

Analysis of Factors Affecting Students Interest in Business Entrepreneurship at the Faculty of Economics Universitas Dharma Andalas Padang

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Abstract—Developed countries generally have an average of 14% entrepreneurs from their population, while in Indonesia, only 3.1% (BPS: 2017). While the opportunity for the people of Indonesia to entrepreneurship are tremendous, because of its lush nature and abundant natural products. Finding out the influence of direct and indirect variables, personality, culture & family drive, social environment, motivation, and academic achievement on entrepreneurial interest was the aim of this study. The research sample was 184 students of the Faculty of Economics. The analytical method used was *path analysis* (academic achievement variable as an intermediate variable) and hypothesis testing. From the results of statistical analysis, the most significant contribution affecting the students' of the Faculty of Economics, University of

Dharma Andalas Padang interest in entrepreneurship was either directly or indirectly from the cultural variables and encouragement family (X_2) amounted to 27.31%, followed by personality variables (X_1) of 20.67%. While the social environment variables (X_3) affect student interest in entrepreneurship at 15:40%, motivation (X_4) contribute to student interest in entrepreneurship at 14.74%, and the smallest variable is academic achievement to student interest in entrepreneurship effect only amounted to 10.80%. From the results of the hypothesis test, all variables have a positive and significant effect, so that H_a is accepted.

Keywords—Internal, External, Entrepreneurship Interest

I. INTRODUCTION

In general, a developed country has an average of 14% of the population as an entrepreneur, while based on data from the [1] the number of entrepreneurs in Indonesia reached 1.56% due to the lack of innovation and creativity of Indonesian citizens in utilize abundant natural resources. It is supported by [2], a scientist from the United States, that a country can be said to be prosperous if it has at least 2% of entrepreneurs from the total population. The facts show that according to CBS in August 2014, the record in Indonesia was 95% of 688,660 unemployed, and the highest

unemployment was undergraduate graduates, with a total of 495,143 people. Unemployed is because college graduates are not ready to apply their knowledge because they do not dare to take risks. The growth of entrepreneurial interest in students is also believed to be an alternative way to reduce the unemployment rate because scholars are expected to be young educated entrepreneurs who can start their businesses [3]. [4], also explained that for many people, the decision to entrepreneurship is a behavior with involvement that will involve: 1) internal factors (personality, perception, motivation, and learning (attude ude), and 2)

external factors (family, friends and neighbors). Furthermore, [5] states that entrepreneurship is determined by achievement motives, optimism, values, and entrepreneurial status or success.

From the identification of 70 alumni conducted by Dharma Andalas University in Padang in 2016 through a questionnaire, it appears that; only 1 (one) employee or 1.43% alumni are self-employed, and the rest are Civil Servants, State-Owned Enterprises (SOEs) and Private and unemployed employees. It means that if we see the entrepreneurial interest of students who have graduated from their education at Andalas University, Dharma is very lacking. From the results of the questionnaire also seen the work of parents of students who graduated 40th on December 3 as many as 220 people as follows; as many as 80 entrepreneurs, six workers, 35 farmers, 26 private company employees, 38.6 civil servants, 6 BUMN employees, five traders, and 24 others. It means that 36% of students who graduate from their parents' jobs are self-employed. Based on the data obtained in general, students from the Faculty of Economics, Dharma Andalas University received grades A and B, while tens of C was only a small portion. For this reason, this research is fundamental to be carried out in order to know the factors that influence students' entrepreneurial interests.

Given the vital role of entrepreneurship and business colleges, one of which is the Faculty of Economics, Dharma Andalas University to make graduates become entrepreneurs, researchers are interested in researching by analyzing the factors that affect the entrepreneurial interest of students of the Faculty of Economics at the Dharma University of Andalas Padang with the formulation of the problem; 1) how does the influence of personality factors on student academic achievement, 2) how does the influence of cultural factors & encourage families on student academic achievement, 3) how does the influence of social, environmental factors on student academic achievement, 4) how does the influence of motivation on student academic achievement, 5) how the influence of

personality on student entrepreneurial interest through academic achievement, 6) the extent of the influence of family support on student entrepreneurial interest through academic achievement, 7) how the influence of the social environment on student entrepreneurial interest through academic achievement, 8) how the influence of motivation on student interest in entrepreneurship through achievement academic, 9) how the influence of academic achievement on the entrepreneurial interest of students of the Faculty of Economics, Universitas Dharma Andalas Padang.

II. METHOD

The research method used a model of the path of analysis that is the pattern of relationships between variables that aims to reveal the direct influence of exogenous variables and the indirect effect of exogenous variables through intervention variables. The population of 312 people consisted of 247 students of Management Study Program S1, 247 people of Management Study Program D3, and 27 people from the Department of Accounting D3. The research sample used was Bungie's opinion, so that a sample of 184 people was obtained. The sampling technique used proportional stratified random sampling, so the proportion of the sample becomes; Management Program Undergraduate Study Program was 146 people, Management Program D3 was 23 people, and Accounting Program was D3 Program was 15 people.

Data was collected using a questionnaire arranged in the form of a *Likert Scale*. The instrument consisted of six parts, namely: 1) instruments of student entrepreneurial interest, 2) instruments of personality, 3) instruments of culture and family encouragement, 4) instruments of social, environmental factors, 5) motivation of entrepreneurship and 6) Academic Achievement. The research instruments were arranged in the form of a Likert scale. Respondents were asked to provide answers or opinions on each statement and provide answers according to the circumstances

involved, with choices: Strongly Agree (SS), Agree (S), Doubt (RR), Disagree (TS), Strongly Agree (SS), and Strongly Disagree (STS) for instruments of personality, social/social environment, motivation and entrepreneurial instruments. As for cultural & family encouragement instruments, respondents were asked to choose one possibility from the answers Always (SL), Often (SR), Rarely (JR), Sometimes (KK), and Never (TP). For academic achievement instruments, students are expected to fill in a temporary GPA. The instrument test was conducted on the students of the Faculty of Economics, Padang State University on 50 students, and then conducted a validity and reliability test. The results of testing the validity of the instrument obtained two wrong instrument items on personality variables, namely instruments 1 and 11, so the invalid instrument was not included in the subsequent analysis process. The other instrument variables are valid. All items of statement items of each variable are declared reliable. Techniques of data analysis included: 1) data description analysis (data verification, data classification and tabulation, average score group), 2) analysis of test requirements: normality test, linearity test, homogeneity test, 3) path analysis, 4) hypothesis test: f test and t-test.

III. RESULTS AND DISCUSSION

Analysis of Data Description Obtained with the highest level of achievement of respondents

for the variable student interest in entrepreneurship from 88, 53% with categories **good**, and indicators utilizing the potential possessed for entrepreneurship. Obtained by the highest level of achievement of respondents for the personality variable of students 92.37% with a category **very good** on emotional stability indicators, obtained the highest level of achievement of respondents for culture and student family encouragement 92.34% with a category **very good** on inspirational indicators of the family. Obtaining the highest level of achievement of respondents in the social environment of students 93.90% for the category **excellent educational** environment, obtained the highest level of achievement of respondents for the variable motivation of entrepreneurial students 94.32% with category **very good**.

Test Requirements for Data Analysis, Test for normality meets the normal requirements, and it can be said that the distribution of data comes from normally distributed samples. Linearity testing has fulfilled the research variables, which are categorized as linear. The homogeneity test, with the results of data distribution, comes from homogeneous samples.

Path Analysis for the First and Second Structure, From the calculation results, all variables are significant because t arithmetic $< t$ and significant values.

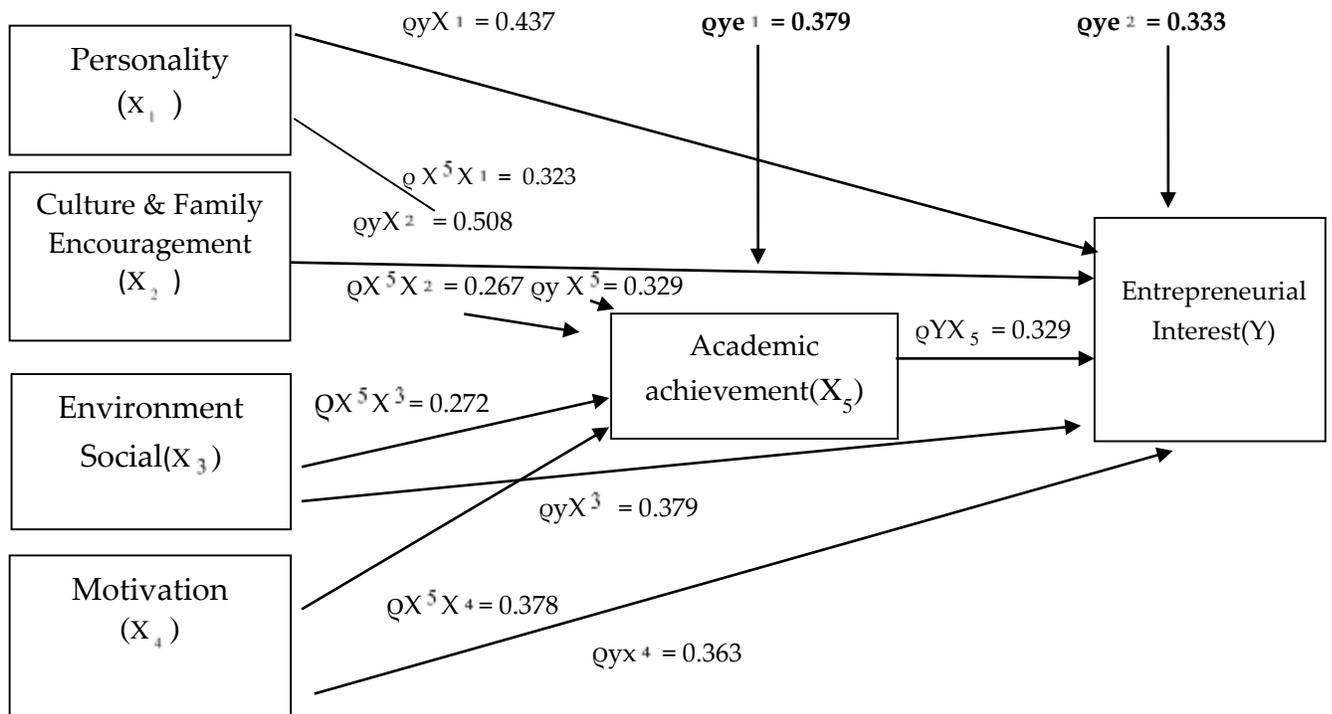


Figure 1. Results of Path Analysis of Sub-Structure of the First and Second

Based on the results of Hypothesis Testing, statistical analysis shows the value of the path coefficient on academic achievement ($q_{X_5 X_1}$) = 0.232, and the value of $t = 4,607$, the significant value of $0.000 < 0.05$, then H_a is accepted. Cultural path coefficient and family drive for academic achievement ($q_{X_5 X_2}$) = 0.267, and t value = 3.737, significance value $0.000 < 0.05$, then H_a is accepted. The path coefficient of the social environment on academic achievement ($q_{X_5 X_3}$) = 0.272, and the value of $t = 3.809$, the significance value of $0.000 < 0.05$, then H_a is accepted. Motivation of the Entrepreneurship pathway for academic achievement ($q_{X_5 X_4}$) = 0.378, and t value = 5,500 and a significance value of $0.000 < 0.05$, then H_a is accepted. The value of the personality path coefficient of entrepreneurial interest through academic achievement ($q_{Y X_1}$) = 0.437, and t value = 6,548

and 0,000 significant significance value of 0.05, then H_a is accepted. The value of the cultural path coefficient & Family Encouragement of Entrepreneurial interest through academic achievement ($q_{Y X_2}$) = 0.508, and the value of $t = 7.964$ and a significance value of $0.000 < 0.05$, then H_a is accepted. The value of the social environment path towards entrepreneurial interest through academic achievement ($q_{Y X_3}$) = 0.379, and the value of $t = 6.548$ and 0,000 significance value of 0.05, then H_a is accepted. The path coefficient value of entrepreneurial motivation towards entrepreneurial interest through academic achievement ($q_{Y X_4}$) = 0.363, and t value = 5.524 and a significance value of $0.000 < 0.05$, then H_a is accepted. The analysis shows the path coefficient of academic achievement on entrepreneurial interest ($q_{Y X_5}$) = 0.329, and the value of $t = 4.705$ and the

significance value of $0.000 < 0.05$, then H_a is accepted.

Direct and Indirect Effects, Recapitulation of both direct and indirect effects of exogenous variables on endogenous variables from the results of this study can be concluded that the most significant contribution that affects the entrepreneurial interest of students of the Faculty of Economics, Dharma Andalas University of Padang comes from culture and family drive (X_2) percentage effective contribution rate of 27.31%. Then it is followed by a personality variable (X_1) student entrepreneurial interest with a practical contribution percentage of 20.67%. While the social environment variables (X_3) effect on students' interest in entrepreneurship at 15:40%, business motivation (X_4) contributed to the influence of student interest in entrepreneurship by 14.74%, and the smallest variable was student achievement which only accounted for 10.80%.

Discussion of research results, The direct effect of Personality on Entrepreneurial Interest of Students of the Faculty of Economics, Dharma Andalas University, Padang was 19.10%. This means that the personality of students is very significant influence on student interest in entrepreneurship in the amount of 19.10%. Students who already have personalities or who characterize the personality of an entrepreneur, after graduating from college will be interested in becoming entrepreneurs, this is supported by the results of research conducted by [6]. From these studies it can be concluded that the personality, family environment and campus environment factors positively and significantly influence the interest in entrepreneurship at the Tarumanegara University Faculty of Economics. Furthermore according [7] personality is a relatively permanent pattern of character, and a unique character that provides consistency as well as individuality for one's behavior. Someone in choosing a career basically relates to their personality, including being an entrepreneur. This is also supported by the opinion of [8] a person's personality influences him in choosing a job. It is also in line with

Holland's opinion, according to Holland as quoted [9] which explains that someone will feel comfortable in working if the job is in accordance with personality. According to [10] that one of the factors that motivates entrepreneurial interest is the personal factor, which involves aspects of personality. According to [11] in research in the United States states that the traits that must be possessed by an entrepreneur are self-confidence, task and outcome oriented, risk taking, leadership, originality and future-oriented. Someone who has a strong personality will certainly be brave in entering the business world. This is because being an entrepreneur requires a strong personality, because it will be faced with various problems. These strong personalities include self-confidence, dare to take risks, have a leader spirit and are forward-looking.

The direct influence of Family Encouragement on student entrepreneurial interest has a significant influence with the largest percentage of influence from other variables, which is equal to 25.80%. This means that if parents can encourage entrepreneurial enthusiasm for a child, then the desire or interest to entrepreneurship children after graduating from college is getting stronger for entrepreneurship. The results of this study are supported by the research of [12], from the results of this study it can be concluded that the Family Encouragement factor gives an effect of 0.2731 or 27.31 percent of the interest in adolescent entrepreneurship in Jamus village, Demak Regency. The family environment becomes a place for socialization to function in the formation of personality as individual beings, social beings, moral beings, and religious beings. The experience of living together in a family environment will contribute greatly to the formation of a child's personality. Whether the child will have a strong personality and self-respect or become a child with a weak personality depends on the background of his family experience. In educating children, parents must teach their children to motivate

themselves to work hard, given the opportunity to take responsibility for what is done. For example: parents who have a garage business, then their children help to dismantle, check, inspect or manage the business. This involvement can lead to interest in entrepreneurship in the same or different fields.

The direct influence of the Social Environment on student entrepreneurial interest is 14.40%, this means that the social environment of students living and being raised also influences student entrepreneurial interest. According to [13] Social environment in an application form of role models is based on a person's view of the activities of parents, siblings, other families (such as grandfather, uncle, aunt, child), friends, spouses or entrepreneurs who are idolized. From this definition, it can be learned that besides parents, grandparents, uncles, aunts, children, friends, spouses or business people who are idolized also influence one's entrepreneurial interest. By looking at this definition, even though students are adults, there is still time both for parents, and for a lecturer to motivate children/students to become entrepreneurs by introducing them to a successful entrepreneur. Later, if there is little interest in entrepreneurship, then with a child who often meets and communicates with successful entrepreneurs, it will be able to generate enthusiasm for entrepreneurship. Interest in entrepreneurship can be influenced by the Social Environment, this is supported by the results of research conducted by [14] with the title "The Influence of Social Environment, Consumer Behavior and Perception of Entrepreneurial Interest in BSI Yogyakarta Students.

The direct effect of Motivation on Student Entrepreneurial Interest is 13.20%. This research was also supported by research conducted by [15] with the title Effect of Attitude and Motivation on Student Entrepreneurial Interest with the effect of 1.802, the significance level using $\alpha = 5\%$ (significance of 5% or 0.05). In connection with that [16] states that most of the drivers of change, innovation and progress of a

country are entrepreneurs. Influence of Personality on Entrepreneurial Interest through Academic Presence (indirect influence) of 1.57%. This means that the indirect effect of Personality on Entrepreneurial Interest is very small when compared to the direct influence of 19.10%, meaning that if a student already has a personality that characterizes his interest in entrepreneurship, then even if his academic achievement is not or lacking, then the student will still be entrepreneurial after can finish college, because the direct influence has an influence of 19.10%. But it is also possible that Entrepreneurial Interest can be increased by obtaining education that is more directed to Entrepreneurial Interest, although the influence through academic achievement is small, because this is supported by the understanding of Academic Achievement delivered by [17] that academic achievement as an outcome is obtained, where these results in the form of impressions that result in changes in the individual as the final result of learning activities. So that it can be said that Academic Achievement is a change in behavior skills, or abilities that can be increased for some time and are not caused by the growth process, but there is a learning situation. A similar sentiment was also conveyed by [18] that Achievement is a special level of success because it learns assignments, or a certain level of skill/expertise in school or academic assignments. Academically, achievement is a special level of acquisition or the result of expertise in academic work that is assessed by teachers, through tests that have been standardized, or through a combination of the two. It can be concluded that if a person who initially does not have a personality trait towards entrepreneurial interest, then with the educational achievement that smells of entrepreneurship will more or less be able to increase one's interest in entrepreneurship, even though the effect is small (1.57%).

The Effect of Family Encouragement on Entrepreneurial Interest through Academic Presence (indirect influence) of 1.51%. So, it can

be said that the indirect effect of family encouragement is very small. That is, if a student already has an encouragement from the family to be entrepreneurial, then the student already has an interest in entrepreneurship indirectly very little.

The influence of the Social Environment on entrepreneurial interest through academic presentations (indirect influence) of 1.14%. This means that even without academic achievement a student already has an interest in entrepreneurship if the social environment of students can guide and direct students to become entrepreneurs. This is supported by research conducted by [19] that one of the factors influencing students' interest in entrepreneurship is the social environment. If the environmental community where students live can provide support to students to learn about business and entrepreneurship strategies, then the student will naturally arise in his interest in entrepreneurship, especially if many of the student's social environment is entrepreneurial.

Effect of Achievement Motivation on entrepreneurial interest through academic achievement (indirect influence) of 1.52%. This means that if there is motivation for entrepreneurship, it will be able to generate interest in entrepreneurship even though the student has low academic achievement. This is supported by the results of research conducted by [20] with the judgment of his research the influence of entrepreneurial motivation as well as the internal environment and external environment on the interests of entrepreneurship in students of Economics at the University of Lampung.

Motivation will be driven by the necessities of life, where this process means showing students how certain knowledge (academic achievement) affects themselves, to serve their goals, and satisfy their needs [21]. Student entrepreneurship motivation is supported by his needs as a human being, which according to [22], divides human needs, namely:

Physiological Needs, Safety Needs, Social Needs, Needs of Appreciation, and Needs of Self Actualization.

The analysis shows that the effect of Academic Achievement on student entrepreneurial interest is 10.80%. But from the results of research conducted also by the Business and Entrepreneurship Forum (2012), with an influence figure of 3,168 with the title Effect of Entrepreneurship Education on Student Entrepreneurial Interest. Seeing the effect of academic achievement on small student entrepreneurial interests, the most important thing to do is how universities are able to provide encouragement to students to be motivated to become entrepreneurs after becoming a graduate by giving courses in the form of practice, in addition to that the practice can run seriously or perfectly hence, lecturers who teach should also have an entrepreneurial spirit, so as to be able to provide an entrepreneurial learning model that can motivate students to become entrepreneurs after graduating from college. This is supported by the understanding of academic achievement delivered by [23] that what is meant by academic achievement is the achievement of changes in terms of abilities caused by the learning process. The definition of academic achievement can be used as a foundation that a person who is able to provide good learning will be able to provide changes to his students/ students, namely by solving written or oral, skills, and by solving measurable problems. This means that the better the learning model provided by the lecturer, the better the changes that will occur to students. Entrepreneurship courses are vocational subjects, which are subjects to provide students with knowledge, attitudes and work skills. Therefore, entrepreneurship education must be designed so that it can have an impact in encouraging students to have an entrepreneurial spirit. The entrepreneurship learning pattern that must be presented by a lecturer contains at least four elements [24] plus one element [25] as follows: 1) Thought filled with knowledge of values,

enthusiasm, soul, attitudes and behaviors, so that students have entrepreneurial thinking; 2) Feelings, which are filled with socio-economic empathy, so that students can feel the joys of entrepreneurship and gain empirical experience from previous entrepreneurs; 3) Skills that must be possessed by students for entrepreneurship. Therefore, in this context entrepreneurial learning equips students with production and management techniques; 4) Physical, mental and social health. In this regard, students should be equipped with anticipatory techniques for various things that might arise in entrepreneurship in the form of problems, problems and other risks as an entrepreneur; 5) Direct experience in the form of apprenticeship or activities accompanied by a mentor who will then become a role model for students. From the description above it is clear that to improve the spirit of entrepreneurial spirit of students can be done with several learning models, because the purpose of learning is a very important component in the learning system, in learning all the activities of lecturers and students are directed to achieve learning objectives. In addition, a lecturer who teaches Entrepreneurship courses is a person who has an entrepreneurial spirit that can be measured, meaning that a lecturer also has a business. Or higher education can also bring in a successful businessman with a general course.

From the research, it was discovered to have **good** direct and indirect influence of the variables discussed, that all is a significant relationship between the variables, and all hypotheses are acceptable.

IV. CONCLUSIONS

Personality has a very significant effect on student achievement by 20.67%, the path coefficient results indicate personality affects academic achievement ($\rho_{X_5 X_1}$) = 0.323, and t value = 4.607 and 0.000 values significance of 0.05, then H_a is accepted. Culture and encouragement of family influence students' academic achievement of 27.31%, the result of the path coefficient expressed cultural and

family encouragement effect on academic achievement ($\rho_{Y X_2}$) of 0.508 and t 7.964 in 0.000 significant value which means that the coefficient is significant. The social environment affects the academic achievement of students by 15.5%. The path coefficient states that the social environment influences academic achievement ($\rho_{Y X_3}$) is 0.379, and the value of t is 5.520 at a significance value of 0.000, which means that the path coefficient is significant. Student Entrepreneurship Motivation Entrepreneurship affects the interest of one, 74%. The path coefficient states Motivation influences academic achievement ($\rho_{Y X_4}$) is 0.363, and t is 5.524 at a significance value of 0,000 which means that the path coefficient is significant. Personality affects the variable of student interest in entrepreneurial interest through rough academics. 1.57%. The personal path coefficient of entrepreneurial interest through academic achievement ($\rho_{Y X_1}$) is 0.437 and the value of t is 6.548 at a significance value of 0.000, which means that the path coefficient is significant. The influence of culture and family on student entrepreneurial interest through academic achievement 1.51%, cultural path coefficient & family encouragement of student entrepreneurial interest through academic achievement ($\rho_{Y X_2}$) = 0.508, and t value = 7,964 and significance value $0,000 < 0.05$, then H_a is accepted. The influence of the social environment (X_3) on student entrepreneurial interest (Y) through academic achievement (X_5) is 1.14%. Furthermore, based on the results of the analysis show the value of the path coefficient of the social environment on entrepreneurial interest through academic achievement ($\rho_{Y X_3}$) = 0.379, t value = 6.548 and a significance value of $0.000 < 0.05$, then H_a is accepted. The Effect of Entrepreneur Motivation (X_4) on entrepreneurial interest through academic achievement (X) of 1.52%. The path coefficient value of Entrepreneurial Motivation towards Entrepreneurial Interest through

academic achievement (ρ_{YX_4}) = 0.363, and t value = 5.524 and a significance value of $0.000 < 0.05$, then H_a is accepted. Based on the results of the analysis show the path coefficient value of the Academic Achievement of Entrepreneurial Interest (ρ_{YX_5}) = 0.329, and the value of t = 4.705 and the significance value of $0.000 < 0.05$, then H_a is accepted.

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