

What drives students to become entrepreneurs? Findings from a survey of economics education students

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ABSTRACT

This study aimed to determine the level of entrepreneurial desire and factors that encourage entrepreneurial desire in Economic Education students of the Faculty of Teacher Training and Education, Syiah Kuala University. This research was conducted using quantitative methods with descriptive research type. The population in this study were students of class 2015-2016, as many as 110 students. The sample in this study was 52 students taken using a random sampling technique. The analytical technique used to measure the level of desire is Ajzen's theory, while the factors that drive the desire for entrepreneurship are analyzed using multiple linear regression analysis. Based on the research analysis results, the desire for entrepreneurship among economic education students is moderate. The dominant factor that drives the desire for entrepreneurship is internal factors, with the most dominant indicator driving the desire for entrepreneurship being an indicator of the need for achievement. In general, internal factors and external factors have a significant influence on students' entrepreneurial desires.

KEYWORDS

Education; awareness; income level; taxpayer compliance

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1. Introduction

A country's Economic problems require creating alternative solutions and choosing the right alternative to overcome them. Developing entrepreneurship potential is one of the best solutions to overcoming an economic problem. Entrepreneurship has been introduced since 1990. Entrepreneurship comes from the French language (*entendre-to undertake*), where entrepreneur means adventurers, risk takers, contractors, entrepreneurs (people who work on a particular job), and creators who sell the results of their creation, which later became popular in English as entrepreneurship.

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Entrepreneurship means doing difficult, complex, and risky work quickly, taking action or initiative to obtain benefits. The popular meaning of entrepreneurship is an effort to take advantage of opportunities in narrowness. Entrepreneurship is interpreted literally as things related to someone's courage to do business or non-business activities independently (Daryanto & Cahyono, 2013).

According to the Cashflow Quadrant, a country will be poor if most of the economic power of its population is more reliant on the left quadrant (mainly as workers/employees). It is better if the population is small entrepreneurs. Conversely, the country will become prosperous if the economy of the population relies on the right quadrant (entrepreneurs and investors) (Kiyosaki, 2012). Therefore, entrepreneurship has become an alternative solution to dealing with a country's economic problems, including Indonesia. The Indonesian state itself still faces various economic problems, one of which is the problem of unemployment. Unemployment is not only from uneducated people but also from unemployed or graduates from higher education.

Entrepreneurship exists as a solution to many economic problems, such as unemployment. The solutions offered about entrepreneurship are even starting to be included in the educational setting, such as entering courses or being inserted into learning materials. Inserting entrepreneurship courses is expected to be able to encourage students to have the desire to become entrepreneurs. Bringing up the feeling of wanting to do entrepreneurship in the students is an important point because to make students want to become entrepreneurs, they must first bring up their entrepreneurial desires. Actions (entrepreneurship) arise because they are influenced by the desire factor (entrepreneurial desire). This follows the theory conveyed by Danarjati et al. (2014), which says that desire will encourage someone to carry out activities (actions) that are directed to achieve the goals of his desires. The desire for entrepreneurship in students' self can also open students' minds to the fact that the work is not just a civil servant, an employee of state-owned enterprises (BUMN) and private enterprise (BUMS).

Some of the universities in Indonesia have introduced the world of entrepreneurship through entrepreneurship courses and also through the Student Creativity Program (*Program Kreatifitas Mahasiswa-PKM*). One of them is the Economics Education Department at the Faculty of Teacher Training and Education of Universitas Syiah Kuala. In the Economics Education Department of the Faculty of Teacher Training and Education curriculum, entrepreneurship courses must be programmed by students in semester 7 with 2 credits. The materials related to the business world will be presented in this course. In addition to the material, students must create product lines in this course. With this, students can implement more real business knowledge, not just theories. The aim of this course is for students to understand the science of

entrepreneurship and be able to encourage the desire of students to become entrepreneurs. Besides this course, several other courses in the Economics Education Curriculum are also related and provide subsidies for students to study entrepreneurship-related matters, such as introductory business, micro and macroeconomics, and introduction to management.

2. Literature review

Many researchers have identified students' propensity to participate in entrepreneurial ventures. They have identified several factors, such as environmental factors, personal characteristics, and educational influences, that affect students' entrepreneurial behavior. According to Bergmann et al. (2016), students' desire for entrepreneurship is influenced by their socio-cultural factors. The role of universities in providing educational support, concept development, business development, and institutional support influences entrepreneurial self-efficacy which in turn has a significant influence on student entrepreneurial intentions (Saeed et al., 2015). Furthermore, Mei et al. (2020) also suggested that the higher the level of entrepreneurship education received by students, the stronger their self-efficacy in making entrepreneurial decisions, and the stronger their entrepreneurial intentions. In addition, the findings of Sansone et al. (2021) prove that, the participation of students in extracurricular entrepreneurship activities, the greater their entrepreneurial intentions.

Creative industries are increasingly recognized as important components of the economy and culture, especially in post-industrial societies. These industries cover a wide range of activities, including visual and performing arts, architecture, design, fashion, and games, and they play an important role in driving innovation and economic growth (Hasan et al., 2023; Macdonald, 2013). Various creative approaches, such as One Village One Product (OVOP), have also been applied to the development of SMEs based on village potential (Aswadi et al., 2018; Aswadi et al., 2019; Mutia et al., 2020). For students, involvement with creative industries can provide many benefits, both in terms of self-development and career prospects. In addition, e-commerce in the sales process has been shown to significantly increase students' interest in entrepreneurship, suggesting that exposure to e-commerce can foster an entrepreneurial mindset (Mukherjee, 2001). E-commerce has become a development driver for SMEs (Hasan et al., 2021).

3. Method

This research was conducted at the Economics Education Department of the Faculty of Teacher Training and Education at Universitas Syiah Kuala. The method used in this

research is the quantitative descriptive method. The variables in this study are internal factors (X_1) consisting of the need for achievement, internal locus of control (self-efficacy), the need for freedom, and external factors (X_2) consisting of role models, support of family and friends, and education.

The population in this study were 110 students from the 2015 and 2016 classes of the Economics Education Department of the Faculty of Teacher Training and Education of Universitas Syiah Kuala. The number of samples in this study was 52 students. Sampling in this study was conducted using the stratification technique. The instrument used in the collection of research data was a questionnaire. The measurement scale used to measure the questionnaire score is a Likert Scale. The number of items in the questionnaire was 27, consisting of 9 items to measure the level of desire for entrepreneurship and 18 to measure the factors that drive entrepreneurial desires.

Ajzen (1991) states that entrepreneurial desire is measured based on the classification of desires. Based on Ajzen's theory, desires have been classified into low desires (0%-33%), medium desires (34%-66%), and high desires (67%-100%). The factors that drive individual desires for entrepreneurship are analyzed using multiple linear regression analysis.

4. Results and discussion

The determination's coefficient test obtained an R^2 value of 22.7%, which shows that this study's independent variables (internal and external factors) have explained the dependent variable (entrepreneurial desire), which is 22.7%. At the same time, 77.3% is explained again by other variables outside the analysis. The results of the multiple linear regression analysis conducted in this study obtained the following equation:

$$Y = 15.24 + 0.336X_1 + 0.188 X_2$$

From the multiple linear regression equation above, it can be concluded that the internal factor (X_1) is the most dominant variable that drives the desire of students to become entrepreneurs, with a coefficient value of 0.336. In comparison, external factors have a relatively smaller effect, with a coefficient of 0.188. Based on the results of the ANOVA test, a significant value of 0.002 was obtained. This value <0.005 means that the independent variables (internal factors and external factors) simultaneously influence the dependent variable (entrepreneurial desire), where the effect is 19.5%.

The results of data analysis for the level of entrepreneurial desire obtained the highest percentage, 52.14%. Based on Ajzen's theory, the percentage is included in the classification of moderate desires. The results also present the students' desire for

entrepreneurship based on their average grades. In this study, respondents (students) agreed with an average score of 3.47 when asked about entrepreneurial desires. The analysis also shows that internal factors (the need for achievement, internal locus of control, and the need for freedom) and external factors (role models, support of family and friends, and education) have an influence and can encourage the desire for entrepreneurship. That is consistent with the theory put forward by Rusdiana (2014), which states that the factors that drive the desire for entrepreneurship are divided into two, namely internal factors, which include the need for achievement, internal locus of control, and the need for freedom and external factors that includes role models, family & friends support and education.

Based on data analysis conducted in this study, the t-test shows that the independent variables, namely internal and external factors, do not all significantly influence. Internal factors variables have a significant effect because the significance value is $0.015 < 0.05$ with a $t\text{-count} > t\text{-table}$ of $2.518 > 2.009$. As for external factors, the significant value > 0.05 is 0.110, and the value of $t\text{-count} < t\text{-table}$ is $1.625 < 2.009$. It shows that the external factor variables have no significant effect. The same result was found in research conducted by Jamu (2018) that sociological factors, including family and friends' support and role models, had no significant effect on entrepreneurial interest.

This insignificant influence indicates the possibility that the respondent does not have family or friend support for entrepreneurship or does not come from a family already in the business environment. From the insignificance of these results, the researcher also concluded that to encourage individuals to carry out any activities, including activities for entrepreneurship, the most important factor that will drive them is the internal factors that come from within the individual. The drive from the outside (internal factors) only has a slight or insignificant influence.

5. Conclusion

In conclusion, from the research data analysis, it can be concluded that the students of Economic Education have a medium level of desire for entrepreneurship. The results of this study indicate that internal factors (need for achievement, internal locus of control, and need for freedom) and external factors (role models, support of family and friends, and education) have a positive and significant influence on the desire for entrepreneurship. In internal factors, it shows that the dominant factor that drives the desire for entrepreneurship is an internal factor.

An intricate interplay of various factors impacts the entrepreneurship of students. Effective instruction and educational and academic resources establish the foundation for entrepreneurial character development. Social and cultural contexts, in addition to psychological characteristics, profoundly impact students' entrepreneurial aspirations.

The perception of university support systems is crucial for developing entrepreneurial self-efficacy. Anxiously influenced by familial lineage and age, entrepreneurial confidence significantly motivates entrepreneurial aspirations.

Additionally, universities' organizational and regional context contributes to promoting student entrepreneurship. Personal and behavioral factors, such as inventive aptitude and readiness, can significantly predict entrepreneurial performance. Finally, students' views of economic prospects and the larger entrepreneurial environment, which may be influenced by external factors such as pandemics, have an important role in molding their entrepreneurial behavior choices.

Conflict of interest

The authors declare no conflicts of interest related to this publication.

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