

# A Theory of Planned Behavior Study of Faculty of Economics and Business Students' Intention to Participate in The Unesa Global Mobility Award

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## Abstrak

Artikel ini mengkaji tentang faktor-faktor yang mempengaruhi minat mahasiswa Fakultas Ekonomi dan Bisnis Universitas Negeri Surabaya untuk mengikuti program UNESA Global Mobility Award dengan menggunakan Theory of Planned Behavior (TPB). Sampel dalam penelitian ini dipilih dengan menggunakan teknik purposive sampling. Terdiri dari mahasiswa Fakultas Ekonomi dan Bisnis angkatan 2021 dan 2022 yang memiliki minat atau pengalaman mengikuti program magang internasional. Hasil penelitian menunjukkan bahwa Attitude Toward Behavior dan Perceived Behavioral Control secara parsial mempengaruhi minat mahasiswa mengikuti program UNESA Global Mobility Award. Namun, Subjective Norms terbukti tidak memberikan pengaruh yang besar terhadap minat mahasiswa mengikuti program tersebut. Nilai R Square sebesar 0,196 artinya sikap, norma, dan kontrol perilaku secara simultan mempengaruhi minat mahasiswa sebesar 19,6%.

**Kata kunci :** *Teori Perilaku Terencana, Niat Mahasiswa, UNESA Global Mobility Award, Universitas Negeri Surabaya.*

## Abstract

This article examines the factors that influence the intention of students of the Faculty of Economics and Business, Universitas Negeri Surabaya, to participate in the UNESA Global Mobility Award program using the Theory of Planned Behavior (TPB). The sample in this study was selected using a purposive sampling technique. Consisting of students of the Faculty of Economics and Business in the 2021 and 2022 batches who have an interest or experience in international internship programs. The results show that Attitude Toward Behavior and Perceived Behavioral Control partially affect student interest in the UNESA Global Mobility Award program. However, Subjective Norms proved not to have a big influence on student interest in the program. The value of R Square is 0.196 meaning that attitudes, norms, and behavioral control simultaneously affect student intention by 19.6%.

**Keywords:** *The Theory of Planned Behavior, Students' Intention, UNESA Global Mobility Award, Universitas Negeri Surabaya.*

## INTRODUCTION

The younger generation currently has quite a high interest in leaving their hometowns to travel abroad. Not especially for students who hope for student exchange programs or overseas scholarship programs (Iqbal Salsabil & Westi Rianti, 2023). Globally, study abroad programs are one of the instruments for. Increasing resources in an area (Fakunle, 2021). In Europe alone, there were approximately 212,208 students who studied abroad in 2018 and experienced a 2% increase each year (Mikulas and Jitka, 2019). There are also several countries with the largest number of international students, namely the United States, the United Kingdom, Australia, and Germany.

However, in recent decades, the number of international students in China has increased by 80% from the previous decade (Curtis & Ledgerwood, 2018). In Indonesia, this overseas study program is very popular with students. Indonesian students are very familiar with several international programs such as IISMA and LPDP organized by the Ministry of Education, Culture, Research and Technology.

The main objective of this research is to identify the factors that influence the interest of international students in the internship program, explore the differences in interest among students in the Faculty of Economics and Business, and provide recommendations for the university and relevant institutions to improve the quality and attractiveness of the international internship program organized by Universitas Negeri Surabaya. Apart from the international study abroad program, it seems that there is a program that is not quite familiar to students, namely the internship abroad program. Broad internships also have many benefits, including increasing international work experience and increasing competitiveness in the world of work (Ajzen, 2020). Quoted from the OIA page belonging to Universitas Negeri Surabaya, it has provided several types of internships abroad with the largest percentage of countries being Thailand. With the implementation of this research, it is hoped that we will be able to determine the interest of students from four major in the Faculty Of Economics And Business towards overseas internship programs. It is also hoped that this research will be able to encourage the bureaucracy of the Faculty of Economics and Business and Universitas Negeri Surabaya to provide more international internship programs. This was expressed because of the existing reality, that Universitas Negeri Surabaya students do not have many choices in studying abroad or internships abroad.

This research was conducted on all economics and business faculties at the Universitas Negeri Surabaya, class of 2021 and 2022. The reason we chose the class of 2021 and 2022 is because we feel that these two classes are the most likely to take part in the UNESA Global Mobility Awards program. Previous research, it was found in the study "Student's Motivations, Perceived Benefits and Constraints Towards Study Abroad and Other International Education Opportunity." examined the motivations and perceived benefits of study abroad programs for undergraduate students at Arizona and Florida campuses (Curtis & Ledgerwood, 2018). With this, this research will carry out a comparison regarding the interests of undergraduate students in management and undergraduate students in office administration education regarding the programs offered. In this comparative research, the theory used is the theory of planned behavior put forward by Ajzen in 1985. This theory is the initial theory most often used to conduct research on interests which provides a conceptual framework for understanding human behavior.

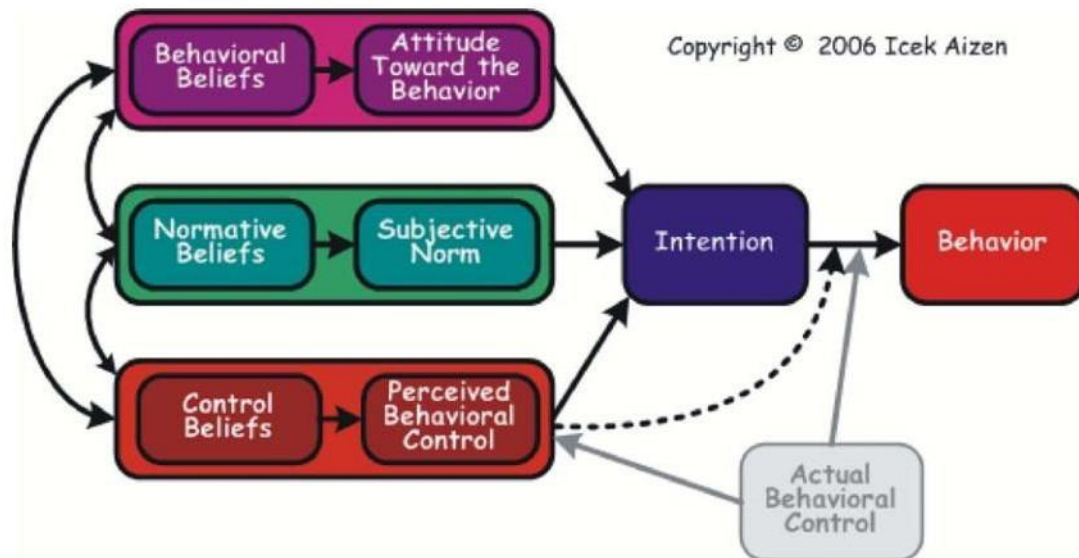
In this theory, three main factors influence a person's behavior, namely attitudes, norms, and perceived behavioral control. In a previous study written by (Deacon & Ottoson, 2020), it was found to identify the motivations that students have in participating in international student exchange programs, the benefits felt by students, and the obstacles experienced by students in registering for international student exchange programs. From the previous research findings, it was found that a gap to develop and improve using a more specific research sample, namely in the Faculty of Economics and Business at the Universitas Negeri Surabaya. With presenting a more comprehensive description of the motivations held by students and providing an analysis of the relationship between student behavior, motivation, and the desire to participate in the international student exchange program called the UNESA Global Mobility Award.

### **TPB and Hypotheses**

The theory of Planned Behavior (TPB) pertama kali dikemukakan oleh Icek Ajzen pada tahun 1991 melalui jurnal penelitiannya tentang organizational behaviour and human decision. Sejak diperkenalkan, teori ini telah diadopsi dalam penelitian empiris di berbagai bidang seperti pendidikan, perilaku konsumen, kesehatan, lingkungan, dan lainnya. Fokus dari teori ini adalah mengidentifikasi sikap individu terhadap suatu perilaku, apakah mereka melihatnya sebagai sesuatu yang positif atau negatif. Ini sangat membantu peneliti dalam menentukan tindakan apa yang perlu dilakukan pada suatu keadaan. The Theory of Planned Behavior examines several variables that are theorized to explain the behavioral intention to engage in a targeted behavior. Attitudes toward behavior, subjective norms, and perceived behavioral control are theorized as

causal variables related to the intention to perform a behavior that encourages a person to do something (Bresnahan et al., 2007).

The conceptual framework of The Theory of Planned Behavior:



**Figure 1. The Theory of Planned Behavior and The Source of Beliefs**

**Source:** Constructing a TpB Questionnaire: Conceptual and Methodological Considerations (Ajzen, 2020)

a) Attitude toward behavior

Attitude toward behavior refers to an internal evaluation activity carried out by an individual on certain behaviors. This theory explains that an individual's attitude can affect the individual's tendency to behave. The effective component that can refer to the emotions caused by the behavior. The dimension of attitude toward behavior is composed of two components, namely the cognitive component which includes the knowledge obtained and owned by an individual to a certain behavior and the behavioral component which includes the actual actions of an individual.

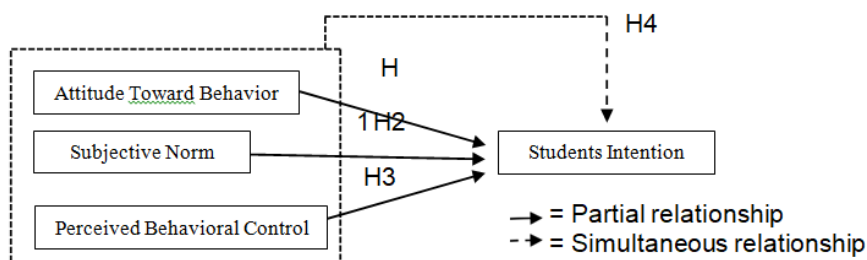
b) Subjective norm

Subjective norm is a perception of the extent to which an individual has the motivation to be able to follow the views of others in making decisions that he will make. From this explanation, what is meant by subjective norm is that an individual will determine what he wants to do if the individual feels that this is his right. And an individual will ignore the views of others regarding whatever he does. In his research, Jogiyanto (2007) provides an opinion that what is called subjective norm is a person's perception or view of another person's belief that can influence the behavior of someone who is considering something. From Anggelina, Dan, & Japarianto (2014) research, it can be seen that the indicators of subjective norms themselves are normative beliefs and motivation. The normative belief referred to here is a belief that exists in a person or group to be able to do something or not do something. This belief shows that the influence of the surrounding environment on a person's decision-making. In their research, Anggelina, Dan, & Japarianto (2014) explain that this motivation to comply is a motivation that exists and is carried out under the course of existing subjective norms. It can be said that the motivation to comply is a supporting thing in carrying out something.

c) Perceived Behavioral Control

Behavioral control is perceived as a theory that moderates the effect of attitudes and subjective norms on intentions, and actual behavioral control is assumed to moderate the effect of intentions on behavior. In another view, this theory suggests that favorable attitudes and norms will lead to the formation of favorable behavioral intentions if they believe that they are capable of performing the intended intention. When there is limited knowledge about behavioral control, perceived behavioral control can be used as a proxy for guessing behavior with the assumption

that perceived control reflects actual control well enough. Factors that influence behavioral control include the skills and abilities needed; the availability or lack of time, money, and other resources; cooperation with others; and so forth (Ajzen, 2020). Ability can indicate a person's belief in their own ability to perform the behavior. Resources examine an individual's perception of the availability of resources needed to perform the behavior. Individual perceptions will determine the extent to which the behavior is difficult to perform. And situational control is used to measure individual perceptions about the extent to which they have control over situations that can affect the behavior. In the context of health, perceived behavioral control can influence health behaviors such as exercise, diet, and medication adherence. (Kok, 1995). Meta-analysis research also supports the efficacy of perceived behavior control theory in predicting behavior, showing that perceived behavioral control has a positive relationship with individuals' intentions and behaviors. (Armitage & Conner, 2001). Through structured research, perceived behavioral control has an important role in understanding the factors that influence individual behavior.



**Figure 2. The Theory of Planned Behavior towards Students' Intention**

Based on the explanation, the researcher can formulate a research hypothesis:

**H1:** Attitude Toward Behavior has a positive effect on Student Intention Attitude toward behavior refers to an individual's attitude toward a particular behavior (Ajzen, 1991), while student interest refers to students' interest or desire for something. This variable can also be influenced by other factors such as previous experience, social norms, and perceived benefits. The more positive students' attitude towards a behavior, the higher their interest in the topic. So if someone has a positive attitude towards something, it is likely that they will have a high interest in participating in that thing, in this context is an international internship.

**H2:** Subjective Norm has a positive effect on Student Intention

Subjective Norm refers to an individual's perception of what is considered the norm or expectation of those around him or her (Ajzen, 2020), while Student Interest refers to students' interest or desire for something. This variable can be influenced by other factors such as identification with the group, family influence, and previous experience. Perceptions of subjective norms that support a behavior tend to increase student interest in the topic. The stronger students' perceptions of subjective norms that support a behavior or topic, the higher their interest in it. For example, if a student feels that their peers are very supportive of participation in volunteering, then they are likely to have a high interest in getting involved in volunteering.

**H3:** Perceived Behavioral Control has a positive effect on Student Intention Perceived behavioral control refers to an individual's perception of the ease or difficulty of performing a particular behavior. (Ajzen, 1991). In the context of student interests, perceived behavioral control can be interpreted as students' perceptions of how easy or difficult it is for them to realize their interests or intentions. The more resources and fewer obstacles individuals perceive, the greater their perceived behavioral control and the stronger their intention to perform behaviors. (Hardin-Fanning & Ricks, 2017). So if students have a strong belief that they have the necessary resources, opportunities, and abilities to realize their interests, then their perceived behavioral control will be high.

**H4:** Attitude Toward Behavior, Subjective Norm, Perceived Behavioral Control significant and positive effect on Student Intention

These three are closely related to students' interests in various contexts, including career choice, participation in academic activities, and technology adoption. In the context of students' interests, if they have a positive attitude towards an activity, such as learning a subject or participating in a campus organization, they are more likely to have the intention to do it. For example, studies show that a positive attitude towards e-learning increases students' intention to use the platform (Al-Marroof & Al-Emran, 2018). In terms of students' interests, if they feel that important people in their lives, such as friends, family, and lecturers, expect them to engage in certain activities, they are more likely to have the intention to do so. Research by Davis et al. (2002) shows that subjective norms play an important role in determining students' intention to engage in technology-based learning activities. If students believe that they have the necessary resources and abilities to act, they are more likely to have the intention to do so. For example, if a student feels capable and has sufficient resources to start their own business, they will be more likely to intend to become an entrepreneur (Krueger & Carsrud, 1993).

The link between this hypothesis and students' interests can be seen through how the three factors shape and influence their intentions to engage in various academic and non-academic activities. For example, research shows that positive attitudes, supportive subjective norms, and high behavioral control all contribute significantly to students' intention to use educational technology (Lee, Cheung, & Chen, 2005).

## **METHOD**

### **Identification of Variables**

In order to achieve the research objectives, the researchers agreed to adopt the Theory of Planned Behavior as the main theory in problem solving. This theory is composed of three components which are the main independent variables of this study. While the dependent variable is the purpose of the researcher conducting the research.

1. Independent Variables: Attitude Toward Behavior (X1), Subjective Norm (X2), Perceived Behavioral Control (X3).
2. Dependent Variable: Students' Intention (Y).

### **Research Design**

This study uses a quantitative approach to compare the interest of international students in participating in the UNESA Global Mobility Award Internship Program. The survey instrument was adopted from similar research journals on the Theory of Planned Behavior that can be accessed at Publish and Perish and Emerald. The instrument developed was divided into several sections: ethics and actions; beliefs and motivations; abilities, resources, difficulties, and situational control; motivation, attitudes, personality, learning environment, learning methods, social support, academic achievement, and field of study. Results were then tested using SPSS and Excel test analysis tools.

In the early step, researchers tested the validity and reliability of the questions. After finding the balance of the instrument, the survey was actively distributed over a period of two weeks. The questionnaire was distributed through social media and Google Meet. The collected data was then processed through Excel and SPSS. The researcher conducted a T-test and F-test to determine the truth of the four hypotheses proposed. The T test was conducted separately between variables X and Y, while the F test was conducted simultaneously between variables X and Y.

### **Sample and Population**

The sample in this study was selected using a purposive sampling technique. Consisting of students of the Faculty of Economics and Business in the 2021 and 2022 batches who have an interest or experience in international internship programs. Based on PDDikti, the population of the Faculty of Economics and Business students in 2021 and 2022 is 7,194. Calculated using a sample calculator with a confidence level of 70%, a margin of error of 1%, and a population proportion of 5%. The entire continent is determined from the author's view of the percentage of active students who know the UNESA Global Mobility Award program.

A total of 145 students participated in this study, including 22 from the Management Major, 19 from the Accounting Major, and 104 from the Economics Education Major. All respondents

were active students enrolled in the fourth semester. Some of them participated in this study as part of the same course requirement. The participants were given statements that included scales measuring the independent and dependent variables. Attitudes, norms, and behavioral control were measured using a 1 to 5 scale consisting of 45 statement items.

$$n = \frac{7134}{1 + \frac{7134}{71,34}(0,01)}$$

$$n = \frac{7134}{72,34}$$

$$x = 98,6 \approx 99$$

### Validity and Reliability Test of Students' Intention

Validity and reliability are basic concepts in research, which are often used to determine the quality of research and can also determine how well the methodology, data collection techniques, or data analysis are planned to measure research variables or parameters (Taherdoost & Group, 2017). Validity refers to how well the data represent the true findings among the research participants and among individuals who did not participate in the research (Mohajan, 2017). The reliability of the research shows that the measurements made provide reliable, consistent, precise, trustworthy, and repeatable data, especially in quantitative research that requires tools and the ability to replicate research results by other researchers (Nath, 2013). In modern research, validity and reliability are crucial concepts used to increase the precision and accuracy of evaluation and assessment of research projects so that their value will not be in doubt. Without these, it is difficult for researchers to describe the effects of measurement error on the theoretical interactions being measured (Ahmed & Ishtiaq, 2021; Kimberlin & Winterstein, 2008).

**Table 1. Validity Test Result of Attitude Toward Behavior, Subjective Norm, Perceived Behavior Control, and Students Intention**

Items	R-Count	R-Table (5% ; N = 99)	Test Result
Q1	0.632	0.1975	Valid
Q2	0.545	0.1975	Valid
Q3	0.564	0.1975	Valid
Q4	0.492	0.1975	Valid
Q5	0.590	0.1975	Valid
Q6	0.659	0.1975	Valid
Q7	0.448	0.1975	Valid
Q8	0.602	0.1975	Valid
Q9	0.461	0.1975	Valid
Q10	0.522	0.1975	Valid
Q11	0.591	0.1975	Valid
Q12	0.664	0.1975	Valid
Q13	0.718	0.1975	Valid
Q14	0.476	0.1975	Valid
Q15	0.628	0.1975	Valid
Q16	0.678	0.1975	Valid
Q17	0.632	0.1975	Valid
Q18	0.662	0.1975	Valid
Q19	0.704	0.1975	Valid
Q20	0.568	0.1975	Valid
Q21	0.493	0.1975	Valid
Q22	0.437	0.1975	Valid
Q23	0.433	0.1975	Valid
Q24	0.517	0.1975	Valid

Q25	0.711	0.1975	Valid
Q26	0.652	0.1975	Valid
Q27	0.656	0.1975	Valid
Q28	0.748	0.1975	Valid
Q29	0.627	0.1975	Valid
Q30	0.768	0.1975	Valid
Q31	0.664	0.1975	Valid
Q32	0.638	0.1975	Valid
Q33	0.490	0.1975	Valid
Q34	0.548	0.1975	Valid
Q35	0.519	0.1975	Valid
Q36	0.551	0.1975	Valid
Q37	0.488	0.1975	Valid
Q38	0.532	0.1975	Valid
Q39	0.460	0.1975	Valid
Q40	0.568	0.1975	Valid
Q41	0.576	0.1975	Valid
Q42	0.516	0.1975	Valid
Q43	0.586	0.1975	Valid
Q44	0.471	0.1975	Valid
Q45	0.608	0.1975	Valid

Source: Data processed by researchers (2024)

**Table 2. Reliability Test Result of Attitude Toward Behavior, Subjective Norm, PerceivedBehavior Control, and Students Intention**

Reliability Statistics	
Cronbach's Alpha	N of Items
0.954	45

Source: Data processed by researchers (2024)

Attitudes were measured using 8 statement items, norms were measured using 6 statement items, behavioral control was measured using 17 statement items, and 14 items developed by the author measured participants' perceived students' intention. Based on the previous explanation, the results of Table 1. show that the validity of the instrument (X1, X2, and X3) has an R-Count > R-Table value. The R-Table value is obtained using the R distribution table from Junaidi Chaniago which is calculated through a two-way significance level with 99 respondents, then the R-Table (95) = 0.1975 is found. This study shows that each statement item on variables X and Y has an R-Count > R-Table value so it can be concluded that the 45 question of this study are declared valid.

In the reliability test, attitude, norm, and behavioral control were measured using a scale of 1 to 5 consisting of 45 statement items with alpha reliability of 0.954 whose value is greater than 0.700 after being corrected for reinforcement. Table 2. shows that the statement items on Attitude Toward Behavior (X1), Subjective Norm (X2), Perceived Behavioral Control (X3), and Students Intention (Y) are reliable. This means that 45 questions for this study are accepted.

## RESULT AND DISCUSSIONS

**Table 3. The Result of Attitude Toward Behavior T-Test (Partial Test)**

Model	Coefficient <sup>a</sup>				
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	41.579	5.877		7.075	0.000
Attention TowardBehavior	0.401	0.186	0.213	2.150	0.034

a. *Dependent Variable: Students' Intention*

Source: Data processed by researchers (2024)

The results of the T-test of variable X1 on variable Y can be seen in Table 3. It is concluded that the T-value is  $1.757 > T\text{-Table } 1.660$ , meaning that the T value has met the requirements of an influential variable. Then the significance line shows the result sig.  $0.03 < 0.05$ . The conclusion is Attention Toward Behavior (X1) is declared to affect Students' Intention (Y).

**Table 4. The Result of Subjective Norm T-Test (Partial Test)**

		Coefficient <sup>a</sup>			t	Sig.
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta		
1	(Constant)	43.859	5.878		7.461	0.000
	Subjective Norms	0.433	0.247	0.176	1.757	0.082

a. *Dependent Variable: Students' Intention*

Source: Data processed by researchers (2024)

Subjective norms are tested using the same method as the previous variables. Table 4. shows the calculation of T-Value  $1.757 > T\text{-Table } 1.660$ . This variable will be declared to affect Students' Intention if the significance value is small. However, the result of sig.  $0.08 > 0.05$ , so Subjective Norms (X2) are declared to not affect Students' Intention (Y).

**Table 5. The Result of Perceived Behavioral Control T-Test (Partial Test)**

		Coefficient <sup>a</sup>			t	Sig.
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta		
1	(Constant)	30.341	5.165		5.874	0.000
	Perceived Behavioral Control	0.374	0.080	0.427	4.654	0.000

a. *Dependent Variable: Students' Intention*

Source: Data processed by researchers (2024)

The results of data processing for X3 on Y are shown in Table 5. It can be seen that the T-Value result is  $4.654 > T\text{-Table } 1.660$ , meaning that the T-value has met the criteria. Then the significance value is  $0.00 < 0.05$ . Through two results that meet the assessment criteria, it can be stated that Perceived Behavioral Control (X3) affects Students' Intention(Y).

**Table 6. The Result of F-Test (Simultan Test)**

		ANOVA <sup>b</sup>				
Model		Sum of Squares	df	Mean Square	F	Sig.
1	<i>Regression</i>	1623.683	3	541.228	7.713	.000 <sup>p</sup>
	<i>Residual</i>	6665.953	95	70.168		
	<i>Total</i>	8289.636	98			

a. *Dependent Variable: Students Intention*

b. Predictors: (Constant), Perceived Behavioral Control, Attitude Toward Behavior, Subjective Norm

Source: Data processed by researchers (2024)

Table 6. shows that attitudes, norms, and behavioral control have a significance value of  $0.000 < 0.05$ , and the result of the calculated F value of  $7.71 > F\text{ table } 2.70$ , then the fourth hypothesis is accepted. These results can be concluded that the variables Attitude Toward Behavior



(X1), Subjective Norm (X2), and Perceived Behavior Control (X3), simultaneously affect Students' Intention (Y).

**Table 7. Model Summary**

<b>Model Summary</b>				
Type	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.443a	0.196	0.170	8.377
a. Predictors: (Constant), Perceived Behavioral Control, Attitude Toward Behavior, Subjective Norm				

Source: Data processed by researchers (2024)

Table 7. shows that the R Square value is 0.196 so that attitudes, norms, and behavioral control simultaneously affect student intention by 19.6%. At this rate, R Square falls into the weak category.

### Results of the Effect of Attitude Toward Behavior on Student Interest

In accordance with the results of the research we conducted. The effect of Attitude Towards Behavior (X1) on Student Interest (Y) has a positive influence and the first hypothesis can be accepted. The Attitude Towards Behavior (X1) variable gets a T-count value of 0.707 which is greater than the T-table value of 1.660 with a significance of

$0.481 < 0.05$  so it can be concluded that individually Attitude Towards Behavior is significant and the first hypothesis is accepted. This result supports the data in Table 6 that when the three constituent variables of TPB are tested, it is found that all three variables are acceptable. This is because students have a good attitude and good thoughts towards international programs. Students will be attracted to have an interest in joining the program. Many of these positive attitudes are based on previous experiences either by themselves or others they know. Students who realize the benefits of an international activity program, the majority will have a significant interest in joining an international program. Students who have a significant interest certainly realize that international programs can be a good platform for their development. Students also certainly know how prestigious international programs are so that when they participate in this program, their good name will also be able to look good to improve academic validation.

### Results of the Effect of Subjective Norm on Student Interest.

Based on the results of research that has been done. It was found that the T-test results of the Subjective Norms (X2) variable on Student Interest (Y) did not have a good influence on each other. From the T-test conducted, Subjective Norms (X2) get a value of  $1.757 > 1.660$ , but the significance shows  $0.25 > 0.05$ . With the results obtained from Table 4., it can be concluded that the second hypothesis, namely the influence of Subjective Norms (X2) has a significant effect on Student Interest (Y) is rejected. This is different from Attitude Toward Behavior (X1) on Student Interest (Y) has partial calculation results with the conclusion that these variables influence on student interest. However, this contradicts the results of the simultaneous variable test in Table 6. concluded that the three variables have a significant influence on the Student Interest variable (Y).

Subjective Norms (X2) itself can be interpreted as the beliefs of an individual based on the views that exist in society. This norm is closely related to the world of society such as family and friends. If the results of the partial test on this variable show a negative effect, it can be concluded that students at the Faculty of Economics and Business at Universitas Negeri Surabaya lack support and have a low interest in the UNESA Global Mobility Award. Factors that may influence this result could include lack of awareness about the program, lack of support from faculty or university, and lack of clear benefits associated with the program. As a result, students may not fully understand the benefits of the program and therefore lack interest in participating.

### Results of the Effect of Perceived Behavioral Control on Student Interest

From the results of the study obtained, the author found that the results of the T-test for the variable Perceived Behavioral Control (X3) to Student Interest (Y) had a significant positive

influence and the third hypothesis was acceptable. From Table 6. it can be seen that the result of the T-count obtained by the variable Perceived Behavior Control (X3) to Student Interest (Y) is 4.654 with a significance value of  $0.00 < 0.05$ . Following the tested indicators. The most significant indicator is the confidence indicator which hereby finds the implied meaning of students with a high interest in the UNESA Global Mobility Awards that they have a good self-perception and are qualified to get and join the program.

This perception makes the students in the Faculty of Economics and Business take actions that lead them to do positive activities that will lead them to the UNESA Global Mobility Award program. Students believe that by joining the UNESA Global Mobility Award program, they have the perception that they can develop themselves for their future lives. Students with high interest in the UNESA Global Mobility Award program also have the perception that the learning methods, curriculum, and living environment in the outside world have a better concept of learning methods, curriculum, and living environment compared to Indonesia. With this, perception becomes one of the most significant of the other variables.

### **Results of the Attitude Toward Behavior, Subjective Norm, Perceived Behavioral Control, and Students Intention**

Different results were obtained by researchers in this hypothesis. Through the test of X variables on Y, the three variables tested turned out to show a positive influence on student interest. Attitudes, norms, and behavioral control tested together got an F-value of 7.71 greater than the F-table of 2.70, and a significance value of  $0.00 < 0.05$ . Through the modal summary table, the R Square value is 19.6%, which means that attitudes, norms, and behavioral control simultaneously influence on student interest. However, please note, that the R Square value obtained is in the weak category. This means that 19.6% of the distribution of the dependent variable can be explained by the independent variable. The remaining 80.4% cannot be explained by the independent variable or can be explained by variables outside the independent variable (error component). So it can be concluded that Attitude Toward Behavior (X1), Subjective Norm (X2), and Perceived Behavioral Control (X3) significant and positive effects on Student Intention (Y) will be accepted. With the emphasis that the three variables have a weak effect on student interest in the UNESA Global Mobility Award program.

This could be due to the influence of other more dominant factors that influence student interest in the Faculty of Economics and Business in the UNESA Global Mobility Award program, such as internal factors such as personal motivation for international programs, academic and non-academic values, the existence of different career goals, as well as external factors such as program reputation, program quality, and support from parents, friends or mentors. In addition, specific factors derived from the UNESA Global Mobility Award program such as the opportunity to study in a foreign country, cultural diversity, and access to professional networks may also play a role.

### **CONCLUSION**

This research article aims to understand the intention of Faculty of Economics students in participating in the UNESA Global Mobility Award program by using the Theory of Planned Behavior (TPB) to increase student participation and increase student intention in participating in the UNESA Global Mobility Award program. The results of this study indicate that attitude and behavioral control affect student interest in participating in the UNESA Global Mobility Award. However, subjective norms proved to have no effect on student interest in joining the program. Another thing when tested simultaneously, researchers get the results that attitudes, subjective norms, and behavioral control perceived by students simultaneously have a significant influence on student intention to join the UNESA Global Mobility Award program, although the influence caused is in the weak category. Then it can be formulated that H1, H3, and H4 are accepted while H2 is rejected. This can be influenced by variables outside the study that researchers have not found. Therefore, these influencing factors must be solved so that future researchers can design strategies to increase student participation in the UNESA Global Mobility Award program. In the future,

researchers hope that this research can be a quality learning and reading material for everyone who wants to learn and develop.

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