Student Achievement Drivers of Malang State Polytechnic Entrepreneurs

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Abstract—**Entrepreneurial ability have many factors that affect one's ability to achieve entrepreneurial success. Malang State Polytechnic as an educational institution has an obligation to encourage students to become the winner, one of them is through the Entrepreneurial Student Program (PMW). This is quantitative research that aims to explain the student achievement drivers of Malang State Polytechnic entrepreneurs. Research location in State Polytechnic of Malang, with sample of 188 entrepreneurial students in the PMW program for 2019. The sampling technique uses a census sampling with respondents drawn from the entire population. Data analysis uses SEM analysis. Independent variables are the environment, entrepreneurial intentions, and entrepreneurial orientation. While the dependent variable is the achievement of entrepreneurial students, with intervening variables is motivation. The results of this study indicate that partially there is a positive and significant influence between the environment with student entrepreneurial achievement, there is a positive and significant influence between entrepreneurial intentions on entrepreneurial student achievement, there is a positive and significant effect between entrepreneurial orientation on entrepreneurial student achievement. While together there is a positive and significant influence between the environment, entrepreneurial intentions, and entrepreneurial orientation on the achievement of entrepreneurial students with motivation as an intervening variable.**

Keywords: environment, entrepreneurial intentions, entrepreneurial orientation, motivation, achievement

I. INTRODUCTION

The development of entrepreneurship studies and debates shows how big the role and importance of entrepreneurship is. Entrepreneurs have a vital role for the development of a country's economy by encouraging the growth of entrepreneurs starting from small and medium businesses. When the growth of small businesses gets higher will be able to reduce economic problems, especially employment. This fact makes the government encourage the growth of SMEs by instilling an interest in entrepreneurship early on. Therefore, entrepreneurship education is applied from early childhood education up to the level of tertiary education. Sugianto et al. said that the goal of entrepreneur education is to make young entrepreneurs in the future, so that the interest in entrepreneurship needs to be instilled in the educational environment [1].

Malang State Polytechnic as one of the educational institutions has an obligation to encourage students to excel in science and skills. In addition, to encourage students to be able to apply science and technology and the expertise they possess with their entrepreneurial spirit. One of the things done by Polinema to encourage entrepreneurial growth is to improve the achievements of entrepreneurial students through the Student Entrepreneurial Program (PMW). A person's achievement is influenced by several factors, both internal factors from within oneself and external factors that come from outside oneself. The ability to achieve entrepreneurship is also the case, there are many factors that affect a person's ability to achieve entrepreneurial success.

A. Theoritical Framework

McClelland state "Someone who has the value of the need for high achievement, if faced with complex tasks tend to be enthusiastic about completing their tasks well and learn how to do the task better" [2]. Purwanto state "Learning outcomes are the formation of concepts, namely categories given to stimuli in the environment, which provide an organized scheme to assimilate new stimuli and determine the relationships within and between categories" [3]. The two theories above show that someone who wants achievement will do and complete every job given to him. When knowledge is lacking will try to learn better. Furthermore, practice the skills possessed and try to complete the best possible.

Achievement is based on encouragement in a person. Dimyati and Mudjiono argue that "Motivation to learn as a mental force that encourages learning or mental impulses that move and direct human behavior, including learning behavior" [4], while Sulaefi, say that motivation is a series of processes that generate, direct and maintain human behavior for the achievement of certain goals [5]. So that achievement can be achieved when there is encouragement that appears in a person. When someone has a certain goal in the future. Achievements will also appear when someone is very skilled in a particular field. The desire to excel will also emerge from within a person for example because of the character of someone who always wants achievement or based on his pleasure.

"The higher entrepreneurial orientation can also influence a strong value on organizational performance" [6]. While Miller argues that entrepreneurial orientation is an orientation to be the first in product innovation in the market, dare to take risks and take proactive actions to be able to defeat competitors [7]. Zahra argues that entrepreneurial orientation can be measured from three dimensions, namely pro-activeness, risk taking, and innovativeness [8]. Based on this view, it can be said that entrepreneurial orientation must have autonomy, be able to innovate, have the ability to handle emerging risks, be proactive in looking for business opportunities, and be aggressive in developing networking (autonomy, innovativeness, risk taking, pro-activeness, competitive aggressiveness).

Krueger et al state that "Intention to be the best predictor for entrepreneurs" [9]. Intention according to Fishbein & Ajzen "is a component in an individual that refers to the desire to perform certain behaviors" [10], therefore entrepreneurial intentions play a very important role in directing one's actions to entrepreneurship, so this intention is very important because it is the source of the birth of new entrepreneurs. good attitude, adherence to social norms and personality become the foundation for future entrepreneurs. New ventures in the future will become the basis of the country's economy.

Oemar Hamalik, "Environment as the basis of teaching is a conditional factor that influences individual behavior and is an important learning factor [11]. Seelos et al., explained that there are 3 environments that influence entrepreneurial behavior, namely the Regulatory Environment, the Normative Environment, and the cognitive Environment [12].

B. Research Framework and Hypothesis

Based on the above theoretical basis, the thinking and conceptual framework was formed in this study. The factors that influence the achievement of entrepreneurial students or as a trigger for achievement in this study are the environment, entrepreneurial intentions, and entrepreneurial orientation, and motivation as an intervening variable. The thinking framework formed as follows:
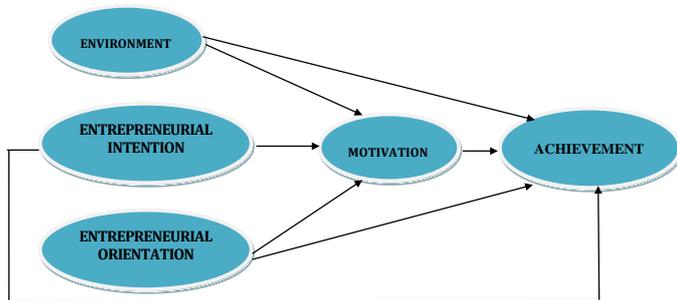

Fig. 1. Research framework model.

Based on the research framework model, the following research hypotheses can be formulated:

H1: Suspected the environment has a positive and significant effect on student achievement in entrepreneurship.

H2: Suspected entrepreneurial Intention has a positive and significant effect on student achievement in entrepreneurship.

H3: Suspected entrepreneurial Orientation has a positive and significant effect on student achievement in entrepreneurship.

H4: Suspected the environment has a positive and significant effect on entrepreneurial motivation

H5: Suspected entrepreneurial Intention has a positive and significant effect on entrepreneurial motivation.

H6: Suspected entrepreneurial Orientation has a positive and significant effect on entrepreneurial motivation.

H7: Suspected the environment has a positive and significant effect on student achievement with entrepreneurship as an entrepreneurial motivation as an intervening variable.

H8: Suspected entrepreneurial Intention has a positive and significant effect on student achievement in entrepreneurship with entrepreneurship motivation as an intervening variable.

H9: Suspected entrepreneurial Orientation has a positive and significant effect on student achievement in entrepreneurship with entrepreneurship motivation as an intervening variable.

H10: Suspected entrepreneurial motivation has a positive and significant effect on student achievement in entrepreneurship.

II. METHODS

This research is a type of explanatory research, because in this study explains the relationship or influence between the variables studied. The problem in this study centers on the relationship between the variables studied. The purpose of this study was to determine the effect of the variables involved in the study, namely variables of the learning environment, entrepreneurial intentions, entrepreneurial orientation, and motivation on student achievement in entrepreneurship. The location of the study was conducted in Malang State Polytechnic.

A. Research Design

The main objects in this study are population and sample. In accordance with the opinion expressed by Sekaran said that, "Population is all values resulting from quantitative and qualitative measurements of certain characteristics regarding a set of objects that are complete and clear that want to be studied" [13]. The population of this study was the students who won the 2019 Entrepreneurial Student Program (PMW). The number of students who won the 2019 PMW was 188 people.

The sampling technique in this study is based on the opinion of Hair et al., "The ideal number of samples for SEM is between 100-200 so the minimum sample size is 5-10 observations for each indicator" [14]. The sample size is based on the opinion of Hair et al. and Ferdinand that is the sample size (research data) that is suitable for SEM analysis needs is

between 100 and 200 [14,15]. The number of populations for PMW 2019 students.

is 188 people, so the entire population is used as a sample or as a respondent. So the assumption of the number of respondents has met for the sample size that has been determined.

B. Analysis

Respondents in this study were asked questions in accordance with the research indicators in the form of a questionnaire accompanied by a filling guide that was completed with the respondent's personal data form. The measurement of data uses a scale with the following answer scores: (1) = Strongly disagree; (2) = disagree; (3) = doubtful; (4) = agree; and (5) = Strongly agree.

The data analysis technique of this study used SEM analysis. "The data collected was then analyzed using SEM (Structural Equation Modeling) AMOS programs to provide a clear picture of the relationships between research constructs", [16]. Based on this opinion, the research uses SEM with the Amos program. "This multivariate technique combines aspects of multiple regression (examining dependency relationships) and factor analysis to estimate a series of interdependent interconnected relationships simultaneously". Ferdinand also argues that, "Basically SEM is a combination of factor analysis and multiple regression analysis" [16].

C. Variable

The variables in this study are variables that have values in accordance with observations to be made by researchers. Singarimbun and Effendi state that, "Variables as everything that is the object of research observation" [17]. The variables used in this study consisted of independent variables, dependent variables, and intervening variables as follows:

TABLE I.   RESEARCH VARIABLE

Symbol	Variable		Indicator
X1	Environment	Independent Variable	(X1.1)Regulative Entrepreneurship (X1.2)Normative Entrepreneurship (X1.3)Cognitif Entrepreneurship
X2	Entrepreneurial Intention	Independent Variable	(X2.1) Attitude (X2.2) Social Norm (X2.3)Personality Traits
X3	Entrepreneurial Orientation	Independent Variable	(X3.1)Proactiveness (X3.2) Autonomy (X3.3)Competitive Agresiveness (X3.4) Risk Taking (X3.5) Innovativeness
Y2	Motivation	Intervening Variable	(Y2.1) Future goals (Y2.2)Individual Character (Y2.3)Knowledge Field (Y2.4) Passions
Y1	Achieve-ment	Dependent Variable	(Y1.1) Knowing (Y1.2)Skilled at doing (Y1.3) Action

source: processed data

D. Measurement and The Structural Model

The results of the questionnaire collected from 188 respondents, then performed data analysis using SEM. The test results are shown in the following table output:

TABLE II.   SUMMARY MODEL 2 SUB-STRUCTURAL 2

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
2	,585a	,343	,322	1,987

source: processed data

R square (R2) is 0.585 thereby indicating that the influence between environment, entrepreneurship intention, entrepreneurial orientation, and motivation is 58.5%. While the remaining 41.5% is influenced by other variables not examined in this study.

TABLE III.   SUMMARY MODEL 3 SUB-STRUCTURAL 3

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,475a	,226	,195	3,257

source: processed data

R square (R2) is 0.475 thereby indicating that the influence between environment, entrepreneurship intention, entrepreneurial orientation and achievement is 47.5%. While the remaining 52.5% is influenced by other variables not examined in this study.

III. RESULTS AND DICUSSION

A. Results of this research

Based on the results of these tests, can be arranged a structural model framework as follows:
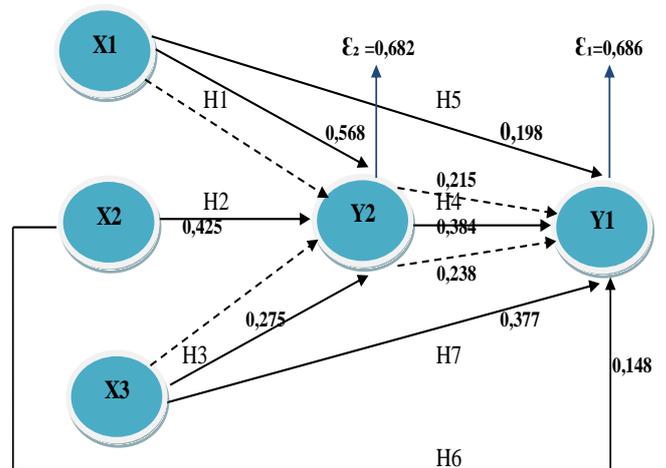

Fig. 2. Research structural model.

Then the results of the analysis are shown in the following table:

TABLE IV.   THE RESULT OF ANALYSIS

Variable	Direct Influence	Indirect Influence	Total
Environmental (X1) impact on achievement (Y1)	0,198	-	0,198
Entrepreneurship Intention (X2) impact on achievement (Y1)	0,148	-	0,148
Entrepreneurial orientation (X3) impact on achievement (Y1)	0,377	-	0,377
Environmental (X1) impact on motivation (Y2)	0,568	-	0,568
Entrepreneurship Intention (X2) impact on motivation (Y2)	0,425	-	0,425
Entrepreneurial orientation (X3) impact on motivation (Y2)	0,275	-	0,275
Environmental (X1) impact on achievement (Y1)	0,215	through of motivation (Y2) 0,198 x 0,384 = 0,076	0,291
Entrepreneurship Intention (X2) impact on achievement (Y1)	0,146	through of motivation (Y2) 0,148 x 0,384 = 0,057	0,203
Entrepreneurial orientation (X3) impact on achievement (Y1)	0,238	through of motivation (Y2) 0,377 x 0,384 = 0,145	0,383
Motivation (Y2) impact on achievement (Y1)	0,384	-	0,384
ε_1	0,686	-	0,686
ε_2	0,682	-	0,682

source: processed data

This research tries to answer the hypothesis formulated using path analysis.

B. Discussion

Based on the results of the study showed that the environment has a significant direct effect on achievement is 0.198. Entrepreneurial intention directly influences the achievement of 0.148. Entrepreneurial orientation directly affects the achievement of 0.377. While the environment directly affects the motivation of 0.568. Entrepreneurial intention directly influences motivation is 0.425. Entrepreneurial orientation has a direct influence on motivation of 0, 275. While the direct effect between motivation on achievement is 0.384.

Based on the results of the study showed the indirect effect of the environment on achievement with motivation as an intervening variable of 0.291 which is higher than the direct effect of the environment on achievement of 0.215. While the indirect effect of entrepreneurial intention on achievement with motivation as an intervening variable is 0.203 higher than the direct effect of entrepreneurial intention on achievement of 0.146. While the indirect effect between entrepreneurial orientation on achievement with motivation as an intervening variable is 0.383 higher than the direct effect between entrepreneurial orientation on achievement of 0.238.

Overall the results of this study indicate that there is a direct and indirect relationship between variables X1 (environment),

X2 (entrepreneurial intention) and X3 (entrepreneurial orientation) to (Y2) Motivation and Y1 (Achievement). Motivation provides a significant influence on achievement, so that each variable directly influences achievement, it is encouraged by high motivation. The environment gives a very big influence on achievement. Therefore, to improve student achievement, a situation and environment must be made to support student achievement.

IV. CONCLUSIONS

The conclusion from this research are directly influence that the environment, entrepreneurial intentions, and entrepreneurial orientation, affect to achievement; directly influence that the environment, entrepreneurial intentions, and entrepreneurial orientation, affect to motivation; indirectly influence that the environment, entrepreneurial intentions, and entrepreneurial orientation, affect to achievement. through motivation as an intervening variable; and motivation affect to achievement.

The advice given related to the results of this study, is expected to be useful for companies, the community, and further researchers. To encourage student entrepreneurship achievements an environment with an entrepreneurial atmosphere on campus should be formed. The entrepreneurship laboratory and direct entrepreneurial practice are very helpful. A pleasant learning atmosphere and encouragement for students are needed. Future studies are expected to be able to add other variables in more depth to explore students' interests in entrepreneurship.

A. Research Implications

The implication from this research are the development of entrepreneurship programs in the State Polytechnic of Malang must be encouraged or provided support, building a conducive environment in terms of entrepreneurship, good facilities and infrastructure, as well as being proactive to develop networks. Entrepreneurship program can be applied to engineering and management program, so that it can encourage the growth of entrepreneurship programs in the Malang State Polytechnic.

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