

COMPARATIVE ANALYSIS: STUDENT ENTREPRENEURSHIP INTEREST

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Abstract: *Planned Behavior Theory (SDGs) was used in this study to determine the role of attitudes towards entrepreneurial interests. The respondents used for analysis were students from one of the universities in Purwokerto totaling 341 people from a total population of 2500 students. PLS analysis is used to determine the influence of attitudes on entrepreneurial interest while the t-test is used to find out the differences before students take entrepreneurship lectures and after attending lectures. The results showed that the results of the analysis for attitudes towards entrepreneurial interest from the first analysis and the second analysis showed differences. As for the t-test, the results were obtained that entrepreneurship lectures have a significant impact on students' interest in entrepreneurship.*

Keywords: *Entrepreneurship, Entrepreneurial Intentions, Planned Behavior, Comparative Analysis*

Introduction

Indonesia is the 4th most populous country in the world (Nyilvoskt, 2022, accessed 13 February 2023). According to (Oswaldo, 2022, accessed 13 February 2023), The population was 273,879,750. This causes many people of productive age to have to work to make ends meet. If there are more and more residents, the more people will need work. If their living needs are not met, then the poverty rate in Indonesia will increase. The Central Statistics Agency (BPS) explain that the number of unemployed people in Indonesia in February 2022 is 8.40 million people (Putri, 2022). This indicates that employment in Indonesia is not entirely adequate. There are still many people who do not have jobs but have to meet their primary needs. There needs to be a solution to reduce the unemployment rate in Indonesia by creating jobs. One of the solutions that helps to open up many jobs is entrepreneurship.

According to (Salim, 1999), entrepreneurship as passion, behavior, and the ability to respond positively to excuse for self-benefit or superior service to customers/communities; by endlessly striving to detect and serve more and nicer subscriptions, as well as creating and giving more helpful products and implementing more efficient ways of working, through the courage to take risks, creativity and innovation and management capabilities. Jose Carlos Jorillo-Motion in (Mutis, 1995) defines entrepreneurship as a person who perceives opportunities, pursues opportunities that are appropriate to his situation, and who believes that success is something that can be achieved.

At the end of the 20th century, entrepreneurship in Indonesia can be said to have just been accepted by the community as an alternative in pursuing a career and livelihood (Dewi, 2017). Higher education has a important role to play and has the excuse to instill an entrepreneurial mental manner. Reflecting on the success of developed countries in America and Europe, where almost all universities insert entrepreneurship materials in each course, countries in Asia such as Japan, Singapore and Malaysia also apply entrepreneurship materials in at least two semesters in collage.

As an implementation of entrepreneurship development in Indonesia universities, this entrepreneurship education is included in the curriculum with a weight range between 2 to 3 credits. (Widnyana et al., 2018). Entrepreneurship learning in tertiary institutions will later provide investment in order to have high competitiveness, the ability to innovate, prepare technology, educational research and also infrastructure (Darwis et al., 2021).

The entrepreneurship course is important because it will be the starting gate for solving one of the problems in Indonesia, namely unemployment. If many generations of Indonesians choose to become entrepreneurs after taking entrepreneurship courses, then it is hoped that they will create jobs for people who are unemployed and need jobs.

Having an interest in Entrepreneurship or Entrepreneur Intention is the purpose of holding entrepreneurship courses. An intention that has a relationship with action can verify to be a reflection of actual action. Entrepreneurial intention means a person's willingness when carrying out entrepreneurial or entrepreneurial activities (Akyol & Gurbuz, 2008). Planned Behavior Theory (I. Azjen & Fishbein, 1985), believes that factors such as manner, subjective norms will later shape a person's motive and subsequently directly affect action.

Related to entrepreneurship, entrepreneurial intentions can reflect a person's tendency to later set up a real business (Jenkins & Johnson, 1997). The intentions of each individual related to behavior are influenced by three aspects namely attitudes, subjective norms or perceptions related to behavioral control (Icek Azjen, 1991). Behavior is influenced by beliefs about the behavior performed. The individual's beliefs consist of strengths, beliefs and evaluation of existing results. This has a direct impact on the will of behavior which will later be affiliated with the control of the perception of behavior and also subjective norms. In the context of this research, students will have a desire to be entrepreneurial after attending entrepreneurship lectures, because when students do not understand about entrepreneurship, they still do not understand the advantages of entrepreneurship.

Research conducted by (Walipah & Naim, 2016), (Suharti & Sirine, 2012) dan (Azwar, 2013) It was found that attitude factors were shown to have a substantial and positive effect on students' entrepreneurial intentions. However, previous research has only examined students at one time, there has been no comparison when students before getting entrepreneurship courses and after taking entrepreneurship courses. This study aims to reveal the affect of attitudes on student entrepreneurial interests and test the comparison of students' interest in becoming an entrepreneur before and after attending entrepreneurship lectures.

Literatur Review

1. Planned Behavior Theory

Theory of Planned Behavior (TPB) which is a perfection of the Reason Action Theory by Fishbein and Ajzen in 1975. According to Ajzen and Fishbein (1991) explains the notion of intention as a dimension of the subjective probability of the individual in the correlation between the self and behavior. This theory describes the intention (intention) of the individual to perform a certain action or act. Intention is considered to be able to see the motivational component that influence behavior. Intention is an indication of the efforts that will be made by individuals to do something.

Theory of Planned Behavior is a theory related to the behavior of planned individuals. A person performs a behavior due to intention and purpose. The elements of attitude contained in the theory of planned behavior according to (Icek Ajzen, 1985) in (Ganarsih & Wasnury, 2015) include the:

- a. *Autonomy and Authority*, is the authority obtained by an individual or group to exercise that authority with the authority granted. So with the entrepreneurial path one's attitude has power in making self-decisions

- b. Economic Opportunity and Challenge, aims to arouse determination to improve the ability to overcome problems. So with entrepreneurship as a challenging job and opening up economic opportunities),
- c. Security and Workload, By entrepreneurship can make a safe job without causing stress.
- d. Avoid Responsibility, entrepreneurship can make a safe job without causing stress.
- e. Self Realization and Participation, In this case the individual will have the desire to create something new for you to be able to take advantage of the power of creativity.
- f. Social Environment and Career, Individuals will love to participate in social activities and have the confidence to achieve progress in the desired career.

2. Entrepreneurial Interests

Entrepreneurial intention means a person's willingness when carrying out entrepreneurial or entrepreneurial activities (Gurbuz & Aykol, 2008). Interest is a feeling that tends to be more like and has more interest in something or activity, without being told beforehand. There are three factors that affect students' entrepreneurial interests, namely personal, sociological and environmental according to (Slameto, 2003: 180) in (Dzulfikri, 2017). Interest in entrepreneurship is the desire contained in a person to create a business that can later be organized, regulated, dare to take risks and develop the business (Hendrawan & Sirine, 2017).

The interest in entrepreneurship according to Suryawan (2006) is desire, interest, and having a strong willingness to be entrepreneurial to meet the needs of life without being accompanied by doubt or fear of the risks that will be faced and always using failure as learning. So that from these statements it is concluded, the interest in entrepreneurship is a strong will that arises in a person to start and make a business to meet the needs of life, do not hesitate or fear the risks that will later be borne and make failure a lesson to continue to advance and develop his business. Variable indicators of entrepreneurial interest include choosing entrepreneurship over working with others, choosing a career as an entrepreneur, and starting a intention for entrepreneurship (Autio et al., 2001).

3. Entrepreneurship

According to Geoffrey G. Meredith et. al (1992:5) "Entrepreneurs are people who can identify and evaluate business opportunities, muster the necessary resources to seize them, and take the appropriate actions to ensure their success. "Entrepreneurial success has always been closely linked to creativity and innovation. Because, Innovation comes from high creativity. Creativity is the ability to create new things. Creativity is a key source of competitiveness in a rapidly changing environment. People have to be creative in order to be ready for change.

Stephen Covey in his book *First Things First* (in Mutis, 1995:2) reveals four potential sides that humans have, namely the following ; a) awareness attitude, introspection attitude; b) Conscience, sharpening the conscience in order to be a man of good will, and having a mission in this life; c) Independent will, an independent view of the provision of action and the power to transcend; and d) Creative imagination, transcendent thinking and forward/long-term to solve various problems with imagination, delusion and spur appropriate adaptation. Entrepreneurs are those who are able to actualize from all four potential sides precisely and sustainably.

Meanwhile, Edward De Bono in his book entitled *Serious Creativity* (in Mutis, 1995: 2), among others said one of the factors that determines a company's success is its ability to manage its most important asset. The main assets can be market positions, qualified people, distribution systems, technical capabilities (patents), brands, and so on.

Other uses of creative thinking are directly related to value addition, value creation and opportunity discovery. According to A. Roe (in Mutis, 1995: 6), creative humans have characteristics; Openness to experience, seeing things in an unusual way, curiosity, accepting and adjusting what seems opposite, being able to accept differences, being independent in the consideration of thought and action, needing and accepting autonomy, believing in oneself, not only subject to group standards and supervision, willing to take calculated risks, and persevering.

According to (Priyanto, 2008) in (Suharti & Sirine, 2012) the formation of the entrepreneurial spirit is influenced by internal and external factors. Internal factors that come from within an entrepreneur can be in the form of personal traits, attitudes, abilities and abilities of a person that can provide strength so that the individual can be entrepreneurial. While external factors come from the surrounding environment. According to Gurbuz & Aykol, 2008 and Tjahjono & Ardi, 2010 in (Suharti & Sirine, 2012) found several elements of attitudes that exist in the model theory of planned behavior of Fishbein and Ajzen affect student entrepreneurial intentions.

In the results of research (Firmansyah, 2019) and (Change et al., 2021) a person's attitude can determine the intention of entrepreneurial activities, therefore one can measure whether entrepreneurial activities are good activities and also profitable or even vice versa.

H₁: Does attitude affect entrepreneurial intentions

According to Ajzen and Fishbein (1975) states that almost every human behavior is idahuluo by the existence of an intention to behave. Individuals can be said to have an intention in entrepreneurship if in themselves there is a belief in the behavior to be carried out, a belief in the prevailing norms and control of behavior (Ajzen, 1991). A person's attitudes, behaviors and knowledge will shape their tendency to open new businesses in the future. The model theory of Lewin (in Cummings and Worley, 2005) states that to change one's behavior requires first the recognition and knowledge of the behavior to be formed so that a person is willing and able to change his behavior as expected. Learning can be seen as a process of change and formation of knowledge, skills, attitudes and abilities of an entrepreneur (Yuniasanti & Esterlita, 2014).

H₂: Is there a difference between attitudes and entrepreneurial intentions before and after getting entrepreneurship courses

Method

This research had provided by students of the University of Muhammadiyah Purwokerto with a population of 2500 students. The sample used was 341 students who were worthy of analysis. PLS analysis and differential test analysis are used to provide answers to research questions. The instrument consists of 32 statements consisting of statements relating to one aspect of the SDGs, namely attitudes. The indicators contained in this study are Autonomy and Authority, Economic Opportunity Overall, for attitude factors, Statements are measured using a 5-point Likert scale, and respondents are asked to answer on a scale of 1 to 5 (1 = strongly disagree, 5 = strongly agree).

Result and Discussion

a. Result

The initial stage in this research is to examine the influence of attitudes on students' interest in entrepreneurship. Conducted twice PLS analysis, the first data was obtained when students had not received entrepreneurship material (Table 1) while the second analysis was carried out when students had received entrepreneurship material (Table 2).

The first analysis was carried out using respondents' data before attending entrepreneurship lectures. PLS analysis was carried out twice because in the first round the outer loading value showed a number below 0.5 and in the second round the outer loading value met the requirements so that the model was declared valid. The AVE value also shows results above 0.7 so that all variables are declared reliable.

Table 1. Parameter Coefficient and Statistical Values among Variabels (Before)

	Original Sample	T Statistics	P Values	Result
Autonomy and Authority > Entrepreneurial Intention	0.253	3.926	0.000	Accepted
Economic opportunity and challenge > Entrepreneurial Intention	0.055	0.918	0.359	Not Accepted
Security and Work Load > Entrepreneurial Intention	-0.003	0.057	0.954	Not Accepted
Avoid Responsibility > Entrepreneurial Intention	0.046	0.876	0.382	Not Accepted
Self Realization and participation > Entrepreneurial Intention	0.247	4.031	0.000	Accepted
Social Environment and Career > Entrepreneurial Intention	0.251	4.231	0.000	Accepted

The results of the analysis show that autonomy and authority, self-realization and participation, social environment and career affect entrepreneurial intention because the p-value is below 0.05 and the original sample value is positive so that it shows positive and significant results. Different results were obtained in the economic opportunity and challenge component safety and work load and avoid leability, having a p-value above 0.05 so that it showed insignificant results. Even the results of the analysis also show that safety and workload shows negative and significant results, because the original sample value-0.003.

Table 2. Parameter Coefficient and Statistical Values among Variabels (After)

	Original Sample	T Statistics	P Values	Result
Autonomy and Authority > Entrepreneurial Intention	0.112	1.901	0.058	Not Accepted
Economic opportunity and challenge > Entrepreneurial Intention	0.038	0.459	0.647	Not Accepted
Security and Work Load > Entrepreneurial Intention	-0.023	0.411	0.681	Not Accepted
Avoid Responsibility > Entrepreneurial Intention	0.102	2.554	0.011	Accepted
Self Realization and participation > Entrepreneurial Intention	0.391	5.554	0.000	Accepted
Social Environment and Career > Entrepreneurial Intention	0.213	2.810	0.005	Accepted

The results of the second PLS analysis, namely the analysis carried out when respondents have attended entrepreneurship lectures, are shown in table 2. The analysis was carried out with two rounds to meet the conditions of validity and reliability. The results of the analysis show that autonomy and authority, economic opportunity and challenge, security and work load are not supported. And in the second analysis for variabel security and work load again showed negative results. For the variables avoid responsibility, self realization and participation and social environment and career are accepted.

Table 3. Paired Sample t-test

Entrepreneurial Intention	Paired Differences					t	Df	Sig. (2 tailed)
	Mean	Std Deviation	Std. Error Mean	95 % Confidence Interval of Difference				
				Lower	Upper			
Before	3.8559	0.58211	0.04137	-0.20509	-0.00055	0.1794	677	0.039
After	3.9587	0.76248	0.03162	-0.20507	-0.00057	0.1795	633	0.039

Significant differences are shown by the results of the research in the average results of entrepreneurial interest between before students take entrepreneurship lectures (M = 3.86, SD = 0.58) and the average results after attending entrepreneurship lectures (M = 3.96, SD = 0.76). Because the significance value is less than 0.05, which is 0.039, There is a significant difference between a student's entrepreneurial interest before attending an entrepreneurship course and after attending an entrepreneurship course.

b. Discussion

This research provides results that before getting entrepreneurship courses have a high attitude of authority and power. Students before getting entrepreneurship courses do not want a job that is challenging, interesting and motivating, students are less determined to improve their problem-solving skills. So with entrepreneurship as a job that challenges and opens up economic opportunities, there is less interest in jobs that have great responsibilities, are complex and require commitment. Students from before getting the entrepreneurship course already have the desire to make something new so, they can benefit from creativity and like to participate in social activities and they believe with themselves to reach their progress in their dream job.

The results of the study also showed that students after getting entrepreneurship courses no longer have an attitude of high authority and power. Students after getting entrepreneurship courses still do not want a job that is challenging, interesting and motivating, students are less determined to improve their ability to overcome problems with entrepreneurship as a challenging job and open up economic opportunities. Students after taking entrepreneurship courses become interested in jobs that have great responsibilities, are complex and demand commitment. Students after getting entrepreneurship courses still have the desire to create something new in order to take advantage of creativity and like to participate in social activities and have the confidence to achieve progress in the desired career.

After the results of the different test (t-test) came out, these results further strengthened the results of the PLS analysis where in addition to attitudes influencing

entrepreneurial intentions, students showed significant differences in attitudes after attending the entrepreneurial class

The presence of supportive factors plays an important role in controlling behavioral control. Conversely, The fewer supporting factors an individual perceives, the more difficult it is for the individual to understand the behavior (Ajzen, 2005) People who have a positive attitude and receive support from their peers and at least barriers to action are more determined than those who have a positive attitude and support from others, but to achieve action There are many barriers.

Interest in entrepreneurship can be interpreted as a person's desire to work independently and run his own business. The entrepreneurship learning process is not just about providing material instantly but is accompanied by mentors (accompanying lecturers) who provide an understanding of how to start a business, an understanding of how the business process will be carried out. Assistance is also carried out by providing an understanding of all managerial aspects such as marketing management, human resource management, operational management, financial management and including how to take care of business legality. Entrepreneurship lectures with this assistance have a positive impact and strengthen students' attitudes to be interested in entrepreneurship.

Conclusion

The results of the research is, students are less enthusiastic about entrepreneurship, because most students do not understand entrepreneurship. This incomprehension makes how important the role of entrepreneurship lectures is to changes in student interests. Students who have an interest in becoming entrepreneurs are mostly obtained after attending entrepreneurship lectures. Providing insight that entrepreneurship is a future choice needs to be emphasized more. Practicing students' self-confidence is predicted so that you can change the opinion that being an entrepreneur will be able to provide a better life and not always have to be a job seeker. For further research, you can add motivational variables and other subjective variables to find out students' interest in entrepreneurship.

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