



## **FACTORS AFFECTING THE INTEREST OF ENTREPRENEURED STUDENTS IN FEB UNWAR DENPASAR, BALI-INDONESIA**

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### **Abstract**

*Entrepreneurship interest that students have as a young generation should be explored as much as possible and given education and training that can support this interest so that it is expected to contribute to reducing unemployment in Indonesia and creating new jobs more innovative. This study explains the effect of self-efficacy, parental support and entrepreneurship education to foster student interest in entrepreneurship at the Faculty of Economics and Business at Warmadewa University. The population of this study is 540 students in the 6th semester of Management Study Program, Faculty of Economics and Business, Warmadewa University as many as 54 respondents. This study uses multiple linear regression analysis tools*

*with SPSS 22.0 software, successfully proving that student interest in entrepreneurship can be increased through self-efficacy and entrepreneurship education but is inversely proportional to parental support in improving 6th semester students of Management Study Program, Faculty of Economics and Business, Warmadewa University, Denpasar -Bali, Indonesia.*

*Keywords: Self Efficacy, Parental Support, Entrepreneurship Education, Student Entrepreneurial Interest*

## **INTRODUCTION**

Schumpeter (1934) stated that if a country has many *entrepreneurs*, the country will have high economic growth and will give birth to high economic development, if a country wants to progress, the number of entrepreneurs must be large. In developed countries, the role of entrepreneurship is very dominant in supporting economic growth and development. However, in a developing country like Indonesia, there are very few people who are willing to work as entrepreneurs, even though economic growth is greatly renewed by the presence of these entrepreneurs. One of the contributing factors is due to the low interest in entrepreneurship among students (Sinar Indonesia, 2019).

Higher education as an institution that is tasked with producing superior human resources must be actively involved in producing graduates with entrepreneurial spirit, but the survey results of the Indonesian Young Entrepreneurs Association (HIPMI) stated, of the 5 million students in Indonesia 83% of them aspire to become employees, 4% become entrepreneurs, and the rest become members of NGOs and politics (Sinar Indonesia, 2019). This was also supported by conducting interviews with several sixth semester students of 2020, the Faculty of Economics and Business, Warmadewa University, who stated that they were more interested in working as employees than in entrepreneurship because according to students being an employee was more promising and provided a steady income than entrepreneurship.

Based on this fact, a movement is needed so that the desire to become entrepreneurs becomes a national awareness so that Indonesian citizens are able to build their nation and be competitive. This can be realized by involving the role of higher education institutions in producing entrepreneurship among students, one of which is by providing entrepreneurship education. Higher education institutions must change their orientation from seeking diplomas to focus on knowledge and creating jobs. Wibowo (2011) states that entrepreneurship education is an effort to internalize the spirit and mentality of entrepreneurship both through educational institutions and other institutions such as training institutions, training and so on.

Hermina (2011), Adeline (2011) and Pramuki et.al (2019) prove that there is an influence of entrepreneurship courses on students' interest in becoming entrepreneurs. That interest in entrepreneurship is grown not only from campus support (giving courses but also social, environmental and attitude support). Social support in this study is parental support, as Azizah (2013) states that parental support is needed in supporting children to be able to get good learning achievements and in accordance with their expectations. So that their aspirations can be realized because with the support of these parents the child will feel appreciated and cared for by their parents so that it will increase children's motivation to learn and will achieve optimal children's learning achievement.

Another factor that is thought to affect entrepreneurship is self-efficacy. Self-efficacy is a person's belief in their ability to control situations and produce something beneficial (Santrock, 2007). A student who has an interest in entrepreneurship will tend to have good self-efficacy. They will have more confidence in their ability to master the situation when entrepreneurship and will have a sense of optimism that entrepreneurship will produce something beneficial for themselves and their environment. So *self-efficacy* is the result of the interaction between the external environment, adjustment mechanisms and personal abilities, experience and education. In the context of entrepreneurship, *self-efficacy* is defined as strength, a person's belief that he will be able and successful in carrying out various roles in entrepreneurship. Meanwhile, according to Andika and Iskandar Syah (2012) *self-efficacy* in relation to entrepreneurship, namely individual beliefs or perceptions of the ability to form entrepreneurial behavior.

The motivation for conducting this research is related to the low interest of students in entrepreneurship. The strategy that can be done to increase student interest in entrepreneurship is to use the plan behavior theory concept approach. The concept of this theory is that a person's intention to act and behave is caused by 3 factors, namely subjective attitudes, subjective norms and perceived behavioral control. To foster subjective attitudes, subjective norms and perceptions of behavioral control can be influenced by internal factors, namely self-efficacy and external factors, namely parental support and entrepreneurship education.

## LITERATURE REVIEW AND RESEARCH HYPOTHESIS

### Conceptual Framework

The main theory used in this study as a basis for developing the hypothesis is the Theory of Planned Behavior. Theory of planned behavior was developed by Icek Ajzen (1991) which states that a person's intention to act and behave is caused by 3 factors, namely subjective

attitudes, subjective norms and perceptions of behavior control. To foster subjective attitudes, subjective norms and perceptions of behavioral control can be influenced by internal and external factors outside of the individual, namely self-efficacy, parental support and entrepreneurship education.

### **Self Efficacy**

Bandura (1977) explains that self efficacy is one's own perception of how well oneself can function in certain situations. Self-efficacy is related to self-confidence in having the ability to do the expected action. The Indicator self-efficacy refers to the dimensions, namely the level dimension, the generality dimension and the strength dimension. Widyanto (2006) formulates several indicators of *self-efficacy*, namely 1) individuals believe they can complete certain tasks, 2) individuals believe that they are capable of completing certain tasks, 3) individuals believe they can motivate themselves to take the necessary actions in completing tasks, 4) individuals believe that the self is able to try hard, persistently and diligently, 5) the individual believes that he is able to withstand obstacles and difficulties.

### **Parental Support**

Parental Support is one of the factors that have a role in developing the potential and interest of students in entrepreneurship because with our own parents we can discuss freely compared to other people. Parental support can make children feel emotionally relieved to be noticed, get suggestions or impressions that please them. Providing support can also be in the form of reprimand, direction, and help in facing difficulties or giving punishment if you make mistakes (Scobith, 1998).

Azizah, (2013) states that support is something that is supported in the form of attention and providing assistance. This relationship and encouragement from family plays an important role in one's success. As for the support of parents by Rahmi, (2011) divides the support of parents in four forms, namely 1) the emotional support, 2) support awards, 3) instrumental support, and 4) information support

### **Entrepreneurship Education**

Sigihartono et al (2007) states that education is an effort made consciously to change human behavior both individually and in groups to mature humans through teaching and training efforts so that they have the ability to be responsible for all their actions. Retno and Krisnadi (2012) entrepreneurship education is a learning process to change the nature and mindset of students towards choosing an entrepreneurial career. Entrepreneurship education is guidance given by

someone to change a person's attitude and mindset so that he is interested in becoming an entrepreneur (Setiawan, 2014).

Duygu and Selcuk (2008) stated that when universities provide adequate knowledge and inspiration for entrepreneurship, it is possible to increase students' entrepreneurial desire. Minub et al (2016) state that entrepreneurship education indicators can be divided into 3, namely 1) Curriculum, 2) Quality of educators and 3) Teaching and Learning Facilities

### Entrepreneurial Interest

Entrepreneurial Interest to Basrowi (2016) is a change in attitudes and views of the younger generation, the nation's intellectual candidates. Us and changes in the attitudes of parents who like and allow their sons and daughters to go into business. Many teenagers say that they really enjoy business activities, because business work is promising in the future so it can be concluded that entrepreneurial interest is a desire, an interest in working hard or strong-willed with a focus on trying to make ends meet without having to fear the risks involved. Faced, always learn from the failures they face and develop the business they create. Sutanto (2016) divides the indicators of entrepreneurial interest into four, namely 1) Feelings of pleasure, 2) Interest, 3) Attention and 4) Engagement

Based on the description above, the model and hypothesis formulation in this study can be shown in Figure 1 below:

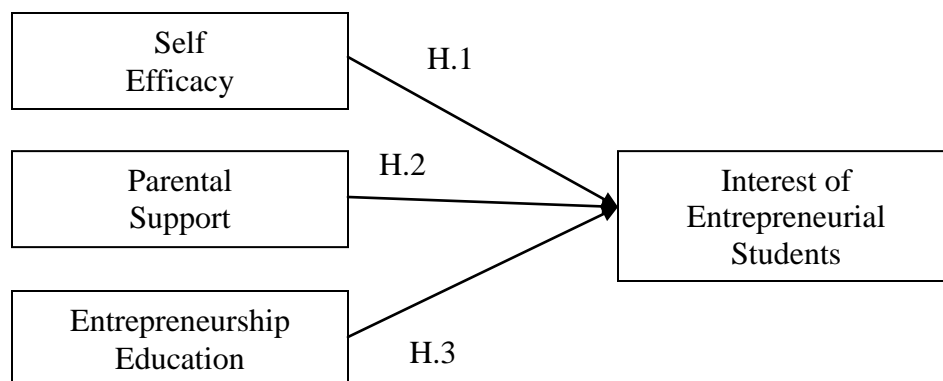


Figure 1. Research Conceptual Framework

### Hypothesis Development Entrepreneurial Interest

Based on the Theory of Plan of Behavior states that students' entrepreneurial intentions can be increased through increasing subjective attitudes, subjective norms and perceptions of behavioral control can be influenced by the individual's internal factors, namely self-efficacy. *Self-efficacy* is related to self-confidence in having the ability to do the expected action. In

connection with the context of entrepreneurial intentions, it can be explained that entrepreneurship is a form of profession. Profession certainly cannot be separated from the factor *self efficacy*. The profession of being an entrepreneur requires *self-efficacy*, because being an entrepreneur requires confidence to be able to run and manage his business. A person who chooses to become an entrepreneur has *self-efficacy* a high for entrepreneurship, thus a person's *self-efficacy* or self-confidence will affect interest in entrepreneurship. Empirical evidence from Pamungkas (2018), Mohammad Tohir (2016) and Bustan (2014) has proven that *self-efficacy* has a positive and significant effect on interest in entrepreneurship. The higher the level of self-confidence, the higher the entrepreneurial interest.

H1: *Self Efficacy* has a positive and significant effect on student interest in entrepreneurship.

One of the external factors that can support improving subjective attitudes, subjective norms and perceptions of behavioral control as in the dimensions of Plan of Behavior theory is the support of parents. Parental support is one of the factors that has a role in developing the potential and interest of students in entrepreneurship because with our own parents we can discuss freely compared to other people. Parental support can make children feel emotionally relieved to be noticed, get suggestions or impressions that please them. Providing support can also be in the form of reprimand, direction, help in facing difficulties or giving punishment if you make mistakes. Kasari (2014) and empirical evidence Periera et al. (2019) has proven that parental support has a significant and positive effect on entrepreneurial interest, which means that the higher parental support has an impact on the high interest in entrepreneurship.

H2: Parental support has a positive and significant effect on student interest Entrepreneurship

The educational process undertaken by a person can develop self-skills including knowledge, skills and attitudes needed by a person to be entrepreneurial. So that with the formation of entrepreneurial characters such as attitudes, behavior and patterns of thought through entrepreneurship education can increase student intention to become entrepreneurial. Furthermore, the theory of planned behavior assumes that almost all actions a person takes are the result of intentions that are influenced by personal traits, social influences and problems of self-control. In this study, entrepreneurship education is an external factor that can underlie personal traits. Therefore, with good entrepreneurship education, someone will have a good attitude towards entrepreneurship. Research conducted by Hanum (2015) shows that the relationship between entrepreneurship courses and student interest in entrepreneurship is positive and significant, as well as research by Wibowo (2011) that the entrepreneurial learning

factor in the school environment has the highest influence on student interest in entrepreneurship. According to Lestari (2012), it shows that entrepreneurship education has a significant effect on student interest in entrepreneurship.

H3: Entrepreneurship education has a positive and significant effect on student interest in entrepreneurship.

## RESEARCH METHODS

The scope of this study uses *explanatory research*, which is to test hypotheses between variables and focus on explaining the relationships between variables. This research is a replication of previous research by modifying the relevant variables and items by adjusting time, funds, respondents, location and objectives. This type of research is to use quantitative methods. The data used are primary data. Primary data were obtained using a questionnaire containing opinions about the indicator variables studied using a survey method, in this case the perception of self-efficacy, parental support and entrepreneurship education in increasing student entrepreneurial intentions. Research questionnaires to measure variables were adopted from previous research, such as self-efficacy variables adopted from Widyanto (2006), Parental Support from Rahmi (2011), Entrepreneurship Education from Duygu and Selcuk (2008) and Entrepreneurial Interest from Sutanto (2016).

The population in this study were 540 students who sat in semester VI of the management study program, Faculty of Economics and Business, Warmadewa University, Denpasar-Bali, Indonesia. The sample will be selected using a *random sampling technique* based on the Slovin method. Based on the Slovin method with an error threshold of 0.10 (10%), the minimum sample size is 54 people.

The data collected through a questionnaire was processed using multiple regression analysis with the help of SPSS.22 software. The regression equation is  $Y = \alpha + \beta_1SE + \beta_2PS + \beta_3EE + e$ .

## RESULTS AND DISCUSSION

Data collection was carried out by distributing questionnaires which were distributed directly to 54 students. The tabulation results show that all questionnaires can be returned intact and can be answered completely so that they can be processed further. The validity test was carried out on instrument items, using the method *Corrected Item Total Correlation Technique*. The value of r table with a sample of 51 and significant at  $\alpha = 5\%$  is obtained at 0.279. The results of the validity test show that all indicators used to reflect a construct or variable have a value of r

count > 0.279 so that it can be said that all indicators used to reflect a construct or variable are valid. As shown in table 1 below:

Table 1. Validity Test Results

Constructive Indicators	Corrected Item-Total Correlation	R table N = 51 $\alpha = 5\%$	Information
SE.1	0.491	0.279	Valid
SE.2	0.723	0.279	Valid
SE.3	0.723	0.279	Valid
SE.4	0.424	0.279	Valid
SE.5	0.681	0.279	Valid
PS.1	0.604	0.279	Valid
PS.2	0.447	0.279	Valid
PS.3	0.536	0.279	Valid
PS.4	0.590	0.279	Valid
EE.1	0.622	0.279	Valid
EE.2	0.430	0.279	Valid
EE.3	0.669	0.279	Valid
IE.1	0.653	0.279	Valid
IE.2	0,417	0,279	Valid
IE.3	0,703	0,279	Valid

Reliability test is used to measure the consistency of a variable in the study. The instrument is said to be reliable for measuring variables if it has value *Cronbach Alpha* > 0.70. Reliability test results can be shown in table 2 as follows:

Table 2. Reliability Test Results

Variable	Value <i>Cronbach Alpha</i>	Information
Self Efficacy	0.816	Reliable
Parental Support	0.742	Reliable
Entrepreneurship Education	0.728	Reliable
Student Interest in Entrepreneurship	0.755	Reliable

The value of the coefficient of determination as part of the Goodness of Fit (GOF) can be carried out using *the R-Square (R<sup>2</sup>)* and test results *F test*. Based on the results of the data analysis, the value was obtained *R-Square (R<sup>2</sup>)* of 0.865, which means that 86.52% of student



interest in entrepreneurship can be explained by variations in self-efficacy, parental support and entrepreneurship education, while the remaining 13.5% are other factors that are not included in the research model. The results of the F Test show a probability value of 0.000 and significant at  $\alpha = 5\%$  so that it can be said that the model is feasible to measure the accuracy of the sample regression function in estimating the actual value statistically.

The results of the classical assumption test using the normality test using a regression model in this study have a normal distribution, where the significant value of *Kolmogorov-Mirnov* is 0.200 more than 0.05. Multicollinearity test results using the regression model did not find any multicollinearity symptoms, where the *variance inflation factor* (VIF) value of each independent variable showed a VIF value of less than 10. The Heteroscedasticity Test results with the Glejser test showed a significance level of more than 0.05 for all independent variables. Furthermore, the results of the research hypothesis test can be shown in Table 3 below:

Table 3. The Results of Hypotheses Testing

Variable	Beta Coefficient	T count	probability value	Information
Self-efficacy	1.248	3.525	0.00	Significant
Parental Support	-0.695	-1.960	0.05	Significant
Entrepreneurship Education	0.363	3.693	0 , 00	Significant

### Effect of Self Efficacy on Student Interest in Entrepreneurship

The results of the study the direct effect of self-efficacy on student interest in entrepreneurship shows the coefficient of 1.248 and significant at the 0.05 level where the T-statistic is obtained at  $3.525 > 1.96$ , this means that Hypothesis 1 accepted, meaning that changes in self-efficacy as measured by individuals believe they can complete certain tasks, believe they can motivate themselves to take the necessary actions in completing tasks, believe they can try hard, are persistent and diligent and believe they can withstand obstacles and difficulties as indicators of being able to improve student to be self-employed.

This can be explained by the Theory of Planned Behavior that individuals in this case students who sit in semester VI of the Management study program of FEB Unwar will have high intentions to become entrepreneurs because they are supported by self-confidence to have the ability to take the expected actions, in this case, to become entrepreneurs. With this self-confidence will lead to a positive attitude about entrepreneurship which in turn affects them in their intention to become entrepreneurial. The results of this study are in line with the research of Pamungkas (2018), Mohammad Tohir (2016) and Bustan (2014) which have proven that *self-*

*efficacy* has a positive and significant effect on interest in entrepreneurship. The higher the level of self-confidence, the higher the entrepreneurial interest.

### **The Effect of Parental Support on Student Entrepreneurial Intentions**

The results of the study the direct effect of parental support on student interest in entrepreneurship shows a coefficient of negative 0.695 and significant at the 0.05 level where the T-statistic is  $1.96 \geq 1.96$ , this means that Hypothesis 2 is rejected, meaning changes in parental support as measured by emotional support, reward support, instrumental support and information support as influential indicators in reducing student interest in entrepreneurship. Increasing parental support will reduce students' interest in entrepreneurship.

The lack of support for this hypothesis can be explained by the theory of attitude change which states that a person will experience mental discomfort when he is exposed to new information or information that contradicts his beliefs. This discomfort is called dissonance, which means incompatibility or incongruity. Regarding the intention of students to become entrepreneurs, it is suspected that parental support causes discomfort among students because there is new information or excessive targets from their parents, causing them to have negative attitudes towards entrepreneurship. The results of this study are different from research conducted by Kasari (2014) and Periera et al. (2019) which have proven that parental support has a positive and significant effect on entrepreneurial interest, which means that the higher parental support they have, the higher the interest in entrepreneurship.

### **The Influence of Entrepreneurship Education on Student Entrepreneurial Interest**

The results of the study the direct effect of entrepreneurship education on student interest in entrepreneurship showed a coefficient of 0.363 and was significant at the 0.05 level where the T-statistic was obtained at  $3.693 > 1.96$ , this means that Hypothesis 1 is accepted, meaning that changes in the level of entrepreneurship education are measured by curriculum, quality of teaching staff and teaching and learning facilities as indicators of being able to improve students to become entrepreneurs.

The support of hypothesis this can be explained by the Theory of Planned Behavior that individuals in this case students who sit in the 6th semester of the Management study program of FEB Unwar will have high intentions to become entrepreneurs because they are supported by an adequate learning process to change the nature and mindset of students towards choosing an entrepreneurial career. The FEB Unwar management study program always pays attention to the entrepreneurial curriculum that is updated with developments in meeting the needs of the community or stakeholders, as well as paying attention to the quality of teaching staff and

educational staff as well as always paying attention to teaching and facilities learning in improving student comfort. That entrepreneurship education is guidance given by someone in order to change a person's attitude and mindset so that he is interested in becoming an entrepreneur.

The results of this study are in line with the research of Hanum (2015), Wibowo (2011) and Lestari (2012) which proved that the relationship between entrepreneurship courses and student interest in entrepreneurship is positive and significant, where entrepreneurial learning factors in the environment school has the highest influence on student interest in entrepreneurship.

## **CONCLUSION, SUGGESTIONS AND LIMITATIONS**

The results of this study provide evidence that changes in self-confidence levels and increased attention to entrepreneurship education can increase student interest in entrepreneurship. This study also failed to prove that increasing parental support could increase students' interest in entrepreneurship. Based on the results of the analysis, it can also be proven that students' internal factors, in this case self-efficacy, have the highest influence compared to external factors such as parental support and entrepreneurship education. This can be emphasized that it can be concluded that the self-confidence factor can increase students' positive attitudes in being interested in becoming entrepreneurs.

The limitation in this study is that it uses a small sample at one university so that the findings of this study cannot be generalized. Further research is suggested to take a broader scope of research, at several universities in Bali or under the Bali Nusra Region VIII Higher Education Service Institution by using broader variables such as social networks to clarify and strengthen students' interest in entrepreneurship.

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