	.338	.761
AQ13	50.8571	32.762	.327	.760
AQ14	50.8000	32.713	.354	.757

## X2 (Entrepreneurship Education)

### Case Processing Summary

		N	%
Cases	Valid	70	100.0
	Excluded <sup>a</sup>	0	.0
	Total	70	100.0

### Reliability Statistics

Cronbach's Alpha	N of Items
.784	15

a. Listwise deletion based on all variables in the procedure.

### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
EE1	56.2571	39.469	.229	.785
EE2	56.5143	38.891	.270	.782
EE3	55.9571	39.984	.198	.786
EE4	56.4000	37.838	.374	.773
EE5	56.3143	35.262	.596	.753
EE6	56.2857	38.178	.363	.774
EE7	56.3714	35.918	.602	.755
EE8	56.2143	38.461	.350	.775
EE9	56.3143	36.769	.471	.765
EE10	56.1714	37.477	.474	.766
EE11	56.1000	35.946	.510	.761
EE12	56.1571	39.120	.253	.783
EE13	55.9286	39.517	.287	.779
EE14	56.1286	37.244	.415	.770
EE15	56.4857	36.688	.436	.768

## Y (Entrepreneurial Intention)

### Case Processing Summary

		N	%
Cases	Valid	70	100.0
	Excluded <sup>a</sup>	0	.0
	Total	70	100.0

### Reliability Statistics

Cronbach's Alpha	N of Items
.757	14

a. Listwise deletion based on all variables in the procedure.

### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
EI1	50.9571	35.259	.369	.744
EI2	51.1429	34.588	.437	.737
EI3	50.9714	34.521	.484	.733
EI4	51.1286	35.244	.375	.743
EI5	51.0571	34.547	.400	.740
EI6	51.5286	33.789	.391	.742
EI7	51.5857	35.232	.308	.750
EI8	51.4714	36.224	.255	.755
EI9	50.8286	35.419	.409	.740
EI10	51.0143	35.087	.355	.745
EI11	51.0000	35.710	.316	.749
EI12	51.1286	34.259	.406	.740
EI13	50.9286	34.995	.471	.735
EI14	51.3714	35.831	.253	.756

### X1 (Adversity Quotient)

#### Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded <sup>a</sup>	0	.0
	Total	30	100.0

#### Reliability Statistics

Cronbach's Alpha	N of Items
.873	14

a. Listwise deletion based on all variables in the procedure.

#### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X1.1	52.9000	43.472	.599	.862
X1.2	52.9333	45.720	.492	.867
X1.3	53.1333	45.637	.510	.866
X1.4	53.0000	46.345	.373	.872
X1.5	52.7667	46.047	.567	.865
X1.6	53.2000	41.752	.590	.862
X1.7	53.1667	43.661	.467	.870
X1.8	52.8333	43.592	.573	.863
X1.9	53.3000	43.872	.650	.860
X1.10	53.2667	43.444	.624	.860
X1.11	53.2000	43.683	.595	.862
X1.12	53.6667	41.471	.583	.863
X1.13	52.7333	44.961	.579	.864
X1.14	53.0667	44.271	.431	.871

## X2 (Entrepreneurship Education)

### Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded <sup>a</sup>	0	.0
	Total	30	100.0

### Reliability Statistics

Cronbach's Alpha	N of Items
.753	15

a. Listwise deletion based on all variables in the procedure.

### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X2.1	56.7333	31.375	.304	.744
X2.2	57.1667	31.316	.281	.746
X2.3	56.3333	33.333	.062	.766
X2.4	56.6333	30.516	.343	.741
X2.5	56.6667	29.471	.473	.728
X2.6	56.7000	30.700	.322	.743
X2.7	56.7333	30.340	.512	.728
X2.8	56.6333	30.309	.343	.741
X2.9	56.8333	30.351	.457	.731
X2.10	56.6000	30.800	.378	.737
X2.11	56.4667	29.706	.440	.731
X2.12	56.5667	30.875	.288	.746
X2.13	56.3000	30.976	.323	.742
X2.14	56.4000	29.834	.441	.731
X2.15	57.0333	29.689	.400	.735

**Y (Entrepreneurial Intention)****Case Processing Summary**

		N	%
Cases	Valid	30	100.0
	Excluded <sup>a</sup>	0	.0
	Total	30	100.0

**Reliability Statistics**

Cronbach's Alpha	N of Items
.910	14

a. Listwise deletion based on all variables in the procedure.

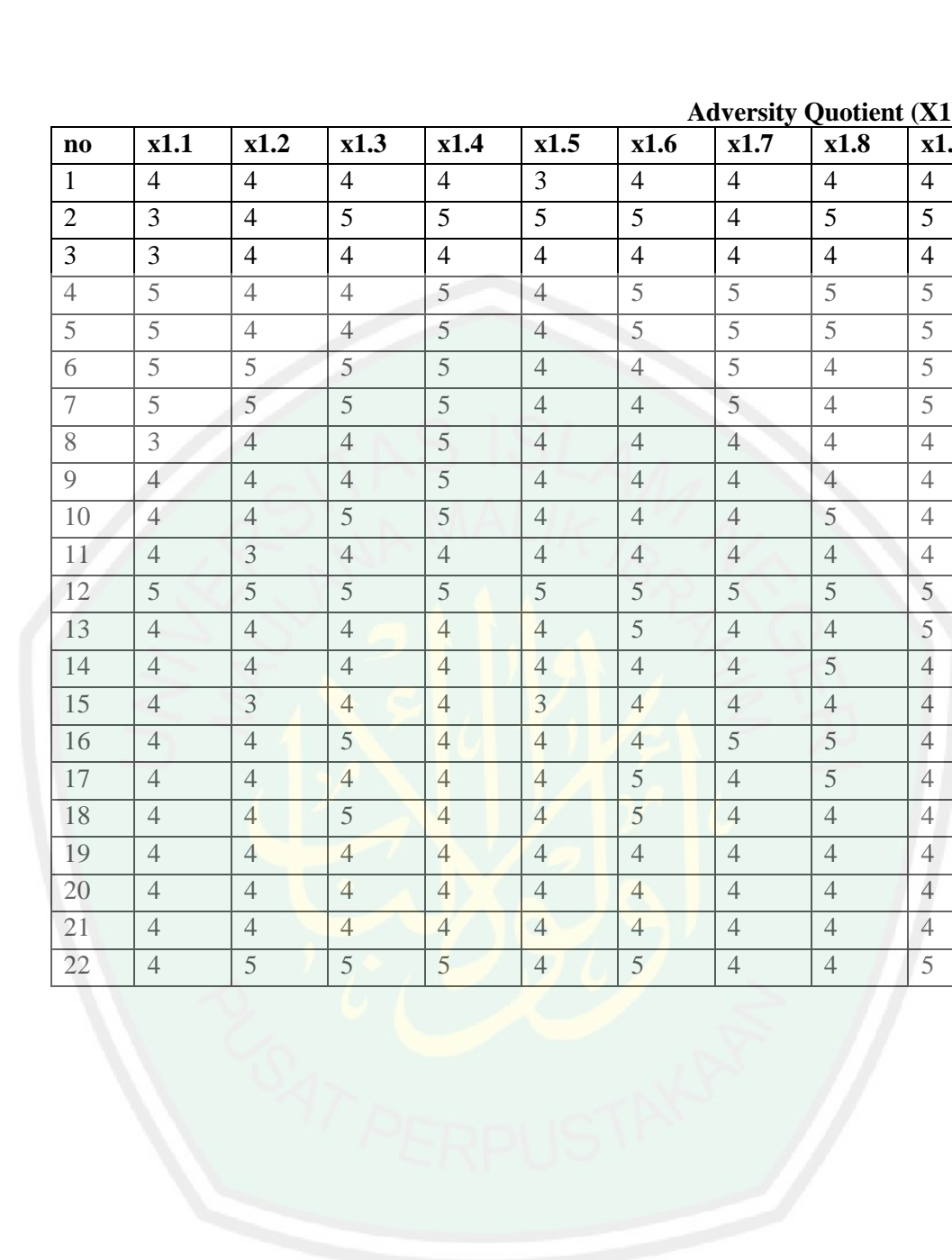
**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Y1	56.5667	27.426	.587	.905
Y2	56.4667	27.844	.545	.907
Y3	56.5667	27.220	.742	.901
Y4	56.6000	26.938	.709	.901
Y5	56.5333	26.809	.392	.919
Y6	56.5333	26.257	.702	.901
Y7	56.4000	27.214	.653	.903
Y8	56.3667	27.344	.622	.904
Y9	56.6000	26.179	.613	.905
Y10	56.2667	27.237	.648	.903
Y11	56.2333	27.495	.604	.905
Y12	56.2667	27.030	.690	.902
Y13	56.6333	25.620	.660	.903
Y14	56.8000	24.993	.751	.899

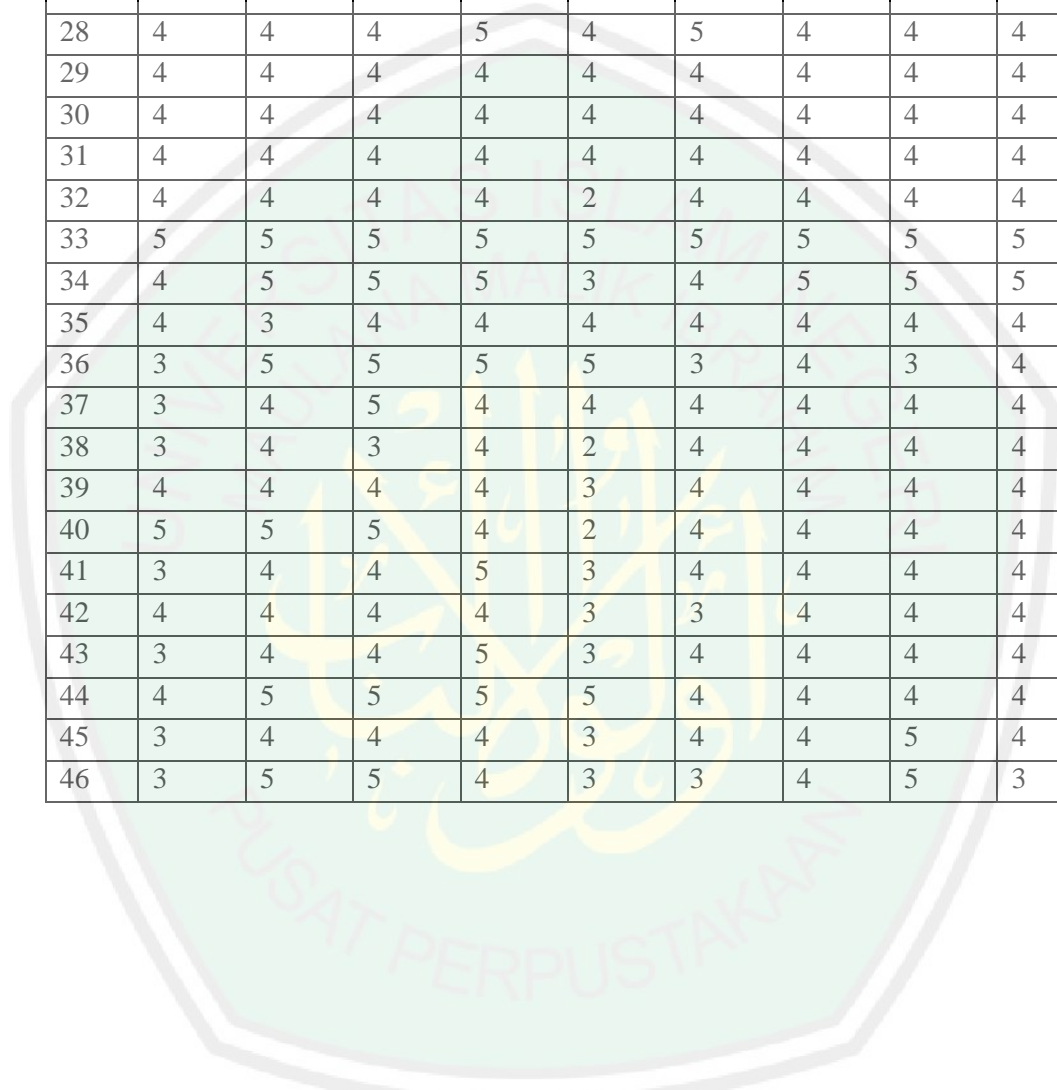


**Adversity Quotient (X1)**

no	x1.1	x1.2	x1.3	x1.4	x1.5	x1.6	x1.7	x1.8	x1.9	x1.10	x1.11	x1.12	x1.13	x1.14	total
1	4	4	4	4	3	4	4	4	4	4	4	4	4	4	55
2	3	4	5	5	5	5	4	5	5	4	4	4	4	2	59
3	3	4	4	4	4	4	4	4	4	5	5	5	5	5	60
4	5	4	4	5	4	5	5	5	5	4	4	4	5	5	64
5	5	4	4	5	4	5	5	5	5	4	4	4	5	5	64
6	5	5	5	5	4	4	5	4	5	4	4	4	5	5	64
7	5	5	5	5	4	4	5	4	5	5	4	5	5	4	65
8	3	4	4	5	4	4	4	4	4	4	4	4	4	4	56
9	4	4	4	5	4	4	4	4	4	4	4	4	4	4	57
10	4	4	5	5	4	4	4	5	4	4	5	5	4	5	62
11	4	3	4	4	4	4	4	4	4	5	5	5	5	5	60
12	5	5	5	5	5	5	5	5	5	4	4	4	5	4	66
13	4	4	4	4	4	5	4	4	5	4	4	4	5	4	59
14	4	4	4	4	4	4	4	5	4	4	4	4	5	4	58
15	4	3	4	4	3	4	4	4	4	4	5	4	4	5	56
16	4	4	5	4	4	4	5	5	4	4	4	4	4	4	59
17	4	4	4	4	4	5	4	5	4	4	5	4	4	4	59
18	4	4	5	4	4	5	4	4	4	5	5	4	4	4	60
19	4	4	4	4	4	4	4	4	4	4	4	4	4	4	56
20	4	4	4	4	4	4	4	4	4	5	5	5	5	5	61
21	4	4	4	4	4	4	4	4	4	4	4	4	5	4	57
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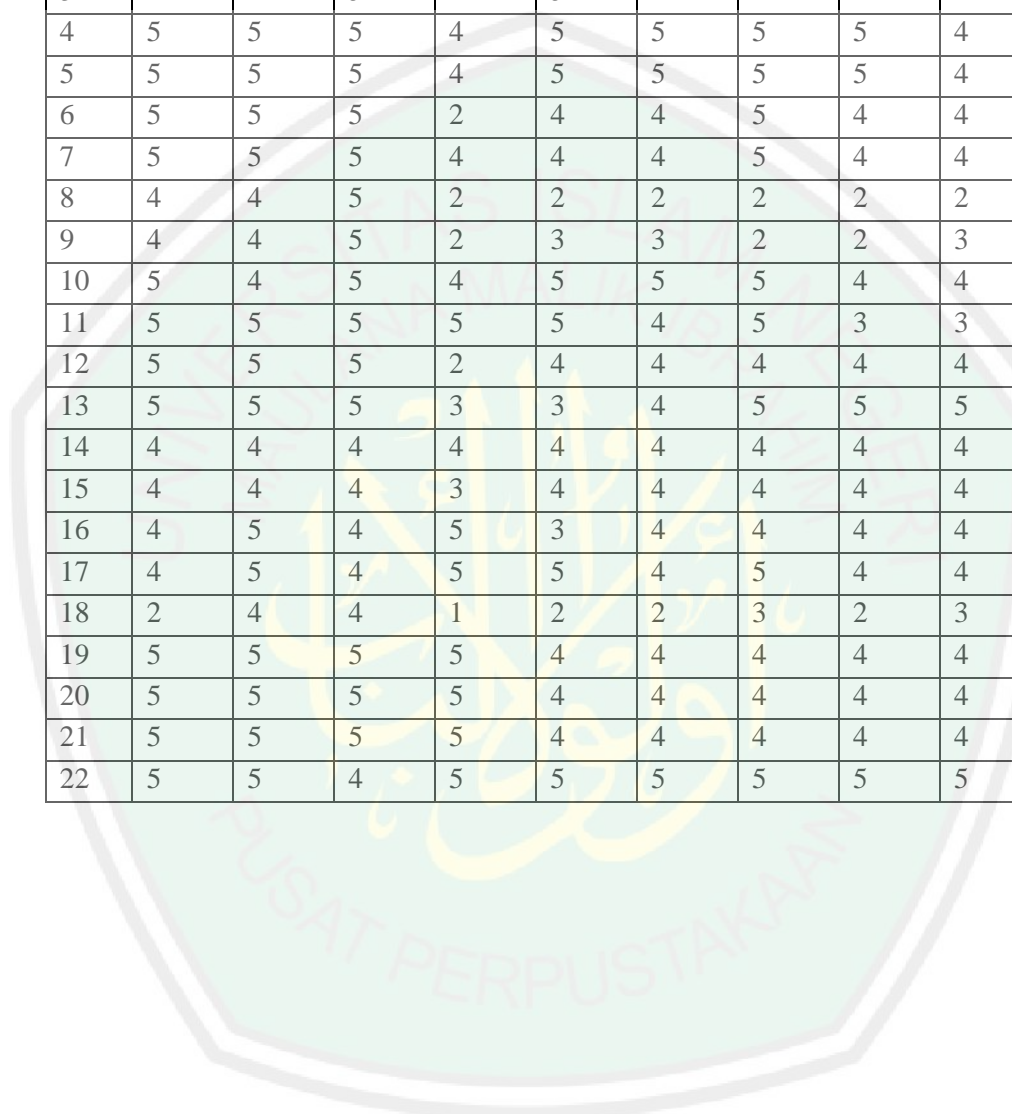
23	4	5	5	5	4	5	5	5	5	4	4	3	4	4	62
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25	4	4	5	4	4	5	4	4	4	4	4	4	5	4	59
26	4	5	5	5	5	5	5	5	5	5	4	4	5	4	66
27	4	4	4	5	5	5	4	4	4	4	4	4	4	4	59
28	4	4	4	5	4	5	4	4	4	4	4	4	4	4	58
29	4	4	4	4	4	4	4	4	4	4	4	4	4	4	56
30	4	4	4	4	4	4	4	4	4	5	5	4	5	4	59
31	4	4	4	4	4	4	4	4	4	5	5	4	5	5	60
32	4	4	4	4	2	4	4	4	4	4	5	3	5	4	55
33	5	5	5	5	5	5	5	5	5	5	4	4	5	4	67
34	4	5	5	5	3	4	5	5	5	5	5	5	5	5	66
35	4	3	4	4	4	4	4	4	4	4	5	5	5	4	58
36	3	5	5	5	5	3	4	3	4	4	5	4	5	4	59
37	3	4	5	4	4	4	4	4	4	4	4	4	4	4	56
38	3	4	3	4	2	4	4	4	4	4	4	4	4	4	52
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45	3	4	4	4	3	4	4	5	4	5	4	4	4	4	56
46	3	5	5	4	3	3	4	5	3	3	4	2	4	4	52



47	5	4	4	4	4	4	4	4	4	4	4	3	4	4	56
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53	3	4	4	4	3	4	3	3	4	4	4	3	4	4	51
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68	3	3	3	3	3	3	3	3	3	4	5	4	4	5	49
69	4	5	4	4	3	4	4	5	5	4	4	4	5	4	59
70	5	5	5	5	5	5	5	5	5	5	4	4	5	4	67

**Entrepreneurial Intention (X2)**

no	x2.1	x2.2	x2.3	x2.4	x2.5	x2.6	x2.7	x2.8	x2.9	x2.10	x2.11	x2.12	x2.13	x2.14	x2.15	total
1	4	4	5	3	4	4	4	4	3	4	4	4	4	4	4	59
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3	4	4	5	4	5	4	4	4	4	4	4	4	4	4	4	62
4	5	5	5	4	5	5	5	5	4	5	5	5	5	5	5	73
5	5	5	5	4	5	5	5	5	4	5	5	5	5	5	5	73
6	5	5	5	2	4	4	5	4	4	5	5	5	5	5	4	67
7	5	5	5	4	4	4	5	4	4	5	5	5	5	5	4	69
8	4	4	5	2	2	2	2	2	2	5	5	5	5	4	4	53
9	4	4	5	2	3	3	2	2	3	5	5	5	5	4	4	56
10	5	4	5	4	5	5	5	4	4	5	5	5	5	5	5	71
11	5	5	5	5	5	4	5	3	3	5	4	4	5	5	4	67
12	5	5	5	2	4	4	4	4	4	5	5	5	5	5	5	67
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16	4	5	4	5	3	4	4	4	4	4	5	5	4	4	4	63
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18	2	4	4	1	2	2	3	2	3	1	5	5	5	4	3	46
19	5	5	5	5	4	4	4	4	4	4	4	4	4	4	4	64
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35	4	4	4	2	4	3	4	3	3	5	5	5	5	3	3	57
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47	5	5	5	4	4	4	5	4	4	5	4	4	5	5	4	67
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63	5	5	5	2	4	4	5	5	5	5	5	5	5	4	3	67
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67	5	5	5	3	5	4	5	4	4	5	5	5	5	4	4	68
68	3	4	4	3	3	3	3	3	3	4	4	4	4	3	3	51
69	5	5	5	3	4	4	4	4	4	5	5	5	4	4	3	64
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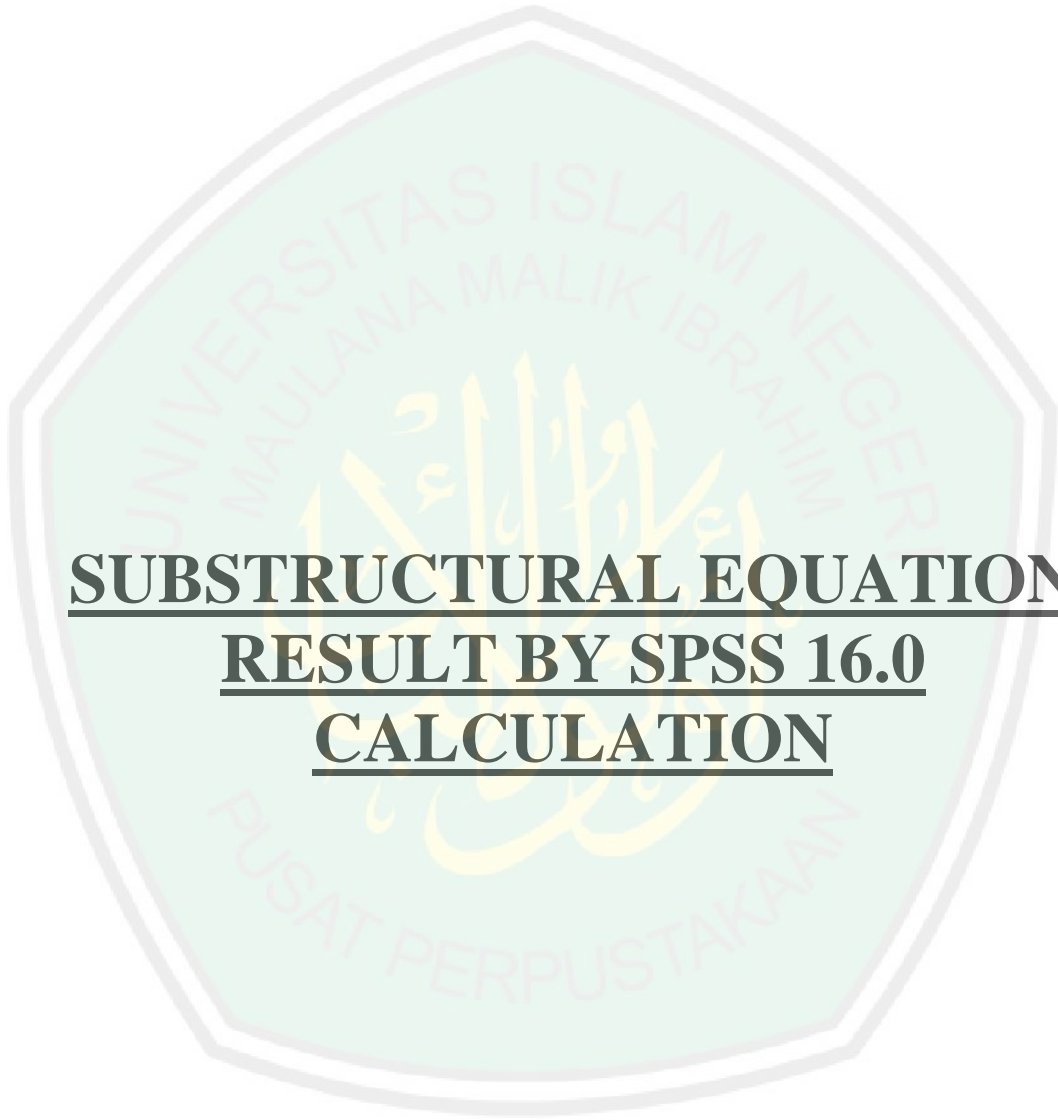
**Entrepreneurial Intention (Y)**

no	y1	y2	y3	y4	y5	y6	y7	y8	y9	y10	y11	y12	y13	y14	total
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6	5	5	4	4	1	4	5	5	5	5	5	5	5	4	62
7	4	4	4	4	4	4	4	4	4	5	5	5	5	4	60
8	4	5	4	4	4	4	4	4	4	5	5	5	4	4	60
9	4	5	4	4	5	5	5	5	4	5	5	5	4	4	64
10	5	5	4	4	5	5	5	5	5	5	5	5	5	5	68
11	5	4	4	4	5	4	5	4	4	4	4	5	5	4	61
12	4	4	5	5	5	5	5	5	5	5	5	5	5	5	68
13	4	4	5	5	5	5	5	5	5	5	5	5	5	5	68
14	4	4	4	4	4	4	4	4	5	4	4	4	3	4	56
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16	4	4	4	4	4	4	4	4	4	5	5	4	4	4	58
17	5	5	5	5	5	5	5	5	5	4	4	4	3	4	64
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19	4	4	4	4	4	4	4	4	4	4	4	4	4	4	56
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21	4	4	4	4	4	4	4	4	4	4	4	4	4	4	56
22	5	5	4	4	5	4	4	4	4	5	5	5	5	4	63

23	4	4	4	4	5	3	4	5	3	5	5	5	4	4	59
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32	5	5	4	4	5	5	5	4	3	5	4	5	4	3	61
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37	3	4	4	4	4	4	3	4	4	4	4	4	5	4	55
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41	4	5	4	4	3	4	3	4	4	5	5	5	5	5	60
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44	4	4	4	4	3	3	4	4	5	5	5	5	5	5	60
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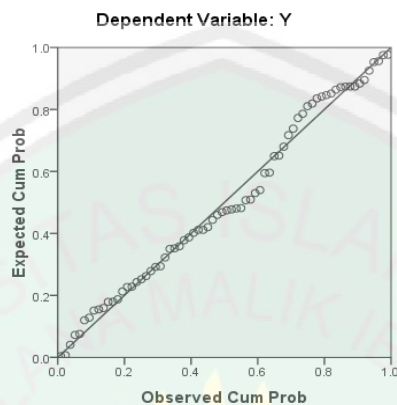
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58	5	5	5	5	5	4	5	5	4	5	5	5	5	5	68
59	4	4	4	4	4	4	4	4	4	5	5	5	4	4	59
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61	4	4	4	4	4	4	4	4	4	5	4	4	4	4	57
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63	4	4	4	5	5	5	5	5	4	5	5	5	4	3	63
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65	5	4	4	4	5	5	4	4	4	5	5	5	4	4	62
66	5	4	4	4	5	4	3	5	4	5	5	5	4	4	61
67	5	4	4	4	4	4	4	4	4	5	5	5	4	4	60
68	4	4	4	4	4	4	4	4	3	4	4	4	3	3	53
69	4	3	4	5	4	4	4	4	3	5	5	4	4	3	56
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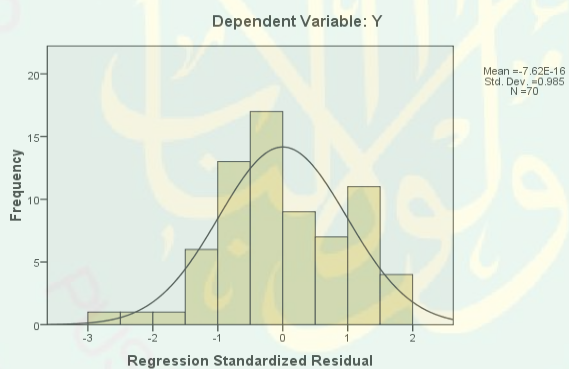
**SUBSTRUCTURAL EQUATION**  
**RESULT BY SPSS 16.0**  
**CALCULATION**

## 1. Normality Test

Normal P-P Plot of Regression Standardized Residual

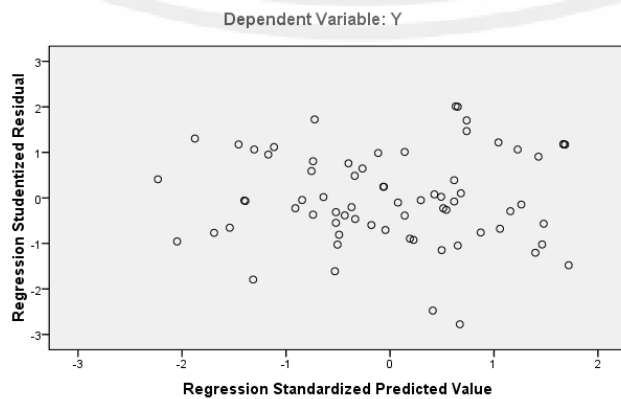


Histogram



## 2. Heteroskedasticity Test

Scatterplot



**3. R Square****Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,636 <sup>a</sup>	,405	,387	4,327

a. Predictors: (Constant), x2, x1

**4. Autocorrelation Test****Model Summary<sup>d</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.636 <sup>a</sup>	.405	.387	4.32740	1.782

a. Predictors: (Constant), x2, x1

b. Dependent Variable: y

**5. Multicollienarity Test****Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	12.763	7.655		1.667	.100		
	x1	.475	.134	.355	3.560	.001	.891	1.122
	x2	.299	.071	.423	4.241	.000	.891	1.122

a. Dependent Variable: y

**6. F Test****ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	853,272	2	426,636	22,783	,000 <sup>b</sup>
	Residual	1254,670	67	18,726		
	Total	2107,943	69			

a. Dependent Variable: y

b. Predictors: (Constant), x2, x1

### 7. T Test

Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	12,763	7,655		1,667	,100
	x1	,475	,134	,355	3,560	,001
	x2	,299	,071	,423	4,241	,000

a. Dependent Variable: y



## BIODATA

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