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THE VALIDITY AND RELIABILITY OF THE INSTRUMENT PLANNED BEHAVIOR THEORY IN MEASURING STUDENTS' INTENTIONS TO ENGAGE IN AGRICULTURAL ENTREPRENEURSHIP

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ABSTRACT

The intention of agricultural students to carry out agricultural business is an important thing as a locomotive for the development of agricultural human resources in the future. However, the evaluation of the instrument of Intention to carry out a validated agricultural business is still lacking. This study aims to test and develop a valid and reliable instrument of intention to carry out agricultural business and to determine the level of intention to do agricultural business among students. This research method uses a survey approach which (where the population of this study was 1200 students of the faculty of agriculture in Riau Province, while the sample of this study was 98 respondents.Data analysis to test the validity and reliability using the Rasch modeling test with Winstep. The results of the analysis show that from testing 17 instrument items, which consist of; (a) 5 items instrument attitude, 4 items have good goodfit, while 1 item no 2 is misfit. (b) 4 item instrument subjective norm, where 3 items have good parameters, while 1 item no 9 is misfit, (c) 4 Perceive behavior control instrument items, where 3 items have good parameters, while 1 item no 13 is misfit, (d) 4 instrument intention items, where all items have good parameters or good fit. This value indicates a very good consistency of respondents answers, as well as the quality of the instrument items. For the rating scale test, it was found that respondents were only good enough at distinguishing the rating scale when the scale was from 1 to 4. Based on these findings, it is suggested that in measuring student intentions to do entrepreneurship with the planned behavior theory, it is better to use answer items with 4 scales.

Keywords: *agricultural business behavior intentions, instrument validity, planned behavior theory*

BACKGROUND

Indonesia is known as an agrarian country since most of its people live from agriculture. Natural conditions and fertile soil are the main factors that make Indonesia an agricultural country (Ridha et al., 2017). The role of the agricultural sector in the economy of a country or a region can be seen from several aspects, namely: a). The contribution of the agricultural sector to the Gross Domestic Product (GDP) or to the Gross Regional Domestic Product (GRDP), b). The contribution of the agricultural sector to employment opportunities, c). The ability of the agricultural sector to

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provide a variety of food menus which will greatly affect consumption patterns and people's nutrition, ssd). The ability of the agricultural sector to support the development of upstream and downstream industries and e). Exports of agricultural products will contribute foreign exchange to the country (Isbah & Iyan, 2016). In its development, the condition of Indonesian agriculture is getting weaker. In Indonesia, the agricultural sector has a relatively high level of employment, reaching 32.9% (Badan Pusat Statistik, 2014). However, Indonesia's agricultural sector contributes to a higher rate of laziness than other sectors (Ridha et al., 2017).

This higher contribution indicates that agricultural employment cannot accommodate this number of workers or has moved to other sectors (Syam & Noekman, 2003). The interest of young people in the agricultural sector is decreasing from year to year. Furthermore, 35% of those working in the agricultural sector have low productivity; most are small-scale farmers and the elderly (Syam & Noekman, 2003). The low intention of the younger generation to do agricultural business continues to increase from year to year. It can be seen from BPS data (2015 & 2018) shows that the total labor force in agriculture has decreased by 1.41%, where as many as 60.8% of these farmers are old-age productive farmers. This problem is caused by the declining interest of the younger generation in the world of agriculture. This statement is supported by the survey conducted by BPS (2015) with young people as respondents. The survey results show that 70% of respondents have never dreamed of becoming farmers, and as many as 52% of respondents do not want to become farmers (Novitasari et al., 2020).

The low contribution of the younger generation in the agricultural sector above also positively correlates with the decline in national income in this sector. Therefore, creative youth is needed to develop the sector through entrepreneurial activities. Entrepreneurs are action-oriented, highly motivated, risk-taking, and future-motivated (Saragih, 2010). As an agricultural country with extraordinary natural resources, Indonesia's agricultural sector is a potential business area for young people to develop. The agribusiness sector is the largest and most important economic sector in the Indonesian national economy. The agribusiness sector absorbs more than 75% of the national workforce, including 21.3 million small-scale business units in the form of household businesses. It is estimated that 80% of the national population depends on the agribusiness sector. The large role of the agribusiness sector in the national economy has important implications for future national economic development (Saragih, 2010) Developing agricultural entrepreneurship is necessary to boost the productivity of the sector's human resources. According to the Central Bureau of Statistics/BPS (2014), only around 44.20 million people (0.17%) of Indonesia's population engage in business in the agricultural commodity sector (Badan Pusat Statistik, 2014).

A gap between human resources and educational issues at the farmer level indicates the low number of entrepreneurs. Agricultural colleges play an essential role in creating a young generation of agricultural entrepreneurs, a crucial issue in this country. Universities have been responsible for increasing the growth of undergraduate graduates to unemployment by around 14.5% from 2012-2015. These graduates' low intention to become agriculture entrepreneurs is due to financial factors that require sizeable financial capital (Ridha et al., 2017). Even people from agricultural backgrounds are more attracted to business in the non-agricultural sector (Parcell & Sykuta, 2003).

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Many studies have been conducted to explain the factors that influence an individual's intention or intention to perform a behavior. In general, several theoretical frameworks approach research on intentional behavior, namely the theory of planned behavior from Ajzein, the theory of Value belief, and norm from the stern (Cristea & Gheorghiu, 2016; Ridha et al., 2017).The primary construct of Ajzein in the theory of planned behavior is three determinants that influence behavioral intention. Behavioral intentions are influenced by individual attitudes towards behavior, subjective norms, or personal views on the support of people who are considered necessary for certain behaviors. Meanwhile, the third determinant is perceived behavior control, namely individual perception of self-ability to perform an action or behavior (Ajzen, 1991a). Although research on the factors that influence the intention of the younger generation to do business or be entrepreneurs in the agricultural sector is quite a lot, but the lack of evaluation of factor instruments that influence behavioral intentions in validated agricultural businesses is still very limited. This study aims to develop and validate a factor instrument that influences the intention of the younger generation, especially agricultural students, to become agricultural entrepreneurs within the framework of planned behavior theory.

RESEARCH METHODS

The research is designed as a quantitative research with a survey method. Survey research is defined as "the collection of information from a sample of individuals through their responses to questions" (Check & Schutt, 2012). This type of research allows for a variety of methods to recruit participants, collect data, and utilize various methods of instrumentation (Ponto, 2015). This study aims to (1) develop an instrument of entrepreneurial business behavior intention among students with the theoretical framework of planned behavior and (2) identify the level of agricultural business intention among students. The instrument was adopted from the development of the theoretical construct of Planned behavior from (Ajzen, 1991a), which consists of 4 primary constructs, namely (i) intention as the dependent variable, (2) attitude, (3) subjective norm, and (4) perceived behavior control as the independent variable.

Based on Ajzen (1991a), the first stage in this research is to adapt the instrument according to the concept in the theory of planned behavior consisting of four main constructs, namely the concepts of attitude, subjective norm, perceived behavior control, and intention. Furthermore, the development of the instrument is carried out. The four constructs consist of 5 attitude instrument items, 4 subjective norm instrument items, 4 perceived behavior control instrument items, and 5 perceived behavior control and intention instrument items. After the instrument was developed, the instrument was distributed to 98 research respondents. The next step is to test the validity of the instrument building using the Rasch test. This test was conducted to determine the instrument's feasibility in measuring the four dimensions. The validity and reliability of the item, as well as the person's reliability, which is good, shows that the instrument and the respondents have good quality.

The population of this study was undergraduate students at the Faculty of Agriculture at the University of Riau. The sampling technique used in this study was a convenience sampling technique.

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Because this study was designed to test a research instrument based on the construct in TPB theory, this study prioritized its internal validity. so that the determination of the sample can be done by convenience sampling. The determination of the number of samples is done by using G-Power. The results of the literature review show that the effect size in the planned behavior theory model is between 0.2-0.5. Several studies have found an effect size in the TPB model of 0.4 (Fuady, 2021). By using an effect size of 0.4, it is known that the minimum sample to be able to properly explain the causality relationship in the TPB model is 97 respondents.

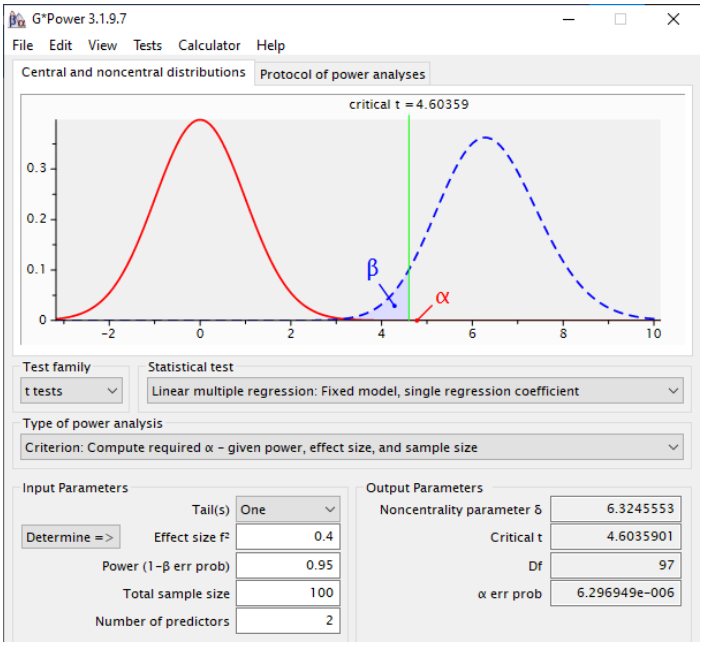

Figure 1. Tool Analysis

This data analysis test in this study used the Rasch model test with Winsteps and SPSS software. The Rasch test was conducted to test the validity and reliability of items and persons. Tests with Rasch modeling include (1) test the validity of the reliability of items and persons (this analysis aims to find out how valid and reliable items and persons are in measuring attitude, subjective norms, perceived behavior control and intention), (2) analysis of the Wright Map Person and instruments (this analysis aims to see the logit of the instrument and the difficulty level of the instrument), (3) Rating Scale analysis (this test aims to find out how well the answer scale can be understood by the respondent).

RESULT AND DISCUSSION

The Validity Instruments Analysis of Attitude, Subjective Norm, Perceive Behavior Control, and Intention

This research examined the instrument factors that influence students' intentions to engage in agricultural entrepreneurship within the theoretical framework of planned behavior (Ajzen, 1991a).

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There were 17 instrument items tested for validity using the RASCH Model consisting of five items for attitude constructs, four instruments for subjective norms construct, four instrument items for perceived behavior control construct, and four instrument items for intentions construct to do agricultural entrepreneurship (intention). This test was conducted to determine how well the instrument explained the concepts of attitude, subjective norm, perceived behavior control and intention. The 17 items of the instrument, distributed to 98 respondents, were tested using Rasch modelling analysis.

Instrument validity test refers to the extent to which an assessment instrument is relevant and representative in measuring the concept it is designing (Shayna, 2014). Rasch is a statistical test to determine the extent to which instrument items fit the model and correspond to the concept being measured (Boone et al., 2014). The test includes the extent to which item and person instruments have good validity in measuring concepts in the theory of action planning. The results of the analysis of the validity of the instrument, in general, are described in Table 1.

Table 1. Summary of Person and Item Statistics

	Person	**Item**
N	98	17
Measures (logit)		
Max	82	262.8
Min	38.0	187.0
SD (standard deviation)	7.53	42.2
SE (standard error)	0,10	0.25
Outfit mean-square		
Mean	58.9	262.8
SD	7.5	42.3
Separation	2.05	6.05
Reliability	0.86	0.97
Cronbach’s Alpha	0.87	

Source: Primary Data, 2022

To see the quality of the instrument, this study developed the instrument by surveying 98 student respondents. Several parameters can be seen in Table 1. Based on Table 1, it is known that the overall Cronbach's alpha reliability value is 0.86. It shows that the interaction between person instruments and items as a whole has good quality. The analysis results also show that the value of person reliability is 0.86 and item reliability is 0.97. This value indicates the consistency of respondents' answers and the quality of the item instrument is excellent. Another value that shows how well the item instrument is in measuring the concept is the maximum and minimum values of the measures. Based on the logit value, it is known that the size distribution is extensive throughout the logit scale in item difficulty levels. It shows that the instrument can measure a broader spectrum of individual abilities in answering the instrument. The separation value from the analysis results shows more than 1, namely 2.03 and 6.05. It shows that the number of samples is sufficient to separate individual abilities (Gracia, 2005).

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Meanwhile, it can be seen from several parameters to see whether the instrument and person fit in describing the concept. First is the outfit mean square value, then the standard outfit Z value, and finally, the Point measure Correlation value. The instrument is said to be fit if all three parameters are categorized as fit. From the results of data analysis, it is known that the MNSQ value is 0.98 (SD: 0.2), which indicates that the mean measurement instrument for the four constructs is categorized as fit with a value of 0.5 < MNSQ < 1.5 (Boone et al., 2014).

Table 2. Score of Easure, Infit MNSQ, Outfit MNSQ, ZSTD, and Pt-measure corr. from the Instruments

Construct	Item	Measure	Infit MNSQ	Outfit MNSQ	Outfit ZTSD	Pt-Measure Corr
Attitude	Q1	-1.30	0.69	0.99	0.00	0.47
	Q2	-1.33	0.67	0.62	-2.42	0.53
	Q3	-1.44	0.81	0.79	-1.20	0.46
	Q4	0.26	0.72	0.72	-1.74	0.65
	Q5	-2.04	1.11	1.11	0.53	0.27
Subjective Norm (SN)	Q6	-0.09	0.85	0.83	-0.99	0.57
	Q7	-0.10	0.65	0.64	-2.36	0.65
	Q8	0.67	0.86	0.86	-0.70	0.64
	Q9	1.34	1.49	1.52	2.91	0.43
	Q10	0.34	0.87	0.86	-0.79	0.54
Perceive Behavior Control (PBC)	Q11	1.68	1.31	1.32	1.99	0.56
	Q12	0.78	1.22	1.22	1.27	0.57
	Q13	1.30	2.21	2.24	5.92	0.20
	Q14	0.28	0.78	0.78	-1.30	0.63
Intention	Q15	-0.26	0.75	0.99	-1.61	0.59
	Q16	-0.16	0.86	0.87	-0.76	0.51
	Q17	-0.16	0.88	0.88	-0.76	0.60

Source: Primary Data, 2022

Table 2 shows that overall the research instruments have good MNSQ outfit values and are in the area of acceptance/fit. For the ZSTD outfit, the value is categorized as fit if it is in the range -2 < ZSTD < 2. The results of the analysis of several items have misfit values. These include attitude items (Q2), Subjective norms (Q9) and Perceived behavior control (Q13). Click or tap here to enter text. Based on the analysis results, it is known that most instruments have good validity. However, three instruments experience a misfit in the ZSTD outfit parameters, namely Q2, Q9, and Q13. ZSTD outfit values below -0.19 indicate the data is too predictable, whereas if it is more significant than 2, the data is unpredictable and does not match the model made. At the same time, values between -1.9 to 1.9 data have logical estimates. The instruments that are not fit at a later stage are not included in the follow-up analysis.

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Wright Map Person and Item Instrument Analysis

To find out the distribution of the difficulty level of questions or instruments and the distribution of student or respondent abilities can be described with a Wright Map. Figure 1 explains the distribution of instrument difficulty levels and students' ability to answer the instrument on a logit ratio scale. The item difficulty level is depicted on the right side, while the student's answering ability level is on the left side of the image. From Figure 1 above, it is known that the ability of students to answer research instruments is relatively diverse. It can be seen from the size of the logit value scale. A large logit value refers to complex questions to answer or agree on. Conversely, a low logit value indicates an instrument that is easy to answer or agree with on the part of respondents. Instruments no. 5 (Q5: "*In my opinion, food safety is a critical issue and it is necessary to increase public awareness and knowledge about the importance of the farming profession"*) and no. 3 (Q3: "*I believe that having graduated and applying the agricultural knowledge I have acquired is considered the right step*") are the construct questions that are the easiest to answer or agree with the respondents. At the same time, instrument no. 11 (Q11) is the most challenging question answered by respondents. The value of these various answers shows that the instrument has relatively good discriminatory power.

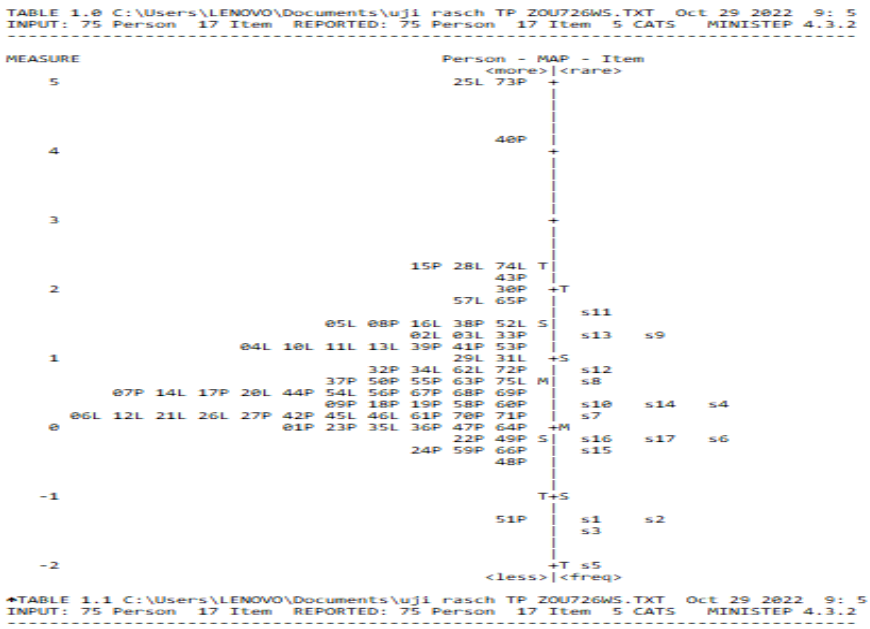

Figure 2. Wright Map Person

Rating Scale Analysis

The rating scale analysis test aims to evaluate whether respondents can well distinguish the choice of instrument answers. In this study, the scale used was a Likert scale from 1 to 5 (1: strongly disagree (STS), 2: disagree (TS), 3: neutral (N), 4: agree (S), 5: strongly agree (SS). The results of the rating scale analysis are depicted in Figure 3.

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CATEGORY LABEL	SCORE	OBSERVED COUNT	%	OBSVD AVRGE	SAMPLE EXPECT	INFIT MNSQ	OUTFIT MNSQ	ANDRICH THRESHOLD	CATEGORY MEASURE	
1	1	57	4	-.86	-1.04	1.21	1.25	NONE	(-3.05)	1
2	2	130	10	-.54	-.46	.83	.81	-1.58	-1.57	2
3	3	467	37	.24	.24	.93	.92	-1.40	-.14	3
4	4	356	28	1.06	1.10	1.08	1.07	.92	1.54	4
5	5	265	21	2.24	2.18	1.00	.98	2.05	(3.34)	5

Figure 3. Rating Scale Analysis

From the table above, it is known that the Observed Average value is in a good category because from the lowest scale (-0.86) to the highest scale (2.24) there is an increase. Meanwhile, the respondent's ability to identify differences in scale can be described in the Andrich threshold column below:

1. The distance between scores 1 (STS) scores 2 (TS) is 0 - (-1.58) = 1.58.
2. The distance between scores 2 (TS) score 3 (Neutral) is (-1.58) - (-1.40) = 0.18.
3. The distance between scores 3 (N) scores 4 (S) is (-1.40) - (0.92) = 2.32.
4. The distance between scores 4 (S) scores 5 (SS) is (0.92) - (2.05) = 1.13.

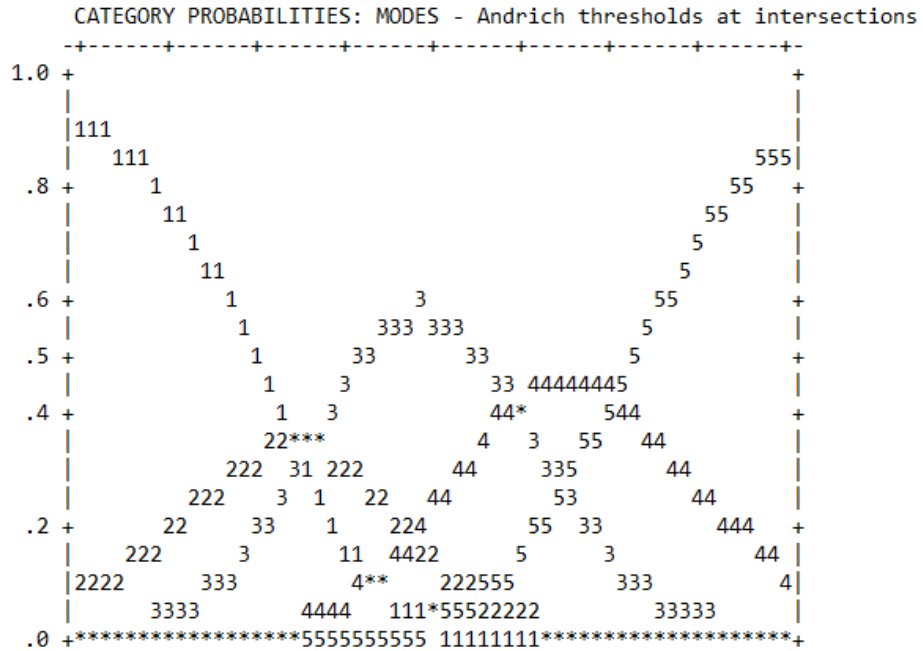

Figure 4. Andrich Threshold Analysis

The results of the Andrich threshold analysis show that based on the distance between scales, it is detected that respondents cannot fully differentiate between scales because the Andrich threshold index is partly less than 1.4. The scale must be combined or simplified if the index is less than 1.4 (Sumintono, 2014). From the MODES - Andrich thresholds at intersections figure, it is known that the most prominent answer choices of the five choices are STS (1), N (3), S (4), and SS (5). So, in

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developing a research instrument on behavioral intentions of agricultural entrepreneurship with the theoretical framework of Planned behavior, it is better to use 4 rating scales because respondents need to distinguish between 5 Likert rating scales better. From the results of reliability validity analysis, the Wright Map Person and Item Instrument, as well as the rating scale test on the questionnaire adapted from planned behavior theory in general, can be described as follows:

Table 3. Rating Scale

Constructs	GOF	Rating Scale
Attitude		
(ATT1). I feel happy, being a farmer is a good and valuable thing	Good fit	
(ATT2). In my opinion, doing business as a farmer is good and wise	Mis fit	
(ATT3). I believe that having graduated and applying the agricultural knowledge I have acquired is considered the right step	Good fit	4 rating scale
(ATT4). I agree that I will become a farmer, even though the price of agricultural products is relatively volatile	Good fit	
(ATT5). In my opinion, food safety is a critical issue and it is necessary to increase public awareness and knowledge about the importance of the farming profession	Good fitt	
Subjective norm		
(SN1). People whose opinions I value, support me when I struggle as a farmer	Good fit	
(SN2). People whose opinions I value, would approve of me becoming a farmer	Good fit	4 rating scale
(SN3). Many of my seniors or friends have directly become farmers	Good fit	
(SN4). I feel that I am under social pressure to become a farmer	Mis fit	
Perceive Behavior control		
(PBC1) Professional farming practices are uncomplicated, and I can easily do them	Good fit	
(PBC2) I have enough awareness and information about agricultural cultivation, and I do not need any training in this	Good fit	4 rating scale
(PBC3) I am quite confident in my ability and competence to run an agricultural business	Good fit	
(PBC4) I felt that I was not capable of being a good farmer	Mis fit	
Intention		
(INT1) I intend to farm in the future	Good fit	
(INT2) I plan to do farming in the future	Good fit	4 rating scale
(INT3) I want to start a farming business in the future	Good fit	
(INT4) I highly recommend other friends to have an agricultural business	Good fit	

Source: Primary Data, 2022

Based on the table above, the question items for the attitude variable are generally quite good at measuring the construct attitude with 5 question items, with 1 item that is not fit/misfit and four items fit. Item number 2 is not suitable for measuring this construct. The four attitude items are very

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good at measuring attitudes. Attitude is defined as an individual's belief and evaluation of an object (Ajzen, 1991a, 1991b). Attitudes are measured by looking at students' level of agreement, liking, and confidence to do entrepreneurial business in agriculture.

For variable subjective norm items adapted from the development of planned behavior theory constructs. Subjective norm refers to an individual's perception of the support of people considered necessary for doing agricultural business/entrepreneurs (Ajzen, 1991a). This construct was developed into 4 question items. The analysis results show that of the four items, it is known that 3 items are categorized as good in measuring subjective norm constructs, while 1 item is misfit. Subjective norm question items are measured by looking at individual perceptions of the support of families of respected people and friends about support for doing agricultural business entrepreneurship. For the instrument's rating scale, four rating scales are recommended.

Variable perceived behavior control refers to an individual's perception of the ability to do entrepreneurial ventures (Ajzen, 1991a). Question items for this variable are developed into 4 question items. From the results of the analysis it is known that of the four question items, 3 questions are categorized as goodfit in measuring the perceived behavior control construct, while 1 item is categorized as a misfit. Perceived behavior control question items are measured by looking at individual perceptions of their own ability to do agricultural business entrepreneurs. For the rating scale of the instrument, it is recommended to use four rating scales.

The dependent variable in the planned behavior theory framework is intention. Intention is defined as an individual's intention to perform specific actions (Ajzen, 1991a). In this study intention is an individual's intention to carry out an agricultural entrepreneur business. In the construction of intentions according to Ajzen (1991), intentions include intent, will, and plan. Of the four intention items, all items have excellent validity. Meanwhile, it is better to use four rating scales for the rating scale.

Based on these findings, the research instrument for measuring the behavioral intentions of agricultural entrepreneurs with the TPB framework has good validity and reliability. For attitude variables, 4 instrument items can be used according to the concept (Ajzen, 1991b). Including level indicators (not good vs very good), (not true vs very true), (disagree vs strongly agree), (unimportant vs very important). For the subjective norm parameter consists of (not support vs strongly support), (disagree vs strongly agree). For the PBC variable (very complicated, very easy), while for the intention variable it consists of intent, plan and will.

CONCLUSION AND SUGGESTION

The low intention of students to take part in the world of agriculture is a serious matter to be resolved. Many studies have measured the factors that influence the younger generation's intentions and behaviour to participate in agricultural business. However, the evaluation of the validated agricultural business intention instrument still needs to be improved. Using a planned behaviour theory framework, the study tested the factor instruments that influence student intentions in carrying out agricultural entrepreneurs.

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The analysis results show that from testing 17 instrument items, which consist of; (a) 5 items of attitude instrument four items have a good fit, while 1 item no 2 has misfit. (b). 4 Subjective norm instrument items, where 3 items have good parameters, while 1 item no 9 is misfit, (c). 4 Perceive behavior control instrument items, where three items have good parameters, while 1 item no 13 misfit, (d), 4 Instrument intention items, where all items have good parameters or a good fit. Based on the overall test results, the reliability value of all items from Cronbach's alpha is 0.86, and the interaction between the person instrument and the items as a whole can be considered good quality. The analysis results also show that the person reliability value is 0.85, and the item reliability is 0.95. This value indicates excellent consistency of the respondents' answers and the quality of the item instruments. Meanwhile, the outfit mean square value, the standard Z outfit value and the point measure correlation value show good validity. For the rating scale test, it was found that the respondents were only good enough at distinguishing the rating scale when the scale was from 1 to 4.

Based on these findings, several recommendations can be given, in measuring the factors that influence the internal behavior with the TPB theoretical framework, the attitude instrument is measured by the level indicator "(not good vs very good); (not true vs very true); (disagree vs strongly agree); (unimportant vs very important). For the subjective norm parameter consists of (not support vs strongly support); (disagree vs strongly agree). For the PBC variable (very complicated--. very easy), while for the intention variable it consists of intent, plan and will). While for the scale you should use 4 scale answer choices.

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