

Factors Affecting the Entrepreneurial Interest of Students at UIN Suska Riau

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ABSTRACT

This study aims to see the effect of entrepreneurship education, self-efficacy, entrepreneurial attitudes and lecture competence on the interest of entrepreneurship student. This type of research is associative, this study uses multiple regression analysis. The population are 334 students of Economic Education Program, Education and Teaching Faculty, State Islamic University Islam of Sultan Syarif Kasim Riau. The technique used in this research is proportional random sampling technique and obtained 182 respondents. The results showed that entrepreneurship education, self-efficacy, attitudes and competence of lecturers had a positive and significant effect on student interest in entrepreneurship. The results of this research showed five results. first, entrepreneurship education positively affected on entrepreneurial interest with effective contribution by 7,6%. second, self-efficacy positively affected on entrepreneurial interest with effective contribution by 6,4%. third, entrepreneurial attitudes positively affected on entrepreneurial interest with effective contribution by 19,8%. fourth, lecture competence positively affected entrepreneurial interest with effective contribution by 4,1%. fifth, entrepreneurship education, self-efficacy, entrepreneurial attitudes and lecture competence positively affected on entrepreneurial interest with effective contribution by 29,6%.

Keywords: *Education, Self-Efficacy, Attitude, Lecturer Competences, Enterpreneurial interest.*

1. INTRODUCTION

Based on data from Sakernas (National Labor Force Survey), the number of unemployed people in Indonesia in February 2016 with undergraduate status was 695,304 people (10%). It is feared that the level of educated unemployment with undergraduate status will continue to increase if universities as institutions that produce graduates do not have the ability to direct students and alumni to create jobs after graduating. One of the solutions taken to overcome unemployment in Indonesia is to create entrepreneurs.

Students, as one of the elite groups of society who are expected to become future leaders of the nation, should be the pioneers in developing an entrepreneurial spirit. Becoming a university graduate must have the courage to start a business so as not to depend on a limited number of jobs.

Moreover, if young entrepreneurs are able to employ employees even if only one employee, this will greatly help reduce the burden on the government in dealing with unemployment.

To start a new business or entrepreneurship, one must have an intention or desire first, but in fact many of the students who have graduated do not want to start a business so that it reflects that students' lack of intention to be entrepreneurial.

To run a business, it is necessary to have confidence and self-confidence that is owned by an entrepreneur. Self-confidence or self-efficacy is a factor that triggers success that will create the power that comes along with the knowledge gained from education. Bandura (1986) concluded that through the transfer of knowledge and the acquisition of skills through education can increase self-efficacy or self-efficacy and reflect a preparatory role in starting a new venture.

The world of education is a means to improve, shape and print new innovations in the economic field, both through industry and in the form of entrepreneurship, and provide motivation to dare to choose entrepreneurship as their career. [1] states that education must concentrate on creating and strengthening the entrepreneurial intentions of students.

To create satisfaction with the knowledge that has been absorbed through education, it is necessary to have positive self-efficacy. In addition, the role of the lecturer is important as a facilitator, motivator and inspirator, so that students have independence in solving problems in entrepreneurship.

In this study, the author tries to describe how the influence of each variable that affects the interest in entrepreneurship both comes from external factors and internal factors so that the objectives of entrepreneurship learning at the State Islamic University of Sultan Syarif Kasim Riau can be achieved well so that young entrepreneurs can emerge. In addition, it is hoped that this research can be a reference or consideration in strengthening students' interest in entrepreneurship so that graduates are not only focused on looking for work but can open jobs and become entrepreneurs in agreements of the vision and mission of the Economic Education Study Program of Sultan Syarif Kasim Riau Islamic University.

1.1. Literature

1.1.1. Entrepreneurial Interests

Slameto (2010) defines interest as a feeling of preference and interest in something or activity without being asked. Basically interest is the reception will be a relationship between myself with something outside of yourself getting stronger or close the relationship is greater interest.

Meanwhile, according to [2] interest is an action that is centered on a goal and is an impetus for the action itself. In humans there are motives that encourage humans to interact with the outside world.

Based on this, it can be concluded that interest is a person's awareness that can lead to a desire for one thing rather than another by actively carrying out activities that are his favorite object. Entrepreneurial interest is a desire that arises from within a person to commit to making a new business or opening a business.

1.1.2. Entrepreneurship Education

According to [3] states that, "Entrepreneurship education is the process by which entrepreneurial knowledge and skills are transmitted to students to help them take advantage of any business opportunities".

Meanwhile, opinion stated by [4] entrepreneurship education can directly change the mindset, attitude, and

behavior of students to become entrepreneurs which can lead them to choose entrepreneurship as a career choice.

According to [5] argues that entrepreneurship education is the most important factor in fostering and developing entrepreneurial desire, spirit and behavior among the young generation because education is a source of overall attitudes and intentions to become entrepreneurs.

Based on the opinion above, it is found that entrepreneurship education does not only reach students having a business but also how an entrepreneur is always creative and makes new innovations in his business.

1.1.3. Self Efficacy

According to [6] Self-efficacy is a motivational construct that has been shown to influence an individual's choice of activities, level of goals, persistence and performance in various contexts. Self-efficacy itself can be a determinant of the success of performance and work implementation. Self-efficacy also greatly affects thought patterns, emotional reactions in making decisions.

According to (2011) [7] defines self-efficacy as a self-confidence to know its abilities so that it can exercise some form of control over the benefits of the person itself and events in the surrounding environment.

Some opinions can be concluded that self-efficacy is a belief in a person's understanding about himself that he is capable of completing tasks effectively and efficiently so that the task produces something as the expected.

1.1.4. Entrepreneurial Attitude

In the context of entrepreneurship, according to [8], according to Gadaam, Entrepreneurial attitude is a reaction that tends to be impressive in response to risk in a business.

According to [9] define entrepreneurial attitudes as a tendency to like or dislike involvement in entrepreneurial activities.

Based on this, it can be concluded that entrepreneurial attitude is a response or reaction of someone in carrying out entrepreneurial activities whether it is a state of being like it or not.

1.1.5. Lecturer Competence

According to Musnandar (2014) lecturers who teach entrepreneurship courses must have adequate entrepreneurial competence, including having experience in business, the ups and downs of pioneering and developing businesses and / or those concerned who are actively involved in activities in the business world and industry in managerial positions.

Lecturer competence is the ability both in the form of knowledge, attitudes and skills that must be possessed by a lecturer to carry out and be accountable for his duties according to predetermined instructions. Thus a lecturer must have proper competence so that it can produce quality output from the campus and have a high entrepreneurial spirit and be able to think creatively and innovatively after graduating from college.

2. METHOD

As for the object of study as the dependent variable is the interest of entrepreneurship student and the independent variables are factors that influence to interest of entrepreneurship student. The type of research used is associative research. Associative research is intended to determine the effect or relationship between two variables or more.

In these case, the independent variable is the entrepreneurial education variable, self-efficacy, attitude and competence of lecturers. Meanwhile, the dependent variable is the entrepreneurial interest of student in State Islamic University of Sultas Syarif Kasim Riau. The object of this research is the Student

Economic education program, Teacher Training and Teaching Faculty, State Islamic University Islam of Sultan Syarif Kasim Riau. The population in this research is the Students who were participating in the Economic Education Program in State Islamic University Islam of Sultan Syarif Kasim Riau by totaling 334 students. The sampling uses is proportional random sampling technique of the population and by using Solving Formula and obtained 182 samples.

The analysis technique uses multiple linear regression on one dependent variable (Y) and four independent variables (X1, X2, X3 and X4).

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4$$

Where:

Y = Interest in entrepreneurship

a = Constant

b = regression coefficient

X 1 = P Education K ewirusahaahan

X 2 = Self Efficacy

X3 = Entrepreneurial Attitudes

X 4 = Lecturer Competence

3. RESULTS AND DISCUSSION

Based on multiple regression tests above, the following equation can be obtained:

$$Y = 8,788+ 0.102 X_1 + 0.092X_2 + 0.436X_3 + 0.029X_4$$

The result of equation of multiple linear regression showed that the value of the coefficient of the regression of each independent variable can be explained from the value of the constant or intercept of 8.788 , which means that without the influence of free variable (education kewirusahaah, self efficacy, entrepreneurial attitude and competence of lecturers) then the value the dependent variable (interest in entrepreneurship students majoring in economics education UIN Riau SUSKA) has been reached at 8.788 .

Table 1. Multiple Linear Regression Test Results

Item	Unstandardize Coefficients	
	B	Std.Error
Entrepreneurs hip Education	.102	.050
Self Efficacy	.092	.043
Attitude	.436	.066
Lecturer Competence	.029	.014

The results of hypothesis testing for each independent variable are as follows: (1) The regression coefficient for entrepreneurship education variable was 0.102 means that there is a positive influence between the entrepreneurial education variables on the interest in entrepreneurship, meaning that every 1 unit increase in Entrepreneurship Education will increase Entrepreneurial Interest by 0.102 units. (2) The regression coefficient for the self-efficacy variable was 0.092. This means that there is a positive influence between the self-efficacy variable on the interest in entrepreneurship, meaning that every 1 unit increase in Self-Efficacy will increase Entrepreneurial Interest by 0.092 units. (3) The regression coefficient of the entrepreneurial attitude variable variable is 0.436 means that there is a positive influence between the entrepreneurial attitude variables on the interest in entrepreneurship, meaning that each increase in

Entrepreneurial Attitude by 1 unit will increase Entrepreneurial Interest by 0.436 units. (4) The regression coefficient variable of lecturer competence is 0.029. This means that there is a positive influence between the variable competence of lecturers on the interest in entrepreneurship, meaning that each increase in Lecturer Competence by 1 unit will increase Entrepreneurial Interest by 0.029 units.

3.1. The Influence of Entrepreneurship Education on Entrepreneurial Interest in Economic Education Students of UIN SUSKA Riau

Based on these scores of a multiple linear regression analysis, it can be determined that the coefficient regression variable of entrepreneurship education is 0.102. This value is significant because the significance value is $0.000 < 0.05$, which means that H_a is accepted. H_0 is rejected. So it can be said that the level of Entrepreneurship Education will determine the level of Student Entrepreneurial Interest. Based on expert opinion by Becker (1964) which states that formal education is very important and necessary to increase the productive capacity of a population. From this theory it is very clear that education is very much needed to foster creativity and capacity in production because in education, especially entrepreneurship education is given knowledge of how a person can be confident and optimistic about himself, be task-oriented and result-oriented, dare to take risks in a job and choice. and Loves Challenges, has leadership, originality, and is future-oriented which in this study is used as an indicator to measure the level of entrepreneurship education.

This is in line with Linan (2004) who states that entrepreneurship education includes the development of knowledge, abilities, attitudes and other personal qualities needed to become an entrepreneur.

3.2. The Influence of Self Efficacy on Entrepreneurial Interest in Economic Education Students of UIN SUSKA Riau

Based on the analysis of multiple linear regression can be obtained regression variable coefficient value of self-efficacy at 0.092. N use values is significant because of the significant value of $0.000 < 0.05$ which means H_a accepted H_0 rejected. So it can be concluded that the level of Self-Efficacy will determine the level of Student Entrepreneurial Interest. This indicates that *self-efficacy*

or a person's level of confidence in doing a certain task or job well can also be a driving factor for someone and can be used to predict certain behaviors, usually *self-efficacy* will determine a person's decision in determining the career direction he will choose. According to [10] states that a person's level of *self-efficacy* can influence the selection process and compare career choices in his life. Added by [11] self-efficacy as a self-perception of how well the self can function in certain situations, self-efficacy is related to the belief that you have the ability to take the desired action. Therefore, it can be concluded that the higher a person's level of *self-efficacy* towards the world of business, the stronger his entrepreneurial intention will be.

3.3. The influence of attitudes on the Entrepreneurial Interest of Economic Education Students of UIN SUSKA Riau

Based on the analysis of multiple linear regression can be obtained regression variable coefficient value of the attitude of entrepreneurs at 0.436. N use values is significant because of the significant value of $0.000 < 0.05$ which means H_a accepted H_0 rejected. So it can be said that the level of entrepreneurial attitudes will determine the level of student entrepreneurial interest. Based on expert opinion which put forward by [2] which proposes the theory of planned behavior (TPB) in which this theory predicts that intention depends on three factors, namely: attitudes, subjective norms and behavioral control.

According to [12] argued that entrepreneurial attitudes can be seen from five main factors, namely (trait factors, personal environmental factors, personal goal factors, business environment factors, business idea factors). From the above theory, it is clear that one of the factors that influence entrepreneurial intention / interest is attitude.

3.4. The Effect of Lecturer Competence on the entrepreneurial interest of UIN SUSKA Riau students

Based on the analysis of multiple linear regression can be obtained regression variable coefficient value of the competence of lecturers at 0.029. use values are significant because of the significant value of $0.006 < 0.05$, which means H_a accepted H_0 rejected. So it can be said that the level of Lecturer Competence will determine the level of Student Entrepreneurial Interest.

Based on expert opinion by Belmawa (2016) which states that lecturers are the main pillars in developing entrepreneurship in higher education. In building character in students, it is carried out by lecturers who transfer entrepreneurial values to students through various teaching and learning activities. Lecturers who have knowledge and understanding of entrepreneurship will be able to guide students in initiating and developing their businesses so that the accelerated process of new entrepreneurial growth occurs.

Table 2. Output of Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.544 ^a	.296	.280	2,373

a. Predictors: (Constant), Lecturer Competence, Entrepreneurial Attitude, Self-Efficacy, Entrepreneurship Education

From table above, it can be concluded that the coefficient of determination (R2 square) is 0.296, which means that 29.6% of the variation in entrepreneurial interest can be explained by the four independent variables consisting of Entrepreneurship Education, Self-Efficacy, Attitude, and Lecturer Competence, while the remaining 70.4% is variation. Entrepreneurial interest is influenced by other variables that are not included in the research.

4. CONCLUSIONS

Based on the results of the processing performed, the scores of analysis and discussion that has been described and the tests that have been carried out, the following conclusions can be drawn:

The first hypothesis is accepted, where Entrepreneurship Education has a significant influence on the Entrepreneurial Interest of students at the State Islamic University of Sultan Syarif Kasim Riau. This means the higher PendidikanKewirausahaan then it will be better the Universitas Student Entrepreneurial Interest Sultan Syarif Kasim State Islamic Riau.

The second hypothesis is accepted, where Self Efficacy (*Srlf Efficacy*) has a significant influence on the Entrepreneurial Interest of students of the State Islamic University of Sultan Syarif Kasim Riau. This

means that the better efficacy of the Self then will be better the interest of entrepreneurial Student in Sultan Syarif Kasim State Islamic Riau.

The third hypothesis is accepted, where the attitude of Entrepreneurship has a significant effect on student interest Universitas Entrepreneurial Sultan Syarif Kasim State Islamic Riau. This means that the higher the entrepreneurship attitude will increasingly tunggu also Entrepreneurial Student Interests Universitas Sultan Syarif Kasim State Islamic Riau.

The fourth hypothesis is accepted, where Lecturer Competence has a significant influence on the Entrepreneurial Interest of students at the State Islamic University of Sultan Syarif Kasim Riau. This means that the higher the Competence Lecturer will be better the Universitas Student Entrepreneurial Interest Sultan Syarif Kasim State Islamic Riau.

The fifth hypothesis is accepted, where together entrepreneurship education, self-efficacy, entrepreneurial attitudes and competence of lecturers have a high enough influence on the entrepreneurial interest of students at the State Islamic University of Sultan Syarif Kasim Riau.

Based on the conclusions of the research results above, it is advisable for Economics Education students to be more active in participating in various activities both in the learning process and outside the learning process related to entrepreneurship, so that self-confidence emerges and continues to develop properly. For further researchers, they should conduct research on variables that have not been studied in this study so that they can add new knowledge. For lecturers, especially entrepreneurship courses, to increase entrepreneurial practice so that students are directly involved in the entrepreneurial process so that it can motivate students to become entrepreneurial in the future.

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