

## Factors Influence Interest in Entrepreneurship Semarang State Polytechnic Student

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### *Abstract*

This study aims to determine the factors that influence interest in entrepreneurship which consists of entrepreneurial mindset, environment and the influence of social media on Semarang State Polytechnic students. Respondents in this study were students of Semarang State Polytechnic with a sample of 100 respondents from the entire population. This study uses a confirmatory factor analysis tool in the SEM of the AMOS 24.0 statistical package. The data collection technique used a questionnaire with incidental sampling and snow ball sampling, namely students who were met and had run entrepreneurship or had participated in entrepreneurship studies and forwarded it to their friends according to the criteria. The results of parameter estimation are consistent with the hypothesis that entrepreneurial mindset significantly influences entrepreneurial interest with a critical ratio (c.r) value of 3.194 and a P-Value of 0.001, Environment has a positive effect on entrepreneurial interest with a critical ratio value (c.r) of 3.179 and a P-Value of 0.001, Social The media has a positive effect on entrepreneurial interest with a critical ratio (c.r) of 4.366 and P-Value. The results of this study indicate a positive and significant influence between entrepreneurial mindset, environment, and social media on students' interest in entrepreneurship.

**Keywords:** Interest in Entrepreneurship, Social Media, Entrepreneurial Mindset, Environment.

## INTRODUCTION

The word "entrepreneur" is no stranger to university students. Especially in times like today, the existence of entrepreneurs who are the driving force of economic development is very important. Entrepreneurship has grown rapidly in recent years. Advances in technology and science have helped foster an entrepreneurial spirit, which can lead to the invention of new products and services. Indonesia is one of the most densely populated countries in the world. India is currently the fourth most populous country in the world after China, India and the United States. Job seekers in Indonesia are unable to reach large employment opportunities, so many people lose job opportunities and increase the number of unemployed. The large number of high school and private tertiary graduates each year can improve the quality of human resources in Indonesia (Anita, 2018). This should bring great benefits to the Indonesian economy. However, there are still many unemployed people in Indonesia because the business world cannot accommodate everyone who is interested. Low entrepreneurship is caused by an education system that does not encourage students to become entrepreneurs. Entrepreneurial status is still underestimated by society. Entrepreneurship is considered a less promising profession and takes a long time to succeed. Graduates flock to apply to become ASN (State Civil Apparatus) instead of using the knowledge gained to create new jobs, at least for themselves (Amanda, 2018).

According to Setyawan, (2021) Entrepreneurs should be encouraged because they have great potential. Moreover, Indonesia, both from a demographic and natural wealth point of view, can develop itself into a community of young entrepreneurs. To become an entrepreneur, one must first know what entrepreneurial goals one wants to build. . Entrepreneurial goals are important to think about for someone to become a successful entrepreneur. Many people have not found a job to make ends meet. Thus, it is the youth as the next generation of the nation who must be able to create business opportunities so as not to increase the number of unemployed in Indonesia. Young people, especially students, must have a dynamic and creative mindset in an effort to minimize the existence of an economic crisis and try to develop entrepreneurship in the framework of the welfare of society for now and in the future. Studying while entrepreneurship is not yet familiar among students. One of the reasons is the mindset among students who think that education (college) and work (in this case entrepreneurship) are two different things, college is for now, and that cannot be mixed with different things such as entrepreneurship. Even though such an opinion is very detrimental, seeing now there is so much potential that can be used as a business.

Entrepreneurship can be interpreted as matters relating to entrepreneurship. So what does entrepreneurship mean? Literally, entrepreneurship consists of two words, namely entrepreneurship and business. Wira is a word that means courage, while effort means business. Based on this understanding, entrepreneurship can also be interpreted as someone's courage to do a business. Entrepreneurship is a person's process of pursuing existing opportunities to meet their needs and desires. This opportunity is realized in the form of innovation by utilizing various existing resources. Entrepreneurship is a dynamic process, namely creating something using time and activities accompanied by capital, services and of course risk (Alwinda, 2021). Entrepreneurship can help a country to develop economically. In addition to reducing the number of unemployed, entrepreneurship can also increase the amount of state tax revenue. With entrepreneurship, people can also become more independent, no longer dependent on the salary paid by the state. Entrepreneurship is a profession full of risks. A little mistake can lead to extraordinary forms of losses. This is because the millennial generation can produce greater financial well-being in the future. It is believed that cultivating the entrepreneurial spirit of university students is one of the alternative solutions to reduce the unemployment rate. Therefore, university graduate graduates need to be directed to not only be oriented as job seekers, but to be able and ready to become job creators as well. The entrepreneurial spirit does not appear by itself but must be built in a system, namely by introducing entrepreneurship in lectures, entrepreneurship seminars or special training to build students' entrepreneurial spirit in doing entrepreneurship (Flora, 2014).

According to (Harry, 2017) the role of the campus in motivating graduates to become entrepreneurs is very important in growing the number of entrepreneurs. It is proven that all universities in Indonesia have included the main courses that must be taken by all students. Entrepreneurship education does not only provide a theoretical basis for the concept of entrepreneurship but shapes the attitude, behavior and mindset of an entrepreneur. Entrepreneurship education can also increase students' interest in choosing entrepreneurship as a career choice to become private employees, ASN, or BUMN employees and which can significantly direct attitudes, behavior, and interests towards entrepreneurship. Thus the increase in the number of entrepreneurs from university graduates will reduce the increase in unemployment and create jobs. According to (Ika, 2019) There are several critical factors for someone to become an entrepreneur, namely personal which concerns aspects of a person's

personality, sociological which concerns the problem of relationships with family, and environmental which concerns relations with the environment, namely peer association and entrepreneurial education factors that create learning outcomes entrepreneurship. The social environment is a place to establish social relations between a person and another that lasts for a relatively long time so that mutual influence occurs. An entrepreneur must be able to effectively and efficiently utilize and empower the surrounding environment, the closest and main environment for individuals. According to (Nining, 2019) the family environment consists of father, mother, siblings and all other immediate family. According to (Hendrawan, 2017) in the family, one of which is the father or mother will influence their children regarding their future, especially in the selection of jobs to be chosen. The more parents provide encouragement or influence for their children in entrepreneurship, the child will tend to be interested in and make choices as entrepreneurs. And vice versa, what if parents prohibit or have no support for children to become entrepreneurs, it will become an obstacle for children to become entrepreneurs. not only on the theoretical basis of the concept of entrepreneurship but forming the attitude, behavior and mindset of an entrepreneur so as to reduce the high unemployment rate, especially among the educated (graduate). In particular, the Semarang State Polytechnic has included entrepreneurship courses in its curriculum. In lectures have been given the theories of entrepreneurship. In addition, it has an Entrepreneurship Student Activity Unit. One of the goals is to form young entrepreneurs who are strong and have character, so that after graduation they can become entrepreneurs who can create jobs so that the number of unemployed will decrease.

The phenomenon of the Covid-19 pandemic has accelerated acceleration in the digital world, as well as business opportunities for students. However, students are often faced with the phenomenon of looking for instant work after graduating from college, even though entrepreneurship is a promising alternative if pursued properly for the future. The social environment and mindset that is formed for students still tends to be academic and lacks education and knowledge related to entrepreneurship, thus forming an employee mindset, not an employer. So this research formulates the problem, namely "How does the entrepreneurial mindset, social environment, and social media influence the interest in entrepreneurship in Semarang State Polytechnic students".

This study aims to determine the interest in entrepreneurship from Semarang State Polytechnic students after the Covid-19 pandemic through the entrepreneurial mindset, social environment, and social media. This research is believed to contribute to the development of science, is useful for entrepreneurship development for the younger generation in order to find out the shortcomings that need to be improved from prospective young Indonesian entrepreneurs.

## **THEORETICAL REVIEW /LITERATURE REVIEW**

### **Entrepreneurial Interest**

Entrepreneurial interest is the desire, interest and willingness to work hard or be strong-willed to be independent or try to make ends meet without feeling afraid of the risks that will occur, as well as being strong-willed to learn from the failures of Fu'adi, et al (2009). Entrepreneurial

interest is a person's interest in the business world which has a lot of risks and a strong mentality to get maximum profit. d) involvement in entrepreneurial activities.

### **Social media**

According to research (Harry, 2017) Social media is a combination of sociological aspects and technological aspects that turn monologues (one to many) into dialogues (many to many) and is an innovation of information that changes the way of thinking of someone who usually only reads content to someone who is able to publish content. This process means showing students how certain knowledge influences him, serves his goals, and satisfies his needs. Social Media is a means for consumers to share text, image, audio and video information with each other and with companies and vice versa, indicators of social media are: (a) participation (b) openness (c) communication and (d) skills .

### **Environment**

According to research (Amanda, 2018) entitled Effects of entrepreneurial learning, social environment, and family economic background on the interest in entrepreneurship for undergraduate students at Yogyakarta state university, it has a positive and significant impact. The Concept of Social Environment According to (Amanda, 2018) Entrepreneurs must also know their environment well for the benefit of their lives. Humans live to learn and try / work. The environment supports every effort and learning activity that someone does. An entrepreneur must be able to empower and take advantage of what is in his environment. The environment can be classified into family environment, school environment, and community environment, organizational environment. The social environment is a place to establish social relations between a person and another that lasts for a relatively long time so that mutual influence occurs, an entrepreneur must be able to utilize and empower the surrounding environment effectively and efficiently. The indicators used are: (a) Family environment ( b) campus environment, (c) community environment, (d) organizational environment.

### **Entrepreneurial Mindset**

Entrepreneurial mindset is the frame of mind of someone who is entrepreneur-oriented, preferring to live with uncertainty rather than avoidance, seeing things simpler than others who see them in complex terms, willing to learn something that comes from taking risks. According to Nining (2019) The entrepreneurial mindset in this study is measured by three indicators as follows: a) Confidence, b) Responsibility, c) Creative Thinking.

## **RESEARCH METHODS /METHODS**

The type of data in this study is primary data which is processed quantitatively. The data source in this study uses primary data. Primary data were obtained by means of surveys and interviews using a questionnaire with a differential semantic scale between 1-10 for Semarang State Polytechnic students. Population in this study was Semarang State Polytechnic students majoring in business administration and the sampling technique in this study was non-probability sampling technique, namely incidental sampling and snow ball sampling which are the techniques used for determining the sample using the consideration of entrepreneurial willingness and participation in seminars or entrepreneurship studies so that the sample can truly represent the population. The data analysis technique used in this study is the confirmatory factor analysis technique in SEM and the classic assumption test from the AMOS 24 statistical package (Hair, et al, 2014).

## **RESULTS AND DISCUSSION /DISCUSSION**

The research results and discussion section contains the elaboration of the results of research data processing which aims to answer research questions. In this section, the authors also write down the results of data analysis based on the analytical method described in section research methods. The description of the results is carried out in a clear and detailed manner so that the reader can see the statistical analysis carried out.

### **Respondent Character**

The characteristics of the Respondents as subjects in this study can be seen in Table 1.

**Table 1 Characteristics of Respondents**

No	Characteristics	Results	Presentase
1.	Gender	Women	65 %
		Man	35 %
2.	Age	18 - 20 years	60 %
		21 - 22 years	40 %

3.	Study Program at Department of Business Administration	D3 Business Administration	25 %
		D3 Marketing Management	25 %
		D4 International Business Management	25 %
		D4 Applied Business Administration	25 %
4.	Participate in Entrepreneurship Studies	$\geq 2$ times/month	70 %
		$\leq 3$ times/month	30 %
5.	Own a Business	Have	25 %
		No	75 %

Source: Processed primary data (2022).

In this study, there were 100 respondents as a sample from the population of polines students from the business administration department, which is presented in table 1 explaining that on average, polines students majoring in business administration are active in seminars, etc. in the field of entrepreneurship, although many have not directly started a business. indicates that the level of interest in entrepreneurship for Polines students is quite high (Setyawan, et. al, 2021).

### Normality test

KThe conclusions of the Normality Test in this study are presented in Table 2.

**Tabel 2 Assessment of normality**

Variable	min	max	skew	c.r.	kurtosis	c.r.
SM4	1,000	5,000	,049	,201	-,558	-1,138
SM3	1,000	5,000	,028	,114	-,081	-,165
SM2	2,000	5,000	,266	1,086	-,531	-1,083
SM1	1,000	5,000	-,016	-,063	-,279	-,569
EI4	1,000	5,000	-,056	-,229	-,309	-,630
EI3	1,000	5,000	-,129	-,525	-,550	-1,122
EI2	1,000	5,000	,031	,126	-,352	-,719
EI1	2,000	5,000	,140	,572	-,721	-1,472
SE4	1,000	5,000	-,118	-,482	-,483	-,986
SE3	2,000	5,000	,236	,962	-,573	-1,170
SE2	1,000	5,000	,038	,155	-,358	-,732
SE1	1,000	5,000	-,072	-,293	-,346	-,706
EM3	1,000	5,000	,174	,710	-,441	-,900
EM2	2,000	5,000	,268	1,095	-,577	-1,178
EM1	1,000	5,000	-,018	-,075	-,458	-,935
Multivariate					9,103	2,016

Source: Processed primary data (2022).

Based on the results of the normality test presented above in Table 2, it shows that the data is normally distributed univariate full multivariate with value critical ratio of kurtosis none is at  $\pm 2.58$  and value multivariate that is equal to 2.016. Processed data can be said to be normal if it has a critical value (c.r) which is at  $\pm 2.58$  and the results of the data normality test are univariate and multivariate shows the value is still within the value range of  $\pm 2.58$  (Ghyou are, 2017).

### Research Model Test

In this study, it looks value chi square ( $X^2$ ) and value degree of freedom (df). Based on the results of the writing model test, it can be seen that chi-square ( $X^2$ ) has a value of 90,000 and degree of freedom (df) has a value of 93 as presented in Table 4 and Figure 1.

**Table 4 Criteria for Cut Value Evaluation Results**

Goodness-of-fit index	Cut of Value	Analysis Results	Model Evaluation
Chi-Square	(Minor) $\leq 115.412$	90.000	Good
Probability	$\geq 0.05$	0.208	Good
GFI	$\geq 0.90$	0.892	Good

AGFI	≥ 0.90	0.837	Marginal
TLI	≥ 0.90	0.989	Good
CFI	≥ 0.90	0.999	Good
DF	≤ 2.00	80	Good
RMSEA	≤ 0.08	0.036	Good

Source: Processed primary data (2022).

The results of the model test depicted in Figure 1 show the criteriagoodness of fit in the AMOS 24 program shows that the analysisstructural equation modeling in this study can be accepted according to the fit model with Chi-square = 90.000, Probability = 0.208, DF = 80, GFI = 0.892, AGFI = 0.837, CFI = 0.999, TLI = 0.989 and RSMEA = 0.036. Based on this fit model, it can be concluded that the model meets the criteriagoodness of fit. Therefore the structural equation model in this study is suitable and feasible to use so that it can be interpreted for further discussion(Ghyou are, 2017).

### Hypothesis testing

At the stage of testing the hypothesis of a causal relationship that is not significant is the valuecritical ratio (c.r) has a critical T value that is ≥ 1.966. in facilitating decision making, the author can see from the numbersprobability (P) where (P) ≤ 0.05. When the value of P≤0.05 then H0 accepted, and when otherwise if the value of P≥0,05 then H0 rejected, on the Amos package the results of the hypothesis test can be seen throughoutput regression weights. (Ghozali, 2017) which is presented in table 5.

**Table 5 Hypothesis Test Results  
(Regression Weights)**

			Estimate	S.E.	C.R.	P
Entrepreneurial_Interest	<---	Entrepreneurial_Mindset	,256	,080	3,194	,001
Entrepreneurial_Interest	<---	Social_Environment	,333	,105	3,179	,001
Entrepreneurial_Interest	<---	Social_Media	,433	,099	4,366	***
SE1	<---	Social_Environment	1,000			
SE2	<---	Social_Environment	,940	,125	7,501	***
SE3	<---	Social_Environment	,912	,124	7,337	***
SE4	<---	Social_Environment	1,062	,133	8,001	***
EI1	<---	Entrepreneurial_Interest	1,000			
EI2	<---	Entrepreneurial_Interest	,945	,117	8,090	***
EI3	<---	Entrepreneurial_Interest	1,025	,128	7,989	***
EI4	<---	Entrepreneurial_Interest	,920	,121	7,586	***



			Estimate	S.E.	C.R.	P
SM1	<---	Social_Media	1,000			
SM2	<---	Social_Media	,897	,110	8,183	***
SM3	<---	Social_Media	1,031	,112	9,211	***
SM4	<---	Social_Media	,854	,112	7,643	***
EM3	<---	Entrepreneurial_Mindset	,950	,104	9,142	***
EM1	<---	Entrepreneurial_Mindset	1,000			
EM2	<---	Entrepreneurial_Mindset	,853	,100	8,557	***

Source: Processed primary data (2022).

Results output on Regression Weights explain that each indicator or variable manifest that reflects the variable latent have value critical ratio (CR) greater (>) than 1.96 is the same as the t value in the regression (>) 1.96 and P (Probability of significance) with \*\*\* means by default significant at 0.001, it can be concluded that the three hypotheses are accepted.

## CONCLUSION

The conclusion from this study is that the Entrepreneurial Mindset influences students' interest in entrepreneurship, which means that the more often a person attends entrepreneurship education so that an entrepreneur's mindset is formed, the higher one's interest in entrepreneurship. The environment influences students' interest in entrepreneurship. The environment also provides a strong impetus for someone who has an interest in entrepreneurship, especially if the environment around them is mostly people who work as entrepreneurs. The higher a person's social environment, the student's interest in entrepreneurship also increases. Social Media has an effect on students' interest in entrepreneurship. By increasing one's knowledge of social media, being able to improve in communicating with outsiders and creating various useful product innovations, will increase student interest in entrepreneurship. Entrepreneurship for students still has to pay attention to risk management factors that will occur in a business, and it's good to learn the basics of entrepreneurship first. update to learn on Instagram and TikTok and other social media platforms that support it so that it is not too late to get information, innovations or new ideas appear which can later be developed in business. Interests in entrepreneurship take part in seminars and studies about entrepreneurship and join the entrepreneurial community, researchers suggest that the implementation Entrepreneurship education or teaching and learning needs serious attention from educational institutions regarding how

teaching methods, curriculum, lecturer competence, and entrepreneurship courses are carried out intensively with the aim of maturing student understanding so that it can stimulate students' interest in entrepreneurship.

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