

## Examining the Effects of Need for Achievement and Locus of Control on Entrepreneurial Intention Through Entrepreneurial Attitude

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### ABSTRACT

Unemployment remains a persistent challenge in developing economies and has increased the importance of entrepreneurship as a pathway for job creation and economic participation. This study examines the direct and indirect effects of need for achievement and locus of control on entrepreneurial intention, with entrepreneurial attitude serving as a mediating variable. A quantitative explanatory approach was employed to analyze the relationships among the proposed variables. The study involved 103 respondents selected through proportional random sampling from a target population of 600 participants in a higher education setting. The findings indicate that need for achievement, locus of control, and entrepreneurial attitude have significant effects on entrepreneurial intention, both directly and indirectly. The results further suggest that entrepreneurial attitude functions as an important psychological mechanism that strengthens the influence of achievement orientation and perceived personal control on entrepreneurial intention. These findings imply that efforts to foster entrepreneurial intention should not only focus on entrepreneurial knowledge and business skills, but also on strengthening internal motivation, personal control beliefs, and positive attitudes toward entrepreneurship. This study offers practical implications for educators and higher education institutions in designing entrepreneurship development programs that support psychological readiness, decision-making capability, and entrepreneurial orientation. The study also provides a basis for future research to expand the model by incorporating broader variables and more advanced methodological approaches.

**Keywords:** need for achievement, locus of control, entrepreneurial attitude, entrepreneurial intention

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### 1. INTRODUCTION

Unemployment remains one of the most pressing issues in economic development, particularly in developing countries. This condition highlights the importance of entrepreneurship as a strategic pathway for creating employment opportunities, increasing economic participation, and strengthening community self-reliance. In the Indonesian context, entrepreneurship has become increasingly important because the country's entrepreneurship ratio remains relatively low compared with that of developed countries. Currently, the proportion of entrepreneurs in Indonesia ranges from approximately 3.47% to 3.6% of the total population. According to Investment Minister Bahlil Lahadalia, this figure remains far below the benchmark for developed countries, where the proportion of entrepreneurs ideally exceeds 10%. This condition indicates that Indonesia requires more substantial efforts to increase the number of new entrepreneurs, particularly among young people and university students.

Higher education institutions play an important role in shaping students' entrepreneurial orientation. One strategy for increasing Indonesia's entrepreneurship ratio is to strengthen business and entrepreneurship education within higher education institutions. The Faculty of Economics and Business at Universitas Negeri Makassar is one institution that provides students with entrepreneurship education through entrepreneurship courses. This learning process is

designed to enable students not only to generate creative ideas but also to develop those ideas into product prototypes, understand marketing processes, and prepare themselves to engage in actual business activities. Through entrepreneurship education, students are expected to acquire the knowledge, attitudes, and confidence required to consider entrepreneurship as a career option after completing their studies.

Within entrepreneurship studies, entrepreneurial intention is an important construct because intention serves as an early predictor of individual behavior. According to Krueger, as cited in Sitanggang (2021), intention indicates how strongly an individual is willing to try or how much effort the individual is prepared to exert to perform a particular behavior. Entrepreneurial intention can therefore be understood as an individual's determination to become an entrepreneur or initiate a business venture. Entrepreneurial intention reflects not only a desire to engage in entrepreneurship but also an individual's psychological readiness to make decisions, confront risks, and undertake concrete entrepreneurial actions. The stronger an individual's entrepreneurial intention, the greater the likelihood that the individual will translate that intention into actual entrepreneurial behavior.

The Theory of Planned Behavior explains that an individual's intention to perform a particular behavior is influenced by several psychological factors, one of which is attitude. In the context of entrepreneurship, attitude refers to an individual's tendency to respond positively or negatively to entrepreneurial activities, including how the individual evaluates the potential benefits, risks, and opportunities associated with operating a business. A positive attitude toward entrepreneurship can strengthen an individual's intention to become an entrepreneur because the individual perceives entrepreneurial activity as attractive, valuable, and worth pursuing. Entrepreneurial attitude may therefore function as an important mechanism linking individuals' internal characteristics to their entrepreneurial intentions.

In addition to the Theory of Planned Behavior, this study adopts David McClelland's achievement motivation perspective. McClelland's theory, as cited in Kusnilawati (2020), explains that entrepreneurs engage in business activities because they are driven by the need for achievement, the need for affiliation, and the need for power, whether financial or social. In the context of entrepreneurship, the need for achievement is an important psychological factor that may encourage individuals to establish goals, assume responsibility, and strive for success. Individuals with a high need for achievement tend to possess a strong motivation to meet particular standards of success and to demonstrate their best performance in the activities they undertake.

McClelland found that individuals with a high need for achievement tend to select risks that offer a reasonable probability of success rather than risks that are either excessively low or excessively high. Individuals with a strong need for achievement generally demonstrate a desire to assume personal responsibility, establish challenging goals, and obtain feedback on their performance. They also tend to believe that success is determined more by their own efforts than by chance. Thus, the need for achievement can be understood as an individual's strong internal drive or desire to perform tasks according to predetermined standards of success. In the context of university students, the need for achievement may provide an important foundation for the formation of entrepreneurial intention because students with a strong achievement orientation are likely to be better prepared to confront entrepreneurial challenges.

According to McClelland, as cited in Ananda (2022), the need for achievement refers to an individual's drive to accomplish challenging goals through personal effort. This need encourages individuals to establish specific targets, take calculated risks, and seek feedback to improve their performance. These characteristics constitute an important foundation for sustainable entrepreneurial success because individuals with a high need for achievement tend to be more proactive, focused on long-term objectives, and willing to improve their performance standards. The need for achievement is also closely associated with achievement-based motivation, which

encourages individuals to plan their actions more carefully, strengthen their self-confidence, and respond to business challenges more rationally.

Within entrepreneurship, the need for achievement is an important element because it can motivate individuals to initiate, manage, and develop new ventures. The desire to achieve success encourages individuals to pursue opportunities more confidently, remain open to innovation, and demonstrate greater readiness to confront risks. Students with a high need for achievement tend not only to seek strong academic performance but also to demonstrate their abilities through accomplishments in business-related activities. The indicators used to measure the need for achievement in this study were adopted from Locke and Latham, as cited in Ummah (2019), and Robbins and Judge, as cited in Rotter (1966). These indicators reinforce the understanding that the need for achievement is associated with goals, performance standards, commitment, and the motivation to achieve better outcomes.

In addition to the need for achievement, locus of control is an important factor in shaping entrepreneurial intention. Locus of control concerns an individual's beliefs regarding the source of control over the outcomes experienced in life. Individuals with an internal locus of control believe that success or failure is primarily determined by their own efforts, decisions, and actions. According to Rotter, as cited in G. Roring (2022), individuals with an internal locus of control tend to believe that the outcomes they achieve result from their own actions. This belief makes individuals more willing to make decisions, better prepared to confront risks, and more responsive to opportunities, particularly in an entrepreneurial context.

An internal locus of control also plays an important role in developing an individual's resilience when confronting failure. Challenges, uncertainty, and risk are unavoidable aspects of the business environment. Students with an internal locus of control tend not to blame external circumstances when they encounter obstacles. Instead, they are more likely to seek solutions and revise their strategies. In addition to exhibiting greater self-confidence, individuals with an internal locus of control tend to demonstrate greater resilience in responding to failure. These characteristics are particularly important in entrepreneurship because the ability to persevere, make decisions, and regulate one's actions constitutes essential psychological capital for managing a business.

Entrepreneurial intention refers to an individual's desire or intention to establish a business. This intention is based on the ability to create something new through creativity and innovation, identify opportunities, make decisions confidently, and confront business risks, including production, marketing, and financial risks. Putra and Rusmawati (2021) explain that intention is a primary predictor of behavior, including entrepreneurial behavior. When an individual has a strong intention to establish a business, that individual is more likely to translate the intention into entrepreneurial behavior. Entrepreneurial intention is therefore an important construct to investigate because it can provide an initial indication of students' readiness to become entrepreneurs.

Entrepreneurial intention is influenced not only by internal motivation but also by supportive social and environmental conditions. The presence of role models, entrepreneurship training, social support, practical experience, and a conducive educational environment may strengthen the relationship between entrepreneurial intention and entrepreneurial behavior. In the context of university students, entrepreneurial intention may develop when students receive relevant learning experiences, observe successful entrepreneurial examples, and obtain support from their university and social environments. Entrepreneurial intention can therefore be regarded as the outcome of a combination of internal factors, such as the need for achievement and locus of control, and other psychological factors, such as entrepreneurial attitude.

Entrepreneurial attitude is an important variable because it explains how students evaluate entrepreneurial activities. According to Shapero and Sokol, as cited in Setiawan (2024), social environments, including families, peers, and educational institutions, exert a considerable influence on the formation of students' attitudes toward entrepreneurship. Strong social support

can reinforce students' positive attitudes toward the business sector. Students who are situated in environments that support entrepreneurship tend to hold more positive views of business activities because they receive encouragement, observe relevant examples, and acquire experiences that make entrepreneurship appear to be a realistic and attractive career option. Entrepreneurial attitude is therefore not formed independently of the surrounding environment but is influenced by the social and educational experiences received by students.

The importance of attitude is also supported by Fishbein and Ajzen, as cited in Setiawan (2024), who define attitude as a positive or negative evaluation of a particular object or situation. In the context of entrepreneurship, students' attitudes are influenced by their perceptions of the benefits and risks of entrepreneurship, as well as their belief that entrepreneurial activities can generate significant benefits. A positive attitude toward entrepreneurship is likely to develop when students perceive that entrepreneurship can provide benefits such as independence, income-generating opportunities, autonomy at work, and opportunities for personal development. Conversely, negative attitudes may emerge when students place greater emphasis on risks, failure, limited access to capital, and business uncertainty. Developing a positive attitude toward entrepreneurship is therefore an important component of efforts to strengthen students' entrepreneurial intentions.

Humaniora (2024) explains that students' attitudes toward entrepreneurship are also influenced by practical experience and exposure to successful entrepreneurial examples. The more extensively students participate in entrepreneurial activities, the more positively they are likely to evaluate the possibility of establishing their own businesses. Practical experience can help students understand that entrepreneurship is not merely a theoretical concept but an actual activity that can be learned and developed. Participation in entrepreneurial practice, business training, product development, and interactions with entrepreneurs can contribute to the formation of more positive perceptions of the business environment. Entrepreneurial attitude may therefore serve as a psychological bridge connecting achievement motivation and beliefs about personal control with the intention to become an entrepreneur.

Based on the preceding discussion, the need for achievement and locus of control are two important psychological factors that may influence students' entrepreneurial intentions. The need for achievement encourages students to establish goals, pursue accomplishments, and strive to achieve success through their own efforts. Meanwhile, locus of control shapes their belief that success can be achieved through personal actions and decisions. Both factors may strengthen students' positive attitudes toward entrepreneurship. Entrepreneurial attitude subsequently functions as a mediating mechanism that explains how the need for achievement and beliefs in personal control contribute to the formation of entrepreneurial intention. In other words, students who possess a strong need for achievement and believe that they can control their outcomes are likely to develop more positive attitudes toward entrepreneurship, which may subsequently strengthen their entrepreneurial intentions.

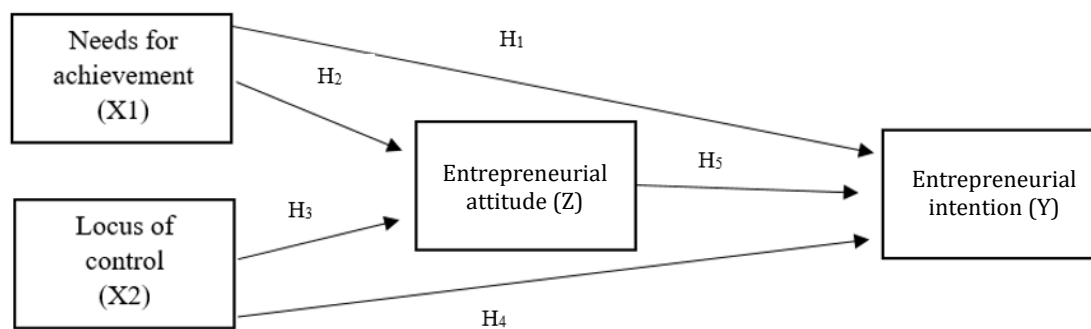
Based on these conditions, this study aims to analyze the effects of the need for achievement and locus of control on students' entrepreneurial intentions through entrepreneurial attitude. It also seeks to examine the direct and indirect effects of the need for achievement, locus of control, and entrepreneurial attitude on entrepreneurial intention. This investigation is important because efforts to strengthen students' entrepreneurial intentions cannot be limited to providing business knowledge and skills. Such efforts must also reinforce psychological factors, including the need for achievement, beliefs in personal control, and positive attitudes toward entrepreneurship. Accordingly, the findings of this study are expected to contribute to the development of entrepreneurship programs in higher education institutions, particularly programs intended to strengthen students' psychological readiness, decision-making orientation, and intention to pursue entrepreneurship.

## 2. METHOD

### 2.1. Research Design

This study employed a quantitative explanatory approach with a descriptive component. The quantitative approach was used to objectively measure the research variables using numerical data. According to Sugiono, as cited in Rachman (2024), quantitative research is a method used to investigate a particular population or sample, collect data through research instruments, analyze the data statistically, and draw conclusions based on the results of the analysis.

The descriptive component of the study was intended to describe patterns, tendencies, and relationships among the research variables based on data collected through a survey. Creswell, as cited in Ishtiaq (2019), explains that quantitative descriptive research is used to describe trends or relationships among variables using data obtained through surveys, experiments, or observations. Hypothesis testing was subsequently conducted using path analysis to estimate the direct and indirect relationships among the variables in a systematic and measurable manner. The proposed research design is presented in Figure 1.



**Figure 1.** Proposed Research Model  
 Source: Authors' own work

Based on Figure 1, this study adopted a descriptive-explanatory research design to examine the relationships among the variables under investigation. The descriptive aspect of the study was used to describe and analyze the four research variables: need for achievement ( $X_1$ ), locus of control ( $X_2$ ), entrepreneurial attitude ( $Z$ ), and entrepreneurial intention ( $Y$ ). Meanwhile, the explanatory aspect was used to investigate the causal relationships among these variables through hypothesis testing.

The causal relationships examined in this study included the direct effects of need for achievement ( $X_1$ ) and locus of control ( $X_2$ ) on entrepreneurial attitude ( $Z$ ), as well as their direct effects on entrepreneurial intention ( $Y$ ). The study also examined the indirect effects of need for achievement ( $X_1$ ) and locus of control ( $X_2$ ) on entrepreneurial intention ( $Y$ ) through entrepreneurial attitude ( $Z$ ) among students of the Faculty of Economics and Business, Universitas Negeri Makassar.

The research model was also stated to be based on Conservation of Resources theory and the Job Demands–Resources theory, together with relevant previous studies. These theoretical and empirical foundations were used to formulate hypotheses concerning the direct and indirect relationships among the research variables. A summary of the proposed hypotheses is presented:

**H<sub>1</sub>:** Need for achievement has a direct effect on entrepreneurial intention.

**H<sub>2</sub>:** Need for achievement has a direct effect on entrepreneurial attitude.

**H<sub>3</sub>:** Locus of control has a direct effect on entrepreneurial attitude.

**H<sub>4</sub>:** Locus of control has a direct effect on entrepreneurial intention.

**H<sub>5</sub>:** Entrepreneurial attitude has a direct effect on entrepreneurial intention.

**H<sub>6</sub>:** Need for achievement has an indirect effect on entrepreneurial intention through entrepreneurial attitude.

**H<sub>7</sub>:** Locus of control has an indirect effect on entrepreneurial intention through entrepreneurial attitude.

## **2.2. Population and Sample**

The population of this study comprised 600 students from the 2023 cohort of the Faculty of Economics and Business, Universitas Negeri Makassar, who were actively enrolled in an entrepreneurship course. The sample was selected using proportional random sampling to ensure that students from the relevant study programs were represented proportionally.

The required sample size was calculated using the Slovin formula. Based on this calculation, 103 students were selected as respondents, representing approximately 17.2% of the total population. Each eligible member of the population had an opportunity to be selected, while the proportional allocation of the sample was determined according to the number of students in each study program.

## **2.3. Data Collection**

Primary data were collected from students of the Faculty of Economics and Business, Universitas Negeri Makassar, using a structured questionnaire. The questionnaire consisted of closed-ended items and was administered digitally through Google Forms.

Respondents evaluated each questionnaire statement using a five-point Likert scale. The response categories and corresponding scores were as follows: strongly disagree = 1, disagree = 2, moderately agree = 3, agree = 4, and strongly agree = 5. Higher scores indicated a higher level of agreement with the statements used to measure the respective research variables.

## **2.3. Data Analysis**

The collected data were processed and analyzed using Statistical Package for the Social Sciences, currently referred to as Statistical Product and Service Solutions, version 26. The analytical procedures consisted of descriptive statistical analysis, classical assumption testing, and path analysis.

Descriptive statistical analysis was used to summarize the characteristics of the respondents and describe their responses to each research variable. Classical assumption tests were conducted to determine whether the data satisfied the statistical assumptions required for regression-based path analysis. Path analysis was then applied to estimate the direct effects of need for achievement and locus of control on entrepreneurial attitude and entrepreneurial intention, as well as their indirect effects on entrepreneurial intention through entrepreneurial attitude.

## **3. RESULTS AND DISCUSSION**

### **3.1. Results**

#### **3.1.1 Hypothesis Testing**

Hypothesis testing was conducted to examine the direct and indirect effects of the exogenous variables on the endogenous variables. The hypotheses were accepted or rejected based on the criterion that when the p-value was  $< 0.05$ ,  $H_0$  was accepted, indicating that the obtained regression coefficient was significant. The results of the direct and indirect effect hypothesis testing are presented in the table 2 and table 3.

**Table 2.** Results of Indirect-Effect Hypothesis Testing

| Variable                                 | B     | Standard Error | Beta  | t     | Sig.  |
|------------------------------------------|-------|----------------|-------|-------|-------|
| Constant                                 | 0.842 | 1.550          | —     | 0.544 | 0.588 |
| Effect of need for achievement ( $X_1$ ) | 0.067 | 0.073          | 0.069 | 0.926 | 0.357 |
| Effect of locus of control ( $X_2$ )     | 0.471 | 0.093          | 0.443 | 5.071 | 0.000 |
| Entrepreneurial attitude (Z)             | 0.300 | 0.065          | 0.396 | 4.607 | 0.000 |
| R Square                                 | 0.681 |                |       |       |       |
| e1                                       | 0.564 |                |       |       |       |

The error effect (e1) was obtained using the following formula:

$$e1 = 1 - R^2 = \sqrt{1 - 0,681} = 0,564$$

$$Y = \beta_1 X_1 + \beta_2 X_2 + \beta_5 Z + e_2$$

$$Y = 0,069X_1 + 0,443 X_2 + 0,396 Z + 0,564$$

The coefficient of determination of 0.564 indicates that the direct effects of need for achievement, locus of control, and students' attitudes on entrepreneurial intention (Y) amounted to 56.4%, while the remaining 43.6% was influenced by variables outside the model or this study.

**Table 3.** Results of Direct-Effect Hypothesis Testing

| Variable                                 | B     | Standard Error | Beta  | t     | Sig.  |
|------------------------------------------|-------|----------------|-------|-------|-------|
| Constant                                 | 4.499 | 2.351          | —     | 1.914 | 0.059 |
| Effect of need for achievement ( $X_1$ ) | 0.310 | 0.108          | 0.241 | 2.868 | 0.005 |
| Effect of locus of control ( $X_2$ )     | 0.810 | 0.118          | 0.576 | 6.852 | 0.000 |
| R Square                                 | 0.560 |                |       |       |       |
| e2                                       | 0.663 |                |       |       |       |

The error effect (e2) was obtained using the following formula:

$$e2 = 1 - R^2 = \sqrt{1 - 0,560} = 0,663$$

$$Z = \beta_3 X_1 + \beta_4 X_2 + e_1$$

$$Z = 0,241 X_1 + 0,576 X_2 + 0,663$$

The coefficient of determination of 0.663 indicates that the direct effects of need for achievement and locus of control on students' entrepreneurial attitude amounted to 66.3%, while the remaining 33.7% was influenced by variables outside the model or this study.

Need for achievement had a positive and significant effect on entrepreneurial intention through entrepreneurial attitude.

The indirect effect was calculated as follows:

$$\begin{aligned}
 X_1 &\rightarrow Z \rightarrow Y \\
 &= \beta_3 \times \beta_5 \\
 &= 0,241 \times 0,396 \\
 &= 0,095
 \end{aligned}$$

Locus of control had a positive and significant effect on entrepreneurial intention through entrepreneurial attitude.

The indirect effect was calculated as follows:

$$\begin{aligned}
 X_2 &\rightarrow Z \rightarrow Y \\
 &= \beta_4 \times \beta_5 \\
 &= 0,576 \times 0,396 \\
 &= 0,228
 \end{aligned}$$

**H<sub>1</sub>:** The effect of need for achievement on entrepreneurial intention had a significance value of  $0.357 > 0.05$  and a beta value of 0.069. Based on these results, H<sub>1</sub> was rejected.

**H<sub>2</sub>:** The effect of need for achievement on students' attitudes had a significance value of  $0.005 = 0.05$  and a beta value of 0.241. Based on these results, H<sub>2</sub> was accepted.

**H<sub>3</sub>:** The effect of locus of control on students' attitudes had a significance value of  $0.000 < 0.05$  and a beta value of 0.576. Based on these results, H<sub>3</sub> was accepted.

**H<sub>4</sub>:** The effect of locus of control on entrepreneurial intention had a significance value of  $0.000 < 0.05$  and a beta value of 0.443. Based on these results, H<sub>4</sub> was accepted.

**H<sub>5</sub>:** The effect of students' attitudes on entrepreneurial intention had a significance value of  $0.000 < 0.05$  and a beta value of 0.396. Based on these results, H<sub>5</sub> was accepted.

**H<sub>6</sub>:** The effect of need for achievement on entrepreneurial intention through students' attitudes had a beta value of 0.164. Based on these results, H<sub>6</sub> was accepted.

**H<sub>7</sub>:** The effect of locus of control on entrepreneurial intention through students' attitudes had a beta value of 0.671. Based on these results, H<sub>7</sub> was accepted.

### 3.1.2 Path Analysis

The interpretation of the path analysis results is presented in Table 4.

**Table 4.** Path Analysis Results

| Relationships among Variables | Direct Effect | Indirect Effect | Total Effect |
|-------------------------------|---------------|-----------------|--------------|
| Effect of $X_1 \rightarrow Y$ | 0.069         | —               | 0.069        |
| Effect of $X_2 \rightarrow Y$ | 0.443         | —               | 0.443        |
| Effect of $X_1 \rightarrow Z$ | 0.241         | —               | 0.241        |
| Effect of $X_2 \rightarrow Z$ | 0.576         | —               | 0.576        |

| Relationships among Variables               | Direct Effect | Indirect Effect | Total Effect |
|---------------------------------------------|---------------|-----------------|--------------|
| Effect of $Z \rightarrow Y$                 | 0.396         | —               | 0.396        |
| Effect of $X_1 \rightarrow Z \rightarrow Y$ | 0.069         | 0.095           | 0.164        |
| Effect of $X_2 \rightarrow Z \rightarrow Y$ | 0.443         | 0.228           | 0.671        |

Based on the structure of the research model, the empirical equations can be formulated as follows:

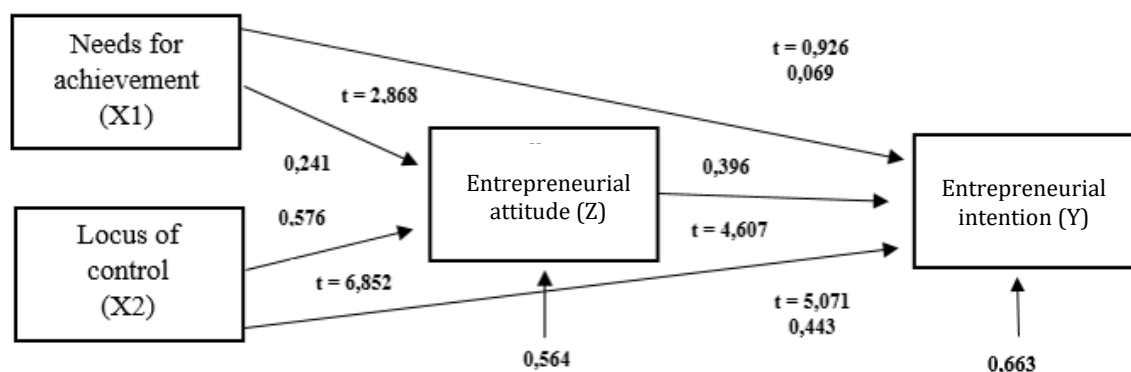
$$Y = \beta_1 X_1 + \beta_2 X_2 + \beta_7 Z + e_2$$

$$Y = 0,069 X_1 + 0,443 X_2 + 0,396 Z + 0,663$$

$$Z = \beta_4 X_1 + \beta_5 X_2 + e_1$$

$$Z = 0,241 X_1 + 0,576 X_2 + 0,564$$

The results of the path analysis are presented in diagrammatic form in Figure 2.



**Figure 2.** Path Analysis Results Model

Figure 2 presents the standardized beta coefficients and the magnitude of the direct and indirect effects of each variable.

The coefficient of determination was calculated as follows:

$$Rm^2 = 1 - P e 1^2 * P e 2^2 \dots\dots\dots P e x^2$$

The coefficient of determination was interpreted as follows:

$$Rm^2 = 1 - (0,663^2) (0,564^2) = 1 - 0,139 = 0,861$$

The coefficient of determination indicates that the direct and indirect effects amounted to 0.861, or 86.1%. In other words, 86.1% of the information contained in the data was explained by the model, while the remaining 13.9% was explained by variables outside the model or this study.

### **3.2. Discussion**

#### **3.2.1. The Effect of Need for Achievement on Entrepreneurial Intention among Students of Universitas Negeri Makassar**

The results of the study indicated that need for achievement did not have a positive and direct effect on entrepreneurial intention among students of Universitas Negeri Makassar. This result was supported by a significance value of  $0.357 > 0.05$  and a beta value of 0.069. The finding is inconsistent with the study conducted by Marlina and Sengo (2024), which revealed that need for achievement had a significant effect on entrepreneurial intention. The difference between the findings may have been influenced by several factors.

First, there was a difference in the research location or sample. The study by Marlina (2024) involved students of the Economic Education Study Program at the Faculty of Teacher Training and Education, Universitas Patempo, whereas the present study was conducted at the Faculty of Economics and Business, Universitas Negeri Makassar. Differences in the characteristics of the two universities may have influenced the findings. Second, there were differences in the research indicators. Beno (2022) used the need for achievement indicators of “the need to achieve, responsibility, and the ability to overcome obstacles” and the entrepreneurial intention indicators of “independence, willingness to take risks, hard work, and perseverance.” Meanwhile, the present study used the need for achievement indicators of “responsibility, problem-solving ability, and a strong desire to engage in entrepreneurship.”

#### **3.2.2. The Effect of Need for Achievement on Students’ Attitudes among Students of Universitas Negeri Makassar**

The results indicated a relationship between need for achievement and students’ attitudes among students of Universitas Negeri Makassar, with a significance value of  $0.005 < 0.05$  and a beta value of 0.241. This finding is consistent with the previous study conducted by Ananda (2022), which stated that need for achievement influenced students’ entrepreneurial attitudes in achieving success in entrepreneurial activities.

Need for achievement can encourage individuals to seriously consider establishing a business, pursue the professional goal of becoming an entrepreneur, attempt to establish and operate a business, develop internal motivation, and possess a strong intention to start a business. These indicators contribute to the development of students’ entrepreneurial attitudes. Students possess a need for achievement, a sense of responsibility, a fear of failure, the ability to overcome obstacles, a need for feedback, and a strong desire to engage in entrepreneurship. Based on the findings of the present study and the supporting previous research, the effect of entrepreneurship education on entrepreneurial motivation can be identified.

#### **3.2.3. The Effect of Locus of Control on Students’ Attitudes among Students of Universitas Negeri Makassar**

The results indicated that the relationship between entrepreneurial skills and self-efficacy had a positive effect, with a significance value of  $0.008 < 0.05$  and a beta value of 0.395. This finding is consistent with the previous study conducted by Iskandar and Safrianto (2020), which stated that entrepreneurial skills could increase students’ self-confidence in carrying out entrepreneurial activities.

The entrepreneurial-skills indicators supporting the results of this study included “creative thinking, time management, effective communication, critical thinking, leadership and management skills, communication and interaction skills, and technical skills related to the business to be undertaken.” These indicators can support students’ entrepreneurial attitudes.

### **3.2.4. The Effect of Locus of Control on Entrepreneurial Intention among Students of Universitas Negeri Makassar**

The results indicated that entrepreneurial skills did not have a positive and direct effect on entrepreneurial motivation among students of the Faculty of Economics and Business. This finding was supported by a significance value of  $0.034 > 0.05$  and a beta value of 0.069.

This finding differs from the previous study conducted by Suwarsi and Budianti (2009), which showed that entrepreneurial skills had a positive effect on entrepreneurial motivation. The difference in the findings may have occurred because the previous study by Widiyaastuti et al. (2022) involved vocational high school students, whereas the present study was conducted among students of the Faculty of Economics and Business, Universitas Negeri Makassar.

### **3.2.5. The Effect of Students' Attitudes on Entrepreneurial Intention among Students of Universitas Negeri Makassar**

The results indicated that self-efficacy had a positive effect on entrepreneurial motivation, with a significance value of  $0.001 < 0.05$  and a beta value of 0.432. This finding is consistent with the previous study conducted by Asiva Noor Rachmayani (2015), which stated that self-efficacy had a partial effect on entrepreneurial motivation.

The higher an individual's entrepreneurial self-efficacy, the higher the individual's entrepreneurial motivation. Conversely, the lower the individual's self-confidence, the lower the individual's entrepreneurial motivation. The self-efficacy indicators of "belief in one's abilities, optimism, objectivity, responsibility, rationality, and realism" influenced entrepreneurial motivation.

### **3.2.6. The Effect of Need for Achievement on Entrepreneurial Intention through Students' Attitudes among Students of Universitas Negeri Makassar**

The results indicated that entrepreneurship education had a positive effect on entrepreneurial motivation through self-efficacy, with a beta value of 0.435. This finding is consistent with the previous study conducted by Ekawarna et al. (2022), which stated that the direct effect of entrepreneurship education on entrepreneurial motivation through self-efficacy would have a substantial impact on students' entrepreneurial motivation.

Through entrepreneurship education, students can be encouraged by the enthusiasm and knowledge required to undertake entrepreneurial activities, while the self-efficacy possessed by students can become a source of motivation for entrepreneurship.

### **3.2.6. The Effect of Locus of Control on Entrepreneurial Intention through Students' Attitudes among Students of Universitas Negeri Makassar**

The results indicated that entrepreneurial skills had a positive effect on entrepreneurial motivation through self-efficacy, with a beta value of 0.239. This finding is consistent with the previous study conducted by Sabella et al. (2022), which stated that entrepreneurial skills influenced students' motivation to undertake entrepreneurial activities. The presence of self-efficacy in business strengthened students' motivation to engage in entrepreneurship.

A high level of self-efficacy among students can increase their entrepreneurial motivation. Students with high self-efficacy believe in their ability to confront challenges and achieve entrepreneurial success. This belief encourages them to possess strong motivation to establish and operate a business. Students' self-confidence must be accompanied by skills appropriate to their areas of expertise, as these skills can assist students in developing the competencies and expertise required to establish a new business or engage in entrepreneurship.

#### 4. CONCLUSION AND SUGGESTION

Based on the research findings and discussion, it can be concluded that need for achievement, locus of control, and entrepreneurial attitude have significant direct and indirect effects on entrepreneurial intention. Overall, the findings indicate direct and indirect effects of 0.861, or 86.1%, meaning that 86.1% of the information contained in the data is explained by the research model. Meanwhile, the remaining 13.9% is explained by variables outside the model or this study. This indicates that higher levels of need for achievement and locus of control among students affect entrepreneurial attitude as a mediating variable and contribute to the formation of entrepreneurial intention among students of the Faculty of Economics, Universitas Negeri Makassar.

Based on the findings of this study, the researchers suggest that the results may be used as a source of information or reference for lecturers in guiding students in the development of entrepreneurial skills. Students are expected to further develop their business management skills so that they do not focus solely on the products they produce, but are also able to conduct marketing activities and make decisions related to business evaluation for the purpose of business development. In addition, future researchers are encouraged to deepen and broaden this study, both in terms of the variables examined and the development of the research methods employed..

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