



Entrepreneurial Intention on Studentpreneurs to Become Entrepreneur

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ABSTRACT

An increase in number of entrepreneurs is one important factor for the economic security of a country. The role of universities in preparing entrepreneurs is proven for contributing the national economy. Thus there is a need for a study to determine the factors that influence students to choose a career as an entrepreneur when they graduate. This study aims to determine the factors that influence the intention of students to become entrepreneurs. Exploratory research methods with data analysis techniques using structural equation modelling, component-based partial least squares. The number of respondents as many as 241 students with the data collection technique accidental sampling. The results showed that the effect of economic opportunity and challenge, perceived confidence, security and work load, self-efficacy and facilitating condition significantly influence the intention of students to become entrepreneurs. As for the influence of the entrepreneurial intention of 43.3%. Thus, the need for attention by the university to improve the quality of students to become a reliable and useful entrepreneurs in order to form national economic resilience.

Keywords: Economic Opportunity, Perceived Confidence, Security, Self-efficacy, Facilitating Condition, Entrepreneurial Intention

JEL Classifications: M13, L26.

1. INTRODUCTION

Micro, small and medium enterprises (SMEs) have an important role in the economy of Indonesia. SMEs have a proportion of 99.99% of the total businesses in Indonesia or as many as 56.54 million units (BPS, 2014). Central Bureau of Statistics' data showed that the development of a business unit including micro, small, and medium and large business units from year to year has increased. The development of micro, SMEs in 2010 grew by 2%, in 2011 grew by 2.6% and in 2012 grew by 2.4%. With the growth in scale units of micro, small and medium will increase the amount of labor used. Development approach aimed to economic actors, in particular at SMEs, becomes a necessity in order to develop into a structure of national economic actors which are strong and independent. In line with the demands of rapid changes due to technological advances, it pushes new paradigm in the field of entrepreneurship, where the process of entrepreneurship is only obtained from direct experience in the field and is a talent that is obtained from birth to be a discipline that can be learned and taught (Suryana, 2009).

Based on data published by BPS that the Unemployment Rate in Indonesia in 2014 were 7.2 million people where the diploma and university graduates are 688.660 people or 9.5% of total unemployments, while in 2013 the number of open unemployments from diploma and the university graduates are 619.288 people or 8.4% of total unemployments (BPS, 2014). The need for further study of the government program in improving the SME sector can be achieved and there is a necessity for a concrete step in creating an entrepreneur (Machmud and Sidharta, 2014). College is a form of academic facilities that can contribute to perform that role. Increasing superior human resources require role of universities to prepare qualified graduates to produce reliable and quality entrepreneur (Hadian et al., 2015).

According to Naffziger et al. (1994) stated that the measurements which are widely used in entrepreneurial intention is determined by three factors, namely; personality characteristic, personal traits and contextual in which these three factors are internal factors. The role of universities can encourage connection with the creation of entrepreneur by transferring knowledge and skills

(Sidharta and Lusiana, 2014) that suit to increase self-efficacy (Baum, 1994) and can make effectiveness for starter entrepreneur in starting the first business (Gorman et al., 1997). Increased entrepreneurship can be done by universities through a process of education on values and attitudes, personal goals, creativity, dare to take risk and locus of control (Gibb, 1994) and self-efficacy plays an important role in forming the entrepreneurial intention on the student (Shinnar et al., 2014). Based on study results by Bates (1991) found a positive effect between education and entrepreneurial intention. Prediction of the factors attitude of intention to become an entrepreneur by using the Theory of Planned Behavior (Ajzen, 1985; 1987) is based on: (1) The attitude toward the behavior, (2) the norms of the subjective, (3) acceptable behavior control, and (4) the intention to become an entrepreneur. Several studies conducted by Gurbuz and Aykol (2008), Suharti and Siren (2011), Sidharta and Sidh (2013), Amos and Alex (2014) and Hadian et al. (2015) found a significant effect on factors of attitude and contextual to the entrepreneurial intention but there are still some insignificant factors that influence students to become entrepreneurs so that the need for further course of a study to determine significant factors that affecting students in entrepreneurial intention. This study is a continuation of previous studies that measure studentpreneurs with planned behavior theory by incorporating elements of self-efficacy in a model of research on entrepreneurial intention. The shortage of empirical research about the intentions of students to become entrepreneurs is one of the reasons for this study.

Figure 2 based on the phenomenon of the above problems, the formulation of the problem is as follows; the effect of economic opportunity and challenge, perceived confidence, security and work load, self-efficacy and facilitating condition on the intention to become an entrepreneur. The purpose of this study is to determine economic opportunity and challenge, perceived confidence, security and work load, self-efficacy and facilitating condition on the intention of students to become entrepreneurs. So with this study may be useful as a material for development of scientific theories tested in increased entrepreneurship, and can be used as a comparison in the development of entrepreneurial intention of students.

2. THEORITICAL REVIEW AND CONCEPTUAL FRAMEWORK

2.1. Entrepreneurship

Entrepreneurship is the result of a disciplined and systematic implementation process of creativity and innovation in meeting the needs and opportunities in the market (Zimmerer and Scarborough, 1996). Meanwhile, according to Suryana (2009), it is a discipline that studies on values, skills, and behavior of a person in facing challenges in life to gain opportunities with risks that may be encountered ahead. The results of empirical research found that the entrepreneurs contribute in a country's economic development by preparing students to become entrepreneurs (Fox et al., 2009). Entrepreneurship is a basic source of employment, economic development, innovation, competition and flexibility economy (Hisrich et al., 2007).

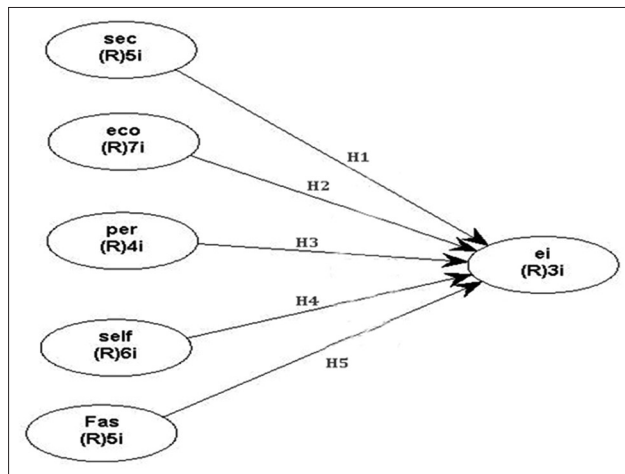
In reaching into entrepreneurial success, it cannot be separated from the inherent characteristics, such as the characteristics, values, creative thinking, attitude and personality of the entrepreneur (Hadian et al., 2015). Characteristics of the entrepreneur, according to Meredith (1996) include; (1) Confidence, (2) task-oriented and results, (3) willing to take risks and challenge, (4) leadership, (5) originality, and (6) future-oriented. Whereas the values and behavior of entrepreneurs according Kuriloff and Mempel (1993), namely: (1) The commitment, to complete the task until the end, (2) moderate risk, do not do speculation, (3) see opportunities, take advantage of possible opportunities, (4) objectivity, observed significantly to obtain clarity, (5) feedback, analyzing the performance data of time to guide the activities, (6) optimism, showing great confidence even though the situation is severe, (7) money, as a resource, not a final destination, (8) proactive management, manage based on future planning. Entrepreneurship in touch with people who choose to start a business, run a business or development in conducting strategic company decision making (Mortan et al., 2014).

2.2. Entrepreneur Intention

Personality traits or so-called psychological characteristic also stressed that the individual in determining the type of work is determined by the personality characteristic (Kolvereid, 1996). This approach measures the attitudes of individuals in determining the types of work in the future after graduated. By knowing the personal aspects and process of opening a new business, it will be uncovered dominant aspects in shaping the personal of determining the choice as an entrepreneur (Naffziger et al., 1994). Entrepreneurial intention can be improved from education so it can form the attitude of students to be entrepreneurs (Kuratko, 2005; Souitaris et al., 2007). Entrepreneurial intention is an intention of students to decide to become entrepreneurs, some research suggests that entrepreneurial intention is influenced significantly as from Gurbuz and Aykol (2008), Suharti and Siren (2011), Sidharta and Sidh (2013), Amos and Alex (2014), Shinnar et al. (2014) and Hadian et al. (2015).

Self efficacy is individual's perception regarding his or her ability to successfully complete a given task (Wood and Bandura, 1989). This is important for entrepreneurs because they must be confident in their abilities to perform different and unanticipated tasks in uncertain situations and self-perceived competence of the founders of entrepreneurial firms is positively related to the entrepreneurial performance (Baum and Locke, 2004) and can be prediction of entrepreneurial intention (Barani et al., 2010). Furthermore, self efficacy has a significant impact on performance in variety tasks and has been related to dynamics around business performance (Hmieleski and Baron, 2008; Machmud and Sidharta, 2016) and supported argument that performance strongly is influenced by a person's self efficacy (Chandler, 2008).

Based on the explanation above, it is necessary to identify factors that influence significantly on entrepreneurial intention. The factors that could be expected to explain are the influence of attitudes of students to become entrepreneurs, namely: (1) The security and work load, (2) economic opportunity and challenge, (3) perceived confidence, (4) self-efficacy, and (5) facilitating

Figure 1: Conceptual framework

condition. Figure 1 for conceptual framework of this study.

Based on the literature review and previous studies, the hypotheses of this study are as follows:

- H₁: High security and work load would lead to higher entrepreneurial intention.
- H₂: High economic opportunity and challenge would lead to higher entrepreneurial intention.
- H₃: High perceived confidence would lead to higher entrepreneurial intention.
- H₄: High self efficacy would lead to higher entrepreneurial intention.
- H₅: More conducive facilitating condition would lead to higher entrepreneurial intention.

3. RESEARCH METHODS

This study uses an exploratory method, which is to create a picture of the situation or phenomenon intended to causal-predictive analysis (Ghozali, 2011). Due to the fairly large population and limited available time and cost, some sample of the population were studied. In addition the survey method can also be evaluated and compared to the concluded results. Sampling technique using accidental sampling of students STIE Pasundan Bandung. Determination of the sample is based on several criteria, namely; (1) Students are active, (2) be willing to fill out questionnaires distributed by the researchers, (3) follow subjects entrepreneurship, and (4) minimum sample is 10% of the total population. Based on primary data obtained, population data as many as 2763 students from STIE Pasundan Bandung consisting of Graduate Program, and Undergraduate program, from 275 questionnaires distributed only 254 questionnaires were returned and there were 21 questionnaires were incomplete so that the number of respondents as many as 241 samples. Methods of data collection is done by distributing questionnaires directly to the respondents who fit the criteria predetermined sample and observations made directly on the object of research.

3.1. Data Analysis

This analysis is used to describe data of a research related with research variables on the intention of students to become

entrepreneurs. As for the data processing using WarpPLS5.0 and Microsoft Excel for Windows 2010. Operational variables in this study include aspects of factors and contextual attitudes, while attitudes factors include; security and work load (X₁), economic opportunity and challenge (X₂), perceived confidence (X₃), self-efficacy (X₄), facilitating condition (X₅) and entrepreneurial intention (Y). The research instrument using a Likert scale techniques. Summated rating scale in which each statement written can be negotiated as favorable or unfavorable statements, and the subject responded to each statement item by using the level (intensity) always or never to the statements available, and further scores are summed.

Instrument adopts from theory of planned behavior (Ajzen, 1985; 1987; 1991), meanwhile, the instruments of self efficacy variable domains were 6 items and adopted from a study by Chandler and Jansen (1997) which had been modified in accordance with the study, namely: (1) Able to accurately perceive customers need, (2) able to seize high quality business opportunities, (3) able to achieve maximum results with limited resources, and (4) able to organize resources and coordinate task, (5) prefer to work in their own expertise, and (6) expert in the technical part of work.

Data analysis techniques using structural equation modelling, component-based partial least squares (PLSs). Measurement of PLSs model based on measurement of predictions that has non-parametric through convergent validity, where the size of the reflective individual correlated with the value of the loading >0.50 (Chin, 1988) and the value discriminant validity by comparing the value of the square root of average variance extracted (AVE) of each construct the correlation between the constructs in the model, if the value AVE is greater than the value of the correlation between the constructs models discriminant then said to have good validity (Fornell and Larcker, 1981). Moreover, it can also use the criteria Cronbabs alpha with a value >0.6 (Sekaran, 2000). While the structural models were evaluated using R² for the dependent construct, Stone-Geiser Q² test for predictive relevance test and the t-test and the significance of the parameters of structural lines and criteria for measurement Tennenhaus GoF. Where, Tennenhaus GoF (GoF) = small >= 0.1, medium >= 0.25, large >= 0.36 (Kock, 2012).

4. RESULT AND DISCUSSION

4.1. Respondents Overview

Based on the results of questionnaires, the data showed that respondents were 241 respondents consisting of four courses which Magister program respondents as many as 37 people or 15% with the number of male respondents are 20 people and female respondents are 17 people. Accounting program graduate respondents as many as 89 people or 37% with the composition of 32 male and 57 female, while the graduate management program of as many as 115 people or 48% with the composition of the respondents is 46 male and 69 female. The composition of the respondents based on the course are as follows (Table 1).

4.2. Validity and Reliability

Test validity and reliability data analysis was performed by entering all the data of respondents and test the convergent

validity, discriminant validity and significance tests. The results of calculations using testing criteria of PLSs model with WarpPLS 5.0.

And the results of the calculation of entrepreneurial intention to Cronbachs Alpha and composite realibility and AVE is as follows (Table 3).

The calculations show that all the variables have a value above 0.6 for Cronbachs alpha and composite reliability >0.7 while the AVE have a value above 0.5.

4.3. Hypothesis Testing

The results of path analysis and significance test of entrepreneurial intention is as follows (Table 2).

The test results P value at the 0.05 level indicates that the variable load and work security, economic opportunity and challenge, perceived confidence, self-efficacy, and facilitating condition significantly affect entrepreneurial intention.

It can be concluded that all study variables influence the entrepreneurial intention of 0.417 or 41.7% below the P value of 0.00 at the 0.05 significance level.

4.4. The Effect of Research Variabel on Entrepreneur Intention

Based on the data processing using software Warp 5 PLS obtained the following results;

From the (Figure 2) shows the results of the calculation, it can be concluded that;

- H₁: Security and work load, have the results of 0.16 implanted with P = 0.00. Results of P value less than the significance level of 0.5%, so that security and work load significantly influence the intention of students to become entrepreneurs. These results are consistent with research Gurbuz and Aykol (2008) which states that the security and work load factors significantly influence the intention of students to become entrepreneurs. Can be interprated that students do not distinguish the type of work that is too demanding workloads or reliability of their future careers.
- H₂: Economic oppourtunity and a challenge, have a value at 0.10 with the P= 0.03. Results of P value less than the significance level of 0.5%, so that economic oppourtunity and challenge significantly influence the intention of students to become entrepreneurs. These results indicate that there is significant influence of economic oppourtunity and challenge to the intention of students to become entrepreneurs, in other words it can be said the greater the influence of economic oppourtunity and challenge faced by students will be stronger intention to become an entrepreneur. The results are consistent with research Amos and Alex (2014) and Hadian et al. (2015) stated that economic oppourtunity and challenge affect possitively on the intention of students to become entrepreneurs.
- H₃: Perceived confidence, having significant results of 0.34 with P = 0.00. Results of P value less than the significance level of 0.5%, so the perceived confidence significantly influence the

Table 1: Respondents overview

Program	Male	Female	Total	%
Magister program	20	17	37	15
Accounting graduate program	32	57	89	37
Management graduate program	46	69	115	48
Total	98	143	241	100

Table 2: Cronbachs alpha, composite relibility and AVE

Variables	Cronbachs alpha	AVE	Composite reliability
Security and work load	0.697	0.574	0.806
Economic opportunity	0.787	0.547	0.847
Perceived convidence	0.864	0.716	0.909
Self efficacy	0.784	0.596	0.850
Facilitating conditon	0.606	0.520	0.757
Entrepreneur intention	0.773	0.688	0.869

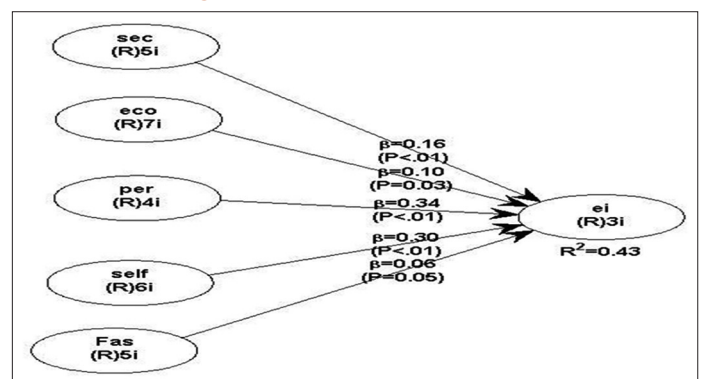
Table 3: Path coefficients

Variables	Path coefficients	P values	Decision
Security→Entrepreneurial intention	0.163	0.003	Accept
Economic→Entrepreneurial intention	0.101	0.043	Accept
Perceived→Entrepreneurial intention	0.336	0.000	Accept
Self efficacy→Entrepreneurial intention	0.300	0.000	Accept
Facilitating→Entrepreneurial intention	0.062	0.0491	Accept

Table 4: Adjusted R² coefficients

Variables	R ² coefficients	Adjusted R ² coefficients	P values
Entrepreneurial intention	0.428	0.417	0.000

Figure 2: Result of research variable



intention of students to become entrepreneurs. The results are consistent with research Amos and Alex (2014) which states that the perceived confidence factors significantly influence the intention of students to become entrepreneurs. This may imply that students have a strong confidence to start early business.

- H₄: Self-efficacy, has a value at 0.30 with the P = 0.00. Results of P value less than the significance level of 0.5%, so that

self-efficacy significantly influence the intention of students to become entrepreneurs. These results support the study of Kristiansen and Indarti (2004), Lee et al. (2011) and Zhao et al. (2005) which states that self-efficacy significantly influence the intention of students to become entrepreneurs. This may imply that the student has a level of initiative on the using creativity.

H₅: Facilitating condition, has a value 0.06 with the P = 0.05. Results of P value is smaller than the significance level of 0.5%, so Facilitating condition significantly influence the intention of students to become entrepreneurs. These results are supported by research Suharti and Siren (2011) which states that environment and career significantly influence the intention of students to become entrepreneurs. It can be said that the students still like to be involved in organizational activities to perform social skills. The results are consistent with research Amos and Alex (2014) which states that the Facilitating condition or external factors significantly influence the intention of students to become entrepreneurs. Similarly, research by Tong et al. (2011) who conducted the research student at the University of Malaysia expressed support social factors significantly influence the intention of students to become entrepreneurs. Social surroundings affect on students' motivation to become entrepreneurs which comes from families and relatives' supports and from supporting facilities that backed up entrepreneurship.

All this hypothesis proved to be a significant variable load and work security, economic opportunity and challenge, perceived confidence, self-efficacy, and facilitating a significant condition of the intentions of students to become entrepreneurs. And the overall test results produced an adjusted R² of 0.417 or 41.7% with the P value of 0.00. Table 4 for result of adjusted R². These results indicate that the P value is smaller than the significance level of 5% so it can be concluded that the factors significantly influence the attitude of the intention of students to become entrepreneurs. Influence the attitude factor of 41.7% while the rest is determined other factors not included in this study. Thus it can be said that the results of this study support previous research by Gurbuz and Aykol (2008), Lee et al. (2011), Suharti and Siren (2011), Sidharta and Sidh (2013), Amos and Alex (2014), Shinnar et al. (2014) and Hadian et al. (2015) which states that the security and work load, economic opportunity and challenge, perceived confidence, self-efficacy, and facilitating condition significantly influence the intention of students to become entrepreneurs.

5. CONCLUSION

Based on the results of this study concluded that the effect of security and work load, economic opportunity and challenge, perceived confidence, self-efficacy and facilitating condition significantly influence the intention of students to become entrepreneurs. This may imply that the external environmental factors and the attitude of the support provided has been considered adequate by the students to become entrepreneurs, where perceived confidence and self-efficacy is a fairly strong element in shaping the students become entrepreneurs. It needs optimum enhancement for facilitating condition and effect of

economic opportunity and challenge to improve their intention to become reliable entrepreneurs as contributions of universities in creating unemployment. Increased student intention to become an entrepreneur can be done by improving the ability associated with self-confidence and self-efficacy in determining the choice of employment options after graduation. Attention by university as a contribution to improve the quality of students to become a reliable and useful entrepreneurs in order to create national economic resilience is indispensable.

In this research, there are still some limitations that are expected to further research on entrepreneurial intention to include some variables that can influence the entrepreneurial intention on students such as motivation, learning, trait emotional factors and government support factors into research model that can generate more comprehensive research.

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