

Entrepreneurial Intention of Students (A Comparison between the Faculty of Economics, Faculty of Engineering and Faculty of Law Upn Veteran Jakarta) Indonesia



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ABSTRACT: The purpose of this study was to determine the entrepreneurial intentions of students of the Faculty of Economics at UPN Veteran Jakarta Engineering student, and Law Faculty his primary goal was to compare the effects of most academic subjects and different atmosphere. The research was conducted using a survey of each of the male students as many as 150 people by questionnaire as data collectors. And purposive sampling as a sampling method. The results showed that learning about entrepreneurship courses, need for achievement, self-efficacy, educational background, and social networks have a significant effect on entrepreneurial intentions on being a student of the Faculty of Economics at the Faculty of engineering only self-efficacy, and social networks as well as background education significantly influence entrepreneurial intentions.

KEYWORD: entrepreneurship intentions, need for achievement, self-efficacy, social networking

INTRODUCTION

The number of unemployed students or college graduates in August 2022 reached 674 thousand or 8% of the total unemployed, which increased to 8.4 million people, according to the records of the Central Bureau of Measurement (BPS), Katadata.co.id (2018). College alumni graduates must be coordinated and upheld to not only be placed as job seekers but also capable and ready to become job creators.

The presence of business education is believed to be an avenue of choice in the mission to reduce the unemployment rate due to the thought that the entrepreneurial spirit of college students comes from the presence of business schools as graduates are expected to be educated young entrepreneurs who can start their own organizations. Interest in business ventures among young people in Indonesia is very high (U-Report Indonesia, 2019). However, the difficulty of starting a business in Indonesia is very high. As pointed out by BAPPENAS (2020), these challenges stem from the absence of innovative skills and education, absence of engagement, assets, connections and family support to start and sustain a business. In addition, there are topographical contrasts in the reach of young business visionaries across the different islands of Indonesia.

Therefore, today many colleges include business courses as a central course to support this. According to Suharti and Sirine (2011), the pioneering spirit will fill students and be accepted as the path of choice in the mission to reduce unemployment, because students are expected to be a young generation with a business mind who can start their own organization. To encourage the growth of a pioneering spirit for students and make polytechnic alumni who are equipped to become position determinants, it is important to provide direction to students to have the choice to do business (business visionaries). Mustapha and Selvaraj (2015) found that respondents have a positive tendency towards business. The consequences of their exploration showed that individual qualities, family influence, business instruction influenced students' expectations to become business visionaries. The anticipated ability of this course is that students can explore and have a creative spirit or quality and develop their inclinations and talents. So it is believed that they can have a career and of course they are encouraged to become business people.

In the evolving experience of the business enterprise course students are expected to then become a business visionary and a business visionary, as it is now not a task seeker, but a task maker meaning that after graduation, students are expected to make a job but if not, they are supposed to have a pioneering perspective (ambitious innovator). Because as shown by TorBörjn Nilssoni (2012) that students who get business education tend to become business people in contrast to other students.

In line with this, according to research directed by Zimmerer (2002), that one of the driving variables for the development of business ventures in a country lies in the task of higher education through the organization of business schools. Universities are responsible for educating and providing pioneering capabilities to their alumni and inspiring them to try to choose business as their profession. Similarly, according to Yohnson (2003), Wu and Wu, (2008) colleges need to implement a substantial business learning pattern in view of its appropriate contribution to equipping students with significant knowledge to encourage students' interest in business

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ventures. Izedonmi and Okafor (2010) found that business venture schooling clearly affects interest in business. Paulina (2012) the consequences of her exploration revealed that the capacity to understand people at a deep level, free attitude has a direct, positive and large impact on pioneering goals, as well as according to Christianingrum and Erita Rosalina (2017) that business school greatly influences interest in business. Likewise, according to Anastasia Agnes Pricilia (2021), Mardikaningsih R, et al (2021), Yayuk S et al (2021), Muhammad Z, et al (2020), Okem.B.O, et al (2020), there is a positive and massive influence between the factors of business learning, self-survival and family climate on interest in business ventures, so also according to research from Omardi et al. (2020), showing that business venture training, self-survival and family climate jointly affect interest in doing business, besides that it is in accordance with research from Liu et al. (2019) and Doan and Phan (2020). Given the explorations they directed, the results revealed that business venture training affects interest in business ventures. In contrast to the results of Anik Kusminarti (2017) who said that business education has an impact but is not important to the purpose of the pilot. However, climate does not affect pioneer expectations, according to Agus Resi Sumadi and Eka Sulistyawati (2017), student mentality, inspiration and climate significantly affect entrepreneurial goals, as well as according to Hermin Endratno1 and Hengky Widhiandono (2017) that business learning goals are not completely broken by courage, locus of control, and creativity. Creativity is the most interesting variable on innovative goals.

There are several consequences of past research that reveal that the desire for business ventures among college students is a hotspot for the introduction of future business people (Gorman et al., 1997; Kourilsky and Walstad, 1998). Research on innovative expectations has been conducted by (McClelland, 1976), which states that the individual character component of wanting achievement, is a variable that essentially impacts pioneering goals. Meanwhile, survival according to Bandura (1977: 2) is the individual's beliefs to his or her own ability to accomplish a task, and survival also impacts the purpose of the startup (Indarti, 2004). A business visionary generally needs to interact or talk with others and it is characterized as an informal organization that incorporates: a) correspondence or data delivery starting with one party then to the next; b) trading of labor and products from two encounters; and c) standardizing the content or assumptions that one person has towards another person due to a currently unique trait or quality. As per Mazzarol et al. (1999) state that informal organizations have an impact on enterprising goals. In addition, the educational foundation will determine one's business and business outcomes in concentrating in India, Sinha (1996), although the situation is opposite to that in Jordan, because according to Samer M. Al-Mohammad (2010) that business school (BA) students in Jordan do not have a big difference in their business expectations with other students from non-organizational majors.

The above-mentioned studies examine entrepreneurial expectations, so this study centers on the inspirational elements, specifically the need for achievement, self-reliance, and educational foundation and informal community in students' pioneering goals, because students are the age that will be doing activities, planning what is in store.

Later, after they move on from their investigations, that is where they will see if innovative expectations will emerge, so this study seeks to find out if there is an impact between enterprising learning, achievement requirements, self-survival, instructive foundation and interpersonal organization on pioneering goals.

Expectations have been shown to be the best indicator of an enterprising way of behaving as expressed by Krueger and Carsrud (1993), Goals viewed from a pioneer's point of view are a fundamental step of the course of organizing a business that is generally long-term in nature (Lee and Wong, 2004). In this way, goals can be used as an important and reasonable way to deal with understanding who will become a business visionary (Choo and Wong, 2006). Bandura (1986) stated that a goal is a guarantee to complete a certain movement or produce a certain state from this moment on. According to him, goals are an indispensable part of an individual's self-guidance that is evoked by one's inspiration to act.

Learning Business venture course

Many examinations have been led on enterprising expectations from different viewpoints. Among them are according to Utin (2011), Anastasia Agnes Pricilia (2021), Mardikaningsih R, et al (2021), Yayuk S et al (2021), Muhammad Z, et al (2020), Okem.B.O, et al (2020), there is a large influence of positive and critical relationship between business training factors and interest in business ventures, as well as according to research from Omardi et al. (2020) that growing experience in business courses supports their excellence in becoming business people, as well as according to TorBörjn Nilssoni (2012) that students who get business venture training tend to be business visionaries compared to other students.

Given this depiction, the main speculations are planned as follows:

Hypothesis1: Studying a business venture course meaningfully influences innovative expectations.

Requirements for Achievement

Inner variables and outer factors are the greatest protectors in a person to undertake a business venture. Inner variables starting from within the business visionary can be personal characteristics, mentality, passion and individual capacity that can strengthen the individual for business ventures. While the outer variables come from outside of the business person which can be components of the general climate such as family climate, business world climate, actual climate, financial climate and others.

Mental qualities are traced in various examinations as determinants of pioneering behavior, for example, requirements for achievement (Gorman et al., 1997; Littunen, 2000; Nishanta, 2008). The requirement to achieve can be defined as a co-bound person

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who arouses individuals to face difficulties in order to make progress and greatness (Lee, 1997: 103). In addition, McClelland (1976) underlined that the requirement to achieve is one of the individual character qualities that will encourage a person to have innovative expectations. According to him, there are three credits pinned to someone who has serious requirements for achievement, namely (a) likes moral obligations in deciding, (b) is ready to face challenges according to his abilities, and (c) has an interest in continuously obtaining from the choices that have been taken.

In light of this depiction, the next speculation is as follows:

Hypothesis 2: Requirements for achievement impact enterprising goals.

Self-sustainability

As per Bandura (1977) self-discernment and self-capacity play a role in building expectations. People who feel they have high self viability will have high aspirations to advance themselves through business. In more detail, Bandura (1986) describes four methods to achieve self sufficiency. First of all, the experience of achievement that occurs repeatedly. This technique is seen as a very interesting method to develop areas of strength for self-survival. Secondly, learning through direct perception. Correspondingly, one will measure relevant abilities and ways of behaving to serve as an illustration in undertaking an endeavor. An evaluation of one's own abilities is also done, to know how much effort one has to expend to achieve the expected skills. Third, social influences such as influential conversations and explicit execution inputs. With these techniques, it is possible to include data related to an individual's capacity to complete a task. Fourth, the evaluation of one's mental status. This implies that one should work at deep and actual capacity and reduce feelings of anxiety.

On the other hand, many analysts believe that self-viability is closely related to career advancement. Alluding to Betz and Hackett (1986), self-viability for one's vocation is a space that describes one's beliefs in proportion to the most common ways of choosing and changing professions.

Hypothesis 3: the independence of one's profession can be an important consideration to determine whether one is interested in a profession.

Functional definition

All factors were estimated using a 5-point Likert scale, specifically: business course learning variable is estimated with 4 polls, achievement requirement variable with 4 surveys, survival variable with 4 polls, informal organization variable with 3 polls. What's more, the pioneering goal variable with 7 questions, all of which are stretching information

SAMPLE AND DATA COLLECTION

The sample was conducted by means of a purposive sample of students from the Faculty of Economics UPN Veteran Jakarta, students from the Faculty of Engineering UPN Veteran Jakarta, and students from the Faculty of Law UPN Veteran Jakarta. Information collection was conducted using a research strategy, by delivering surveys directly to obtain a high return rate, either in class, in the library, or in the lab. Information collection was directed in early July 2022, with a general sample of 450 from FE 150 and FT 150 and FH (return rate = 100%).

DATA ANALYSIS

Information was broken down involving many repetitions for the factors Business Learning, Need for Achievement, Survival, Interpersonal Organization on Enterprising Goals and Free T Tests, filled in for the Instructive Foundations variable, given students had recognized financial/business student aspects and non-financial/student/regulation-specific issues. Already, an old-style presumption test was also conducted to test the legitimacy and dependability of the instrument.

RESULTS

Table 1. Respondent Description

Respondent Characteristics	Faculty Of Economy and Business (FEB)	%	Faculty of Engineering (FE)	%	Faculty of Law (FL)	%
Class of 2019	20	13,3	35	23,3	30	20
Class of 2020	68	45,3	56	37,3	50	33
Class of 2021	62	41,3	59	39,3	70	47
Total	150	100	150	100	150	100

Source: Data processed

For the instrument test, it is known that for all variables tested the results are more than 0.3, meaning that all questionnaire items from all variables are valid. For reliability testing using Cronbach alpha to show the extent to which a tool can be trusted to measure an object, an alpha coefficient that is closer to 1 means that the question items in the coefficient are increasingly reliable. A

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questionnaire is declared reliable if the Alpha coefficient is greater than 0.7 (Sekaran, 2003). The amount of reliability in this study for all variables varies between 0.7 to 0.8.

Table 2. Summary of Respondents' Answers

Variabel	FEB		FE		FL	
	Mean	Standard deviation	Mean	Standard deviation	Mean	Standard deviation
Business Course Learning						
The educational experience for business venture courses is loaded with information about the value, spirit, soul, mentality and behavior to have pioneering considerations.	4.40	0.531	4.01	0.952	3.93	0.677
Socio-monetary affection is instilled in the business venture course, so that you can feel the high points and low points of business ventures and gain observation experience from previous business visionaries	4.27	0.542	3.97	0.882	3.90	0.792
The business enterprise education experience prepares creation methods so that they can deliver or make goods as merchandise, services or thoughts.	4.35	0.615	3.89	1.031	4.07	0.702
Developed business experience provides expected strategies for a variety of potential things in business ventures, both as issues, problems and different dangers as a business person	4.04	0.601	3.85	1.054	3.85	1.039
Requirements for Attainment						
I will honestly endeavor to further develop my previous work execution						
I will make valiant efforts at troublesome endeavors .	4.41	0.852	3.92	1.407	4.21	0.789
I will endeavor to show improvement over my peers						
I will seek extra responsibility in performances handed to me.	4.21	0.799	4.16	0.949	4.03	0.874
	4.51	0.588	4.02	1.084	4.35	0.615
Self Sufficiency						
The fact that I will succeed makes me confident in every task	3.70	1.008	3.63	1.272	4.40	0.551
I have the authority to be a business visionary.						
I have the psychological development to start being a businessman	4.41	0.861	3.97	0.983	4.01	0.952
I believe obstacles are essential for the cycle to pass.	4.03	0.874	3.81	0.034	3.97	0.882
	3.74	0.746	3.86	0.905	3.89	1.031
Inter-personal organization						
I have a good interpersonal organization that I can rely on when I decide to become a business visionary.	4.37	0.699	3.96	0.996	3.85	1.054
I approached the data when I started to turn into a business person						
The fact that it will work to make various connections makes me confident that my business is hopeful .	3.93	0.677	3.75	0.904	3.78	0.907
Innovative Goals						
I will choose vocationalization as a business visionary after graduation	3.90	0.792	3.79	0.968	3.82	0.979
I like to be a business person in my own business rather than an organization/association representative.	4.07	0.702	3.93	0.971	3.96	0.974
I estimate that I can go into business in the next 1-3 years.						
4. I like to make up my own business	3.73	1.053	3.70	1.091	3.76	0.937
I try to combine various strategies to continue the work of making goods/business administration.	4.09	0.944	3.85	1.039	3.80	0.945
Regardless of whether I have to struggle with my family, I have to continue developing my own business						
7. I need to create a business that is not the same as others.	3.79	0.999	3.89	0.984	3.80	0.945
	4.05	0.858	3.89	1.069	3.85	0.960

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	4.17	0.721	3.91	0.962	4.08	0.899
	3.55	0.973	3.75	1.088	3.60	0.977
	4.62	0.598	4.03	0.937	4.20	0.653

Source: data processed

Table 2 shows the respondents' answers to the questions asked, in general, the answers of the Faculty of Economics students when viewed from the average item of each answer are higher than those of the Faculty of Engineering and the Faculty of Law students. Before multiple regression analysis, classical assumption testing is carried out first, the test results for data normality using One Kolmogorov-Smirnov are asymp. Sig > 0.05, then the standardized residual value is said to spread normally (Suliyanto, 2005), for the multicollinearity test shows that all Pearson correlation coefficient values between variables are below the value of 0.7, which means that it is not considered to have a strong correlation or multicollinearity problem (Suliyanto, 2015).

The results of the regression analysis for the two faculties are as follows:

Table 3. Regression Results of Economics Faculty Students

Variabel	β	Sig
Entrepreneurship Learning	0,126	0,015
Need for Achievement	0,116	0,018
Self-efficacy	0,458	0,000
Social Network	0,324	0,000

source: data processed

Adjst. R Square = 0.850
 R = 0,924
 F = 211,794 (Sig)

Table 4. Regression Results of Faculty of Engineering Students

Variabel	β	Sig
Entrepreneurship Learning	0,110	0,052
Need for Achievement	0,085	0,193
Self-efficacy	0,474	0,000
Social Network	0,411	0,000

Source: data processed

Adjst. R Square = 0.597
 R = 0,780
 F = 56,734 (Sig)

Table 4. Regression Results of Faculty of Law Students

Variabel	β	Sig
Entrepreneurship Learning	0,109	0,054
Need for Achievement	0,088	0,189
Self-efficacy	0,471	0,000
Social Network	0,081	0,187

source: data processed

Adjst. R Square = 0.563
 R = 0,750
 F = 57,824 (Sig)

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From table 3, it can be seen that for students majoring in Financial Personnel (FE) Business Learning (cycle) has an effect on pioneering goals, because the possible value of Sig. $0.015 < 0.05$, this is in accordance with theory 1 which states that there is an influence between active learning on innovative goals.

Then from table 3 it can also be seen that for students in economics (FE) the need for achievement has an effect on business expectations, this is in accordance with speculation 2. which is made that there is an influence between the need for achievement on innovative goals, this result is equivalent to that set by (Gorman et al., 1997; Littunen, 2000; Nishanta, 2008). McClelland (1976), however this is not supported by the information generated from the workforce design students (table 4) as the results show that need for achievement strongly influences pioneering goals.

Furthermore, for self sufficiency here both for information from FE, FT, and FH students (tables 3, 4, and 5) support speculation 3 which states that survival has an impact on pioneering expectations. This means that the higher the student's courage in his ability to be able to continue working, the greater his desire to become a businessman. This is in accordance with previous examinations such as explorations from Bandura (1986); Betz and Hacket (1986), Okem B.O et al (2020), Liu et al (2019).

Further trying to speculate for interpersonal organization, the result shown is that the information from FE and FT students supports theory 4 that interpersonal organization significantly affects pioneering goals but the information from FH does not support this, as informal community affects innovative goals. So the research from Mazzarol et al. (1999) which states that interpersonal organization influences innovative expectations on the grounds that for business visionaries, networks are instruments for reducing opportunity and exchange costs and further developing access to business thinking, data and capital (Aldrich and Zimmer, 1986, 2003) only information support from FE and FT.

Given that it is apparent that FE students have a financial or business educational foundation while FT and FH students have a non-business foundation, a Free t test was conducted to test the educational foundation of the three examples. This was done to see if the contrast in the unique educational foundation of students, specifically students from the financial aspect of personnel and students from the design workforce as well as students from the legal staff (non-financial aspect) influenced their goals towards business ventures, The results obtained were by looking at the Levene test the value of $F = 2.171$ (Sig. 0.142) really means there is no difference or has the same difference. Furthermore, the assumed equivalent fluctuation is 1.697 with an important probability value of 0.091 . So it may be reasoned that the normal business goals between students with monetary foundations and students with non-monetary foundations are very similar. This finding contradicts previous findings such as Sinha (1996) and Tung Moiat respectively (2011).

DISCUSSION

The consequences of a plausible review of the impact of business learning on startup goals are in line with those suggested by Utin (2011), TorBörjn Nilssoni (2012), Anastasia Agnes Pricilia (2021), Mardikaningsih R, et al (2021), Yayuk S et al (2021), Muhammad Z, et al (2020), Okem. B.O, et al (2020), that students who receive business venture training tend to become business visionaries compared to other students. But in reality, the results of this study are not supported by the data from the Labor Design students and Regulatory students (tables 4 and 5), which do not bring an impact between business venture learning and startup goals because the probability value is $\text{Sig} > 0.05$, this is because for the staffing students of designing and regulating, the business course is only given 3 credits so that there cannot be other exercises, such as practice etc., while the staffing students of finance are separated by getting 3 additional credits. have practice and competition for this business course. This is also what makes the desire to achieve in terms of student finance affect the ideals of the pilot, but on the other hand, designing labor students do not have an influence between the need to achieve and the desire to achieve, because according to McClelland (1976) that the requirement to achieve as one of the character traits of a person who will encourage the students to achieve one to have pioneering expectations. Although survival for the two students of financial staff and designing students fundamentally influences enterprising goals, so does informal organization which influences pioneering goals for financial resources students and designing students, but not really for regulatory labor students. Nonetheless, there is interesting tracking that both non-business educational foundations, specifically designing and organizing resources and the study of financial matters, both influence enterprising goals. This means that the explorations of Sinha (1996) and Tung Moi (2011) are largely not comparable for students in Jakarta, particularly at UPN Veteran Jakarta.

Conclusion

The findings in this study do not all help the speculations made, especially on the information consequences of the Labor Design and Regulation students because there are 2 theories that are not supported by the information, namely (The Course of) Business Learning impact pioneering goals and requirements for the achievement of enterprising expectations impact. In addition, FH students also did not support the notion that interpersonal organization has an impact on entrepreneurial goals.

Nonetheless, by and large, pioneering goals are impacted by the autonomous factors tracked in this review, despite the fact that one could say that there are additional different variables not analyzed in this study that impact pioneering goals. An interesting finding of this study is that despite the different educational backgrounds between students from the Economic Aspects Labor Force and students from the Design Staff and students from the Regulatory Staff, the results show no difference in the business expectations

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of these students. This implies that these findings mean that students from design and regulatory resources with non-business foundations are interested in business ventures.

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