

Entrepreneurship Knowledge and Entrepreneurial Interest of the Students in Universitas Negeri Padang

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ABSTRACT

The purpose of this study is to observe the influence of entrepreneurship knowledge toward entrepreneurial interest of the students at Universitas Negeri Padang. This study used path analysis method with relationship pattern between variables depicted in the "path diagram" with "structural equation" approach. There are some variables involved in this study including three exogenous variables, one intervening variable, and one endogenous variable. Based on the analysis, it was found that there is a direct and indirect influence on exogenous variables namely creativity (X_1), social interaction (X_2), and entrepreneurial motivation (X_3) on endogenous variables namely entrepreneurial interest (Y). From the findings of this study, it can be summarized that the largest contribution that influences students' entrepreneurial interest, directly and indirectly, is entrepreneurial motivation (X_3) with the percentage of effective contributions 42.1%.

Keywords: *Entrepreneurship, Entrepreneurial, Student, Universitas Negeri Padang.*

1. INTRODUCTION

A study conducted by Yanti and Sudibia (2018) reveals that unemployment in Indonesia is mostly dominated by college fresh graduates. This "educated" unemployment only focus to seek for a job instead of trying to create job vacancy. [1] states that, "Unemployment and poverty occur because the ratio of the number of job opportunities offered is not proportional to the number of graduates or the supply of new workers at all levels of education". Unemployment is a classical problem that occurs almost in every country including Indonesia. The results of [2] research show that, in general, students' interest in entrepreneurship is relatively low. As the evidences, there are only few of the students who decide to become an entrepreneur. In addition, their involvement in entrepreneurial training and provision is very little. Besides, students' business proposal in Student Program of Entrepreneurial (PMW) Dikti is somewhat rare.

The indication of students' low interest in entrepreneurship is getting clearer in Universitas Negeri Padang. The number of competitive business proposal submitted by the students in annual program of the university namely PMW is very little. Based on the data from the past four years (2017, 2018, 2019, and 2020), students' interest and participation in PMW

program conducted by Universitas Negeri Padang have been very low (below 2%). The following table illustrates a comparison between the total number of students in Universitas Negeri Padang and the students of the university who submitted proposal for PMW program.

Table I. Data On The Number Of UNP Students By The Percentage

			The number of	
		Number of		
Year	Number of	PMW proposals	students involved	Percentage
	Students	submitted	in submitting	
			PMW proposals	
2017	38851	120	555	1.43
2018	42299	134	536	1.27
2019	43518	147	584	1.34

From the table above, it can be said that the interest of the students in Universitas Negeri Padang toward entrepreneurship is relatively low. In 2017, the total number of students enrolled in the university was 38851 while the students involved in submitting PMW proposals were only 555 or 1.43% from the total number of students. Then, in 2018, the total number of students registered in the university was escalated to 42299. However, the students involved in submitting PMW proposal were only 536 or 1.27% from their total number. In 2019, the total number of students registered in the university was 43518 whereas the students involved in submitting PMW proposals were only 584 or 1.34% from the total number. This data reveal that students' interest toward entrepreneurship in Universitas Negeri Padang is still below 2% which is considered to be low. The research conducted by [3] regarding entrepreneurial mindset of psychology students in Universitas Negeri Malang has revealed an interesting finding. Based on the study, it is found that there is no significant difference on entrepreneurial mindset and adversity quotient level between student whose orientation is a job seeker and student whose orientation is a job creator. It is also found that graduates with higher level of education in Indonesia prefer to be a job seeker rather than a job creator.

The results of the study [4] show that: 1) simultaneously, there is a positive and significant influence on entrepreneurial motivation and social environment toward entrepreneurship interest; 2) Partially, there is a positive and significant influence of entrepreneurial motivation on interest in entrepreneurship; and 3) Partially, there is a negative and significant social environment influence on interest in entrepreneurship. This is because the community cannot accept the influence of the social environment (external factors) in fostering interest in entrepreneurship.

Other factors, especially the internal ones, which can escalate interest in entrepreneurship, are needed. Entrepreneurial motivation is the most dominant variable in influencing people's interest in entrepreneurship. Interest, according to [5] is "the acceptance of a relationship between oneself, and something outside of oneself". Interest has a strong influence in attaining achievement in a job, position, or career. Entrepreneurial interest is a person's choice of activity because they feel interested, happy, and full of desire to be successful entrepreneur regardless of the risks.

Interest, as one of the important elements in entrepreneurship, will arise along with intense interaction with others. This is called as social interaction activity. In entrepreneurship, social interaction is very necessary since it offers social-emotional resources, attachments, and closeness

between two or more people or organization. As a result, good relation can be conveniently established. This is very much in line with Salanova' opinion [6] who argues that good relationships will lead to mutually supportive behavior among organizational members, as to how many individuals in the organization feel their problems are solved.

2. METHODS

This research is aimed at observing whether or not there is an influence of causal (exogenous) variables toward consequent (endogenous) variables by using "path analysis method" approach. The relationship pattern between the variables is depicted in "path diagram" with "structural equation" approach. In this study, there are some variables involved, including three exogenous variables, one intervening variable, and one endogenous variable.

These variables can be specifically described as follows: 1) the exogenous variables are creativity (X_1), social interaction (X_2), and entrepreneurial motivation (X_3); 2) the intervening variable is entrepreneurial knowledge (X_4); and 3) the endogenous variable is students' entrepreneurial interest which is denoted by Y . The instruments used to collect the data in this research have been tested in order to ensure their practicality and reliability.

3. RESULTS AND DISCUSSION

Since the path analysis technique has been used to analyze the data in this study, the prerequisites of the analysis were conducted so that a proper conclusion can be drawn. The prerequisites of the analysis include normality and homogeneity test of the data, and then it is continued by linearity test, and testing for the significance of the regression equation.

3.1 Result

Regression analysis was carried out in order to find out whether there is a significant regression equation from the results of the study. If the significance value of F_{count} is smaller or equal to the significance of 0.05, the regression equation can be declared significant. If the significance value of F_{count} is smaller than F_{table} at the 0.01 significance level, then the regression equation can be declared very significantly.

Conversely, if the significance value of F_{count} is greater than $= 0.05$, the regression equation can be declared insignificant. Only if the results of the regression equation are significant or very significant, then the results of the regression analysis can be used to test the research hypothesis with the path analysis model. Otherwise, (F_{count} are not significant) another analysis technique should be used.

Table 2.Summary Of The Results Of Testing The Significance Of The Regression Equation

Relationship Path	F _{count} value	Sign.	Conclusion
Creativity (X1) with Entrepreneurial interest (Y)	63,047	0,000	Very Significant
Social interaction (X2) with entrepreneurial interest (Y)	82,808	0,000	
Entrepreneurial motivation (X3) with entrepreneurial interest (Y)	92,420	0,000	
Entrepreneurial knowledge (X4) with entrepreneurial interest (Y)	44,796	0,000	
Creativity (X1) with entrepreneurial knowledge (X4)	47,032	0,000	
Social interaction (X2) with entrepreneurial knowledge (X4)	49,408	0,000	
Entrepreneurial motivation (X3) with entrepreneurial knowledge (X4)	43,340	0,000	

Based on the results of the regression equation test on the path analysis, it can be concluded that the path relationship is very significant. It implies that research hypotheses testing using the path analysis model can be conducted.

Table 3. Summary Of Analysis Of The Direct And Indirect Effects Of Exogenous Variables On Endogenous Variables

Information	Live %	No Live % Total %
The direct influence of creativity (X ₁) on entrepreneurial interest (Y)	24,11	
The indirect influence of creativity (X ₁) on entrepreneurial interest (Y) through entrepreneurial knowledge (X ₄)		9,3
The direct and indirect influence of creativity (X ₁) on entrepreneurial interest (Y)		33,41
The direct effect of social interaction (X ₂) on entrepreneurial interest (Y)	29,5	
The indirect influence of social interaction (X ₂) on entrepreneurial interest (Y) through entrepreneurial knowledge (X ₄)		10,4
The direct and indirect influence of social interaction (X ₂) on interest in entrepreneurship (Y)		39,9
The direct influence of entrepreneurial motivation (X ₃) on interest in entrepreneurship (Y)	31,8	
The indirect influence of entrepreneurial motivation (X ₃) on interest in entrepreneurship (Y) through entrepreneurial knowledge (X ₄)		10,3
The direct and indirect influence of entrepreneurial motivation (X ₃) on entrepreneurial interest (Y)		42,1
The direct influence of creativity (X ₁)	19,2	

on entrepreneurial knowledge (X ₄)		
The direct effect of social interaction (X ₂) on entrepreneurial knowledge (X ₄)	20	
The direct influence of entrepreneurial motivation (X ₃) on entrepreneurial knowledge (X ₄)	18	
The direct influence of entrepreneurial knowledge (X ₄) on entrepreneurial interest (Y).	18.5	
The joint effect of creativity (X ₁), social interaction (X ₂), entrepreneurial motivation (X ₃), and entrepreneurial knowledge (X ₄) on entrepreneurial interest (Y)	6.47	
The influence of other variables		82.17

Based on the table above, it can be seen that there are direct and indirect effects of exogenous variables, i.e creativity (X₁), social interaction (X₂), and entrepreneurial motivation (X₃) on endogenous variables, i.e entrepreneurial interest (Y). Based on this result, it can be concluded that the largest contribution that influences entrepreneurial interest, both directly and indirectly, comes from entrepreneurial motivation (X₃) with the percentage of effective contributions 42.1%. Then, the second-largest contribution was followed by the social interaction variable (X₂) with an effective contribution rate 39.9%. Creativity variable (X₁) is the smallest contributor on entrepreneurial interest (Y), with the percentage figure, i.e 33.41%.

3.2 Discussion

3.2.1 The Direct and Indirect Influence of Entrepreneurial Motivation on Entrepreneurial Interest

From the finding of this study, it was found that there is influence of entrepreneurial motivation on entrepreneurial interest of the students. High entrepreneurial motivation level will escalate the entrepreneurial interest. Conversely, low entrepreneurial motivation level will decline the entrepreneurial interest. This finding is supported by [7] who argue that entrepreneurial interest is strongly influenced by attitudes and motivation. The relationship is unidirectional. High support for the students will intensify the interest in entrepreneurship. Similarly, high

attitude and motivation will also intensify entrepreneurial motivation.

In line with the finding of this study, [8] states that there is a positive and significant influence between attitudes and entrepreneurial interest. In this study, it is shown that the attitudes have an effect on students' interest in entrepreneurship, or plays a positive role in forming students' interest in entrepreneurship. Hence, interest in entrepreneurship can be gained and developed through, among others, a positive individual attitude.

In addition to attitude, motivation is also the basic impetus that drives a person to behave. In this study, it is shown that motivation affects students' entrepreneurial interest or plays role in developing students' entrepreneurial interest. This is also supported by [9] which assert that motivation has a positive and significant effect on entrepreneurial interest.

3.2.2 The direct and indirect influence of entrepreneurial knowledge

There is a direct and indirect effect of entrepreneurial knowledge on entrepreneurial interest. This means that the higher the entrepreneurial knowledge, the higher the entrepreneurial interest. On the other side, if the entrepreneurial knowledge is lower, the entrepreneurial interest will also be lower. These findings are in line with research conducted by [10] which found that entrepreneurial knowledge has a positive effect on interest in entrepreneurship. [11] say that entrepreneurial knowledge is one of the factors that trigger interest in entrepreneurship.

Knowledge is one of the factors that influence interest. Interest in someone is a process of thinking and learning which gives rise to desire to carry out particular activities. Hence, in order a person has interest to carry out certain activities, he/she must have knowledge regarding the activities which can be gained through emotion, thinking and learning process. [12], in his study, states that interest in entrepreneurship arises because it is preceded by knowledge and information about entrepreneurship which is then continued in a participatory activity to gain experience where finally the desire to carry out these activities arises.

In line with this opinion, [13] state that entrepreneurial knowledge has a positive and significant effect on the entrepreneurial interest of students of SMK Rumpun Pertanian in Yogyakarta. The knowledge of entrepreneurship has a significant effect on the interest in entrepreneurship (13.7%).

4. CONCLUSION

From this study, it can be concluded that: 1) there is an indirect effect of creativity (X_1) on entrepreneurial interest (Y) through entrepreneurial knowledge (X_4). This means that through entrepreneurial knowledge, and better creativity, the interest in entrepreneurship will increase. Conversely, if the creativity is low, the interest will also be low. 2) There is an indirect effect of social interaction (X_2) on entrepreneurial interest (Y) through entrepreneurial knowledge (X_4). This means that through entrepreneurial knowledge, and a better social interaction, the the interest in entrepreneurship will be higher. Conversely, if the ability of social interaction is low, the interest in entrepreneurship through entrepreneurial knowledge will also be low. 3) There is an indirect effect of entrepreneurial motivation (X_3) on entrepreneurial interest (Y) through entrepreneurial knowledge (Y). This means that through entrepreneurial knowledge, and higher entrepreneurial motivation, the interest in entrepreneurship will also be higher. Conversely, through entrepreneurial knowledge, if the entrepreneurial motivation is low, the interest in entrepreneurship will be declined. 4) There is simulant influence on creativity (X_1), and social interaction (X_2), entrepreneurial motivation (X_3), and entrepreneurial knowledge (X_4) on entrepreneurial interest (Y). This means high creativity, social interaction, entrepreneurial motivation, and entrepreneurial knowledge possessed by students, will increase the interest in entrepreneurship. Conversely, if creativity, social interaction, entrepreneurial motivation, and entrepreneurial knowledge possessed by students are low, the interest in entrepreneurship will also be low.

ACKNOWLEDGMENT

We would like to thank the Director of the Postgraduate Program at Universitas Negeri Padang, as well as the staff who have helped in the completion of my Doctoral study, and to all those who cannot be named, thank you.

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