



MEASURING ENTREPRENEURSHIP INTENTION OF FEMALE STUDENTS AT TELKOM UNIVERSITY

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh minat terhadap niat berwirausaha. Penelitian ini merupakan penelitian survei dengan menggunakan instrumen kuesioner. Populasi yang digunakan dalam penelitian ini adalah mahasiswa Universitas Telkom dan mahasiswa Universitas Jawa Barat. Sampel yang digunakan adalah mahasiswa S1 Telkom University dan 100 responden dipilih dengan menggunakan metode purposive sampling, yaitu teknik pemilihan sampel dimana seorang individu memilih sampel berdasarkan penilaian pribadi terhadap beberapa karakteristik yang sesuai dari anggota sampel. Uji validitas instrumen menggunakan Confirmatory Factor Analysis, sedangkan uji reliabilitas menggunakan Cronbach Alpha. Teknik analisis yang digunakan adalah analisis regresi berganda.

ABSTRACT

This study aims to determine the effect of interest in entrepreneurial intentions. This research is a survey research using a questionnaire as an instrument. The population used in this study were college students at Telkom University and West Java university students. The sample used was Telkom University undergraduate students and 100 respondents were selected using the purposive sampling method, which is a sample selection technique where an individual chooses a sample based on a personal assessment of some appropriate characteristics of the sample members. The instrument validity test uses Confirmatory Factor Analysis, while the reliability test uses Cronbach Alpha. The analysis technique used is multiple regression analysis.

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1. Introduction

Based on population data obtained by the Dukcapil of the Ministry of Home Affairs, Indonesia's population in 2020, first quarter, taken in June 2020, amounting to 268,583,016 people, an increase of 0.77%. And currently the number of unemployment in Indonesia has greatly increased compared to the previous year and this is a concern for the Indonesian government to increase the number of labor force. Therefore, the government is working on the UMKM program in the Indonesian territory with the aim of improving the country's economy and also to continue to support domestic products that compete with imported products, this government program is for the empowerment of women and female students. selling said the program provided by Telkom University in collaboration with HIMPI. Based on the Asakawa Peace Foundation & Dalberg, they made a research that states that the percentage of women entrepreneurs in Indonesia is quite high, namely 21%, but in 2020 women are only able to generate 9.1% of GDP and 5% of exports. And this is the center of attention because there are still many women entrepreneurs who will be afraid of their own business because they still have many challenges to start their own business such as accessing opportunities to develop skills such as product development, financial management procedures, corporate management and marketing procedures, and here we can see how important entrepreneurship education is to equip us to open a business so that in the future we can learn what can be needed or used when opening a business (Pradana et al., 2020).

Table 1. Entrepreneurship situation in Indonesia

| Description | Percentage |
|---------------------------------------|-----------------------|
| Working residents | 128.45 million people |
| Open unemployment rate | Increase by 7.07% |
| Unemployment due to COVID-19 | 2.56 million people |
| Not the workforce because of COVID-19 | 0,76 million people |
| While not working because of COVID-19 | 1,77 million people |

Source:www.bps.go.id

In the table above, it can be explained that the open unemployment rate increased by 7.07% and the number of unemployed due to the Covid 19 pandemic was 2.56 million people. Therefore, the government, especially the Ministry of Cooperatives and Small and Medium Enterprises, is currently focusing on empowering women MSMEs in the midst of this pandemic to ease the burden on the family economy and also to improve the country's economy. When starting a business, the thing that needs to be learned is Entrepreneurship Education According to Fatoki (2014), business schools serve as a bridge between knowledge and practical preparation in the field. Related to entrepreneurship education, there needs to be an understanding of how and encourage the birth of young entrepreneurs who have potential while they can be educated. Entrepreneurship Motivation motivation is the process of giving an order for subordinates to be able to struggle with fruit Limits are given in order to achieve organizational goals optimally. Meanwhile according to Pradana & Wijaksana (2017), individual motivation in targeted activities at work. Entrepreneurship Intention Entrepreneurial Intention or entrepreneurial intention can be interpreted as the initial step of a process of forming a longer business (Lee & Wong, 2004). In this research, it becomes a focus for students at Telkom University who are going to run a business or who already have a business. From the background of the problem outlined above, the problem formulation of this research can be mention as follows How is the effect of Entrepreneurship Education on Entrepreneurial Intention of female students of Telkom University?

- How is the effect of Entrepreneurship Education on Entrepreneurship Motivation female students of Telkom University?
- How is the effect of Entrepreneurship Motivation on Entrepreneurship Intention female students of Telkom University?
- How is the effect of Entrepreneurship Education on Entrepreneurial Intention through Entrepreneurship Motivation as an Intervening variable?

This research aims to:

- Explore how Entrepreneurship Education has positive effect on Entrepreneurial Intention of female students of Telkom University.
- Explore how Entrepreneurship Education has positive effect on Entrepreneurship Motivation of female students of Telkom University.
- Explore how Entrepreneurship Motivation has positive effect on Entrepreneurship Intention of female students of Telkom University.
- Explore how Entrepreneurship Education has positive effect on Entrepreneurial Intention through Entrepreneurship Motivation as an Intervening/Mediating variable.

2. Literature Review

In the entrepreneurial finance book by Melicher (2009) that entrepreneurship is the process of turning ideas into commercial opportunities and creating values. In the book Entrepreneurship: Determinant and policy in European-US comparison, that entrepreneurship is a process of perceiving, creating, and pursuing economic opportunities. According to frices (2011:30) that from various previous studies that have been identified many characteristics inherent in entrepreneurship. Not every entrepreneur has all the characteristics, but it can be said in general as follows:

- Have a productive personality
- Creative, innovative, initiative and imagination.
- Professional
- Have a high degree of independence
- The need for freedom and speed in action
- Work hard and discipline

2.1 Women Entrepreneur

According to Ramadani et al (2004) Women entrepreneur have an important role among others are:

- women entrepreneurs create jobs for themselves and others. She utilizes the experience, skills, training gained, and various forms of assistance from the effects of discrimination on women in the labor market.
- The establishment of a company as an alternative in providing opportunities for women to achieve work balance and family responsibilities in order to improve social welfare and family welfare.
- The establishment of small businesses owned by women can help increase autonomy and provide opportunities for women to get an active role in the economy and political life in a country.

2.2 Entrepreneurship Intention

Entrepreneurial commitment reflects one's commitment to starting a new business and is a central issue that needs to be considered in discussing the entrepreneurial process that builds a new business. In this study, researchers used the components of entrepreneurial intentions as used in Anggadwita & Dhewanto (2016), namely:

- My professional goal is to be an entrepreneur, stating my main goal is to be an entrepreneur.
- I am ready to do anything to become an entrepreneur, expressing my readiness to do anything to become an entrepreneur.
- You can only make big money if you are self-employed, principled to make a lot of money by being an entrepreneur.
- Being an entrepreneur can be a balance between work and personal life, I think.
- I run a business because of economic needs, the reason for doing business is because of economic needs.

2.3 Entrepreneurship Motivation

Motivation classified as locus of control, "vision", desire for independence, passion, and drive. The motivations classified as "task specific" included "goal setting" and "self-efficiency" were similar to those analyzed in the "situation specific motivation" domain of the Baum et al study. According to Sulistiyani (2003: 58), motivation is the process of giving an

order for subordinates to be able to struggle with fruit Limits are given in order to achieve organizational goals optimally. Mean while according to Richard M. Stears in Sedarmayanti (2009: 233), individual motivation in targeted activities at work. This is not a feeling happy relative to the results satisfaction, but more of a feeling of being willing to work to achieve work goals.

Motivational women are defined as:

- Increased income (extrinsic drive): refers to the desire of individuals to obtain higher income due to the need to fulfill financial responsibilities.
- Independence / autonomy (independent): refers to the desire of individuals to support their own lives, even able to help sustain others.
- Recognition: refers to the desire of individuals so that others can realize their existence.
- Challenge: refers to intrinsic fulfillment because it has overcome challenges in personal and career life.

2.5 Framework

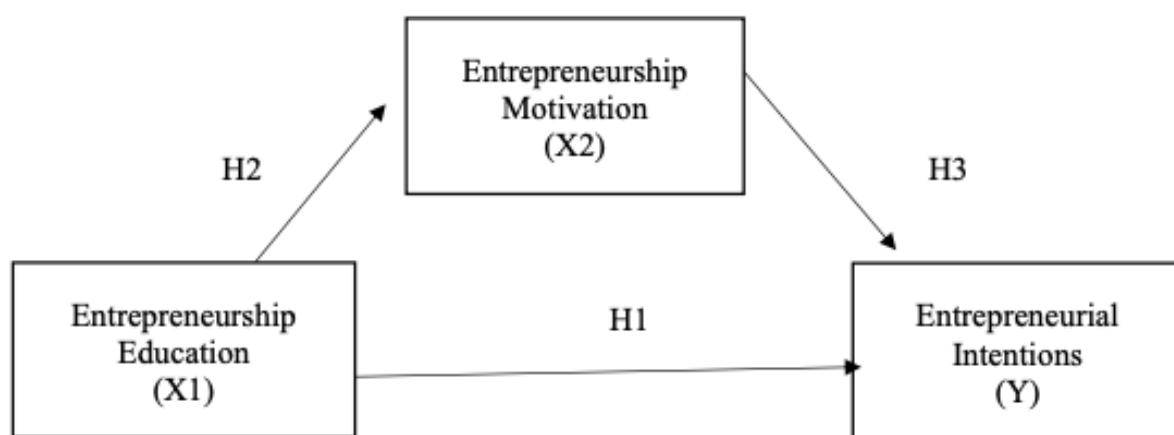


Figure 1 Research Framework

3. Research Method and Discussion

In this study, there are three variables, Entrepreneurship Motivation, Entrepreneurship Education and Entrepreneurship intention. This research uses quantitative methods with descriptive analysis. The scale used is the Likert scale. Sampling using non-probability sampling method with the number of respondents in this study is 100 people.

This analysis is used to see the perceptions of 100 respondents on the independent variable, namely Entrepreneurship Education and Entrepreneurship Motivation, and the dependent variable, namely Entrepreneurship Intention. Based on the results of

respondents' responses that Entrepreneurship Education have 69,6% and in the “Good” criteria, Entrepreneurship Motivation have 69,5% and in the “Good” Criteria , and Entrepreneurship Intention 69,5 and in the “Good” criteria. The following is the result of convergent validity test which includes loading factor and AVE value for each research variable.

Table 2 Convergent validity test

| Variable | Indicator | Loading Factor | P-Value | Conclusion |
|----------------------------|-----------|----------------|---------|------------|
| Entrepreneurship Education | X1.1 | 0.648 | 0.130 | Invalid |
| | X1.2 | 0.862 | 0.130 | Invalid |
| | X1.3 | 0.898 | 0.130 | Invalid |
| | X1.4 | 0.541 | 0.130 | Invalid |
| | X1.5 | 0.843 | 0.130 | Invalid |
| | X1.6 | 0.945 | 0.130 | Invalid |
| | X1.7 | 0.909 | 0.130 | Invalid |
| | X2.1 | 0.873 | 0.000 | Valid |
| Entrepreneurship | X2.2 | 0.820 | 0.000 | Valid |
| | X2.3 | 0.896 | 0.000 | Valid |
| Motivation | X2.4 | 0.737 | 0.000 | Valid |
| | X2.5 | 0.910 | 0.000 | Valid |
| | X2.6 | 0.854 | 0.000 | Valid |
| | X2.7 | 0.781 | 0.000 | Valid |
| Entrepreneurship | Y1.1 | 0.891 | 0.000 | Valid |
| Intentions | Y1.2 | 0.733 | 0.000 | Valid |
| | Y1.3 | 0.909 | 0.000 | Valid |
| | Y1.4 | 0.886 | 0.000 | Valid |
| | Y1.5 | 0.891 | 0.000 | Valid |
| | Y1.6 | 0.927 | 0.000 | Valid |

4. Discussion

Based on the processing results presented in table 4.1 above, it can be seen that almost all indicators have a loading factor greater than 0.5 and a p value <0.05, so it is considered valid. The exception is the Entrepreneurship Education variable which has a P value greater than 0.5, so it is omitted from further analysis. Reliability or internal consistency reliability, which measures how much the indicator variable increases when the latent variable increases. The criteria used are Composite Reliability (CR) and also Cronbach's Apparatus (CA).

Table 3 Reliability test

| | Cronbach's Alpha | Composite Reliability |
|----|------------------|-----------------------|
| X1 | 0.912 | 0.933 |
| X2 | 0.930 | 0.944 |
| Y | 0.938 | 0.951 |

Based on the table above, it can be seen that the three latent variables (Entrepreneurship Education, Entrepreneurship Motivation and Entrepreneurship Intention) have Composite Reliability (CR) and Cronbach's Alpha (CA) values of more than 0.9, so it can be said to be reliable. Structural model is a model that connects exogenous latent variables with endogenous latent variables or the relationship between endogenous variables and other endogenous variables. Based on the bootstrapping test, the full structural model results are obtained as follows.

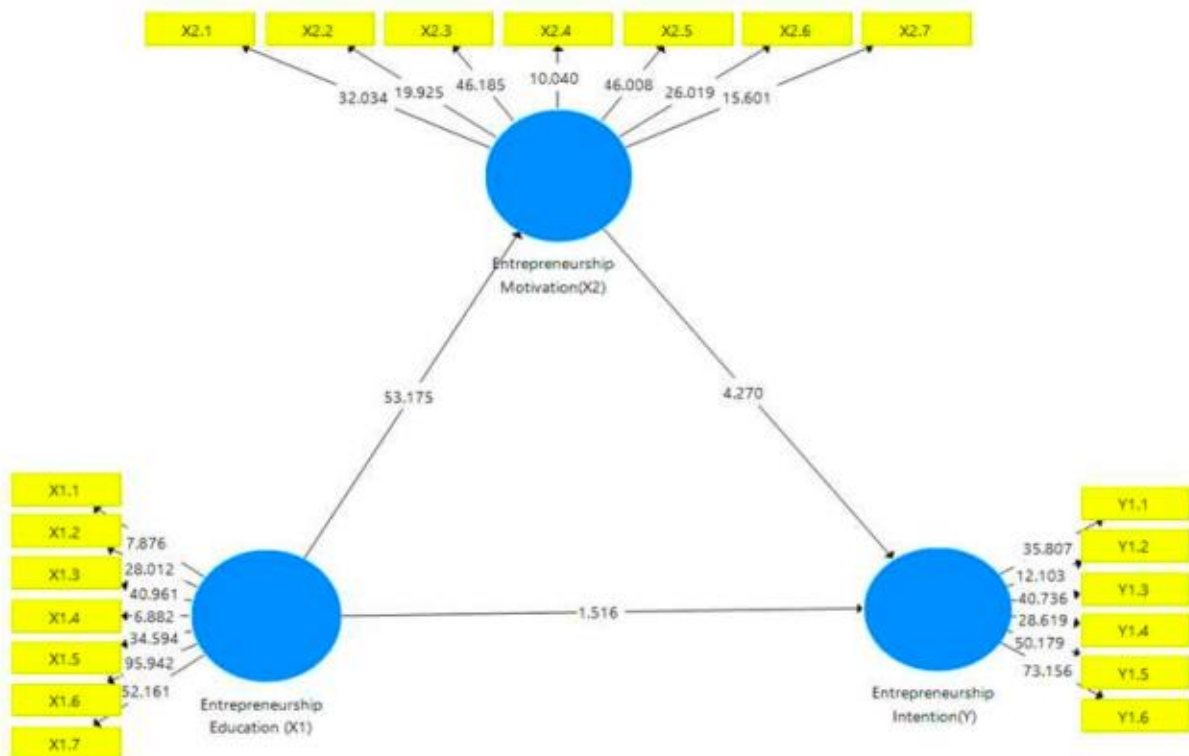


Figure 2. Full Path of Structural Model (bootstrapping)

Source: Results Output Smart PLS

Judging from the path coefficient, the most dominant in influencing Entrepreneurship Intention is the Entrepreneurship Motivation variable with a path coefficient of 4,270, then the Entrepreneurship Education variable with a path coefficient of 1.516. In addition, there is a small effect of Entrepreneurship Education on Entrepreneurship Motivation with a path coefficient of 53,175

Table 4. Summary of Statistical Test Results

| Hypothesis | Path | Path coefficient | T statistic (O/STDEV) | P-Values | Decision |
|-------------------|---------------------------------------------------------------------|-------------------------|------------------------------------|-----------------|-----------------|
| H1 | Entrepreneurship education -> Entrepreneurship Intention | 0.222 | 1.443 | 0.150 | H1 Be accepted |
| H2 | Entrepreneurship education -> Entrepreneurship Motivation | 0.915 | 57.273 | 0.000 | H2 Be accepted |
| H3 | Entrepreneurship Motivation -> Entrepreneurship Intention | 0.621 | 4.129 | 0.000 | H3 Beaccepted |

In this study, a structural model fit test was carried out, namely:

Table 5: Test Result

| | Saturated Model |
|-------------|-----------------|
| SRMR | 0.069 |
| d_ ULS | 0.994 |
| d_ G | 0.848 |
| Chi- Square | 440.457 |
| NFI | 0.806 |

According to schreiber et al. (2006), before proceeding to structural model analysis, we must measure the fit of the model (Fit Model) calculated by analyzing the standard root-square residual (SRMR), that is, the standard proposed by Henseler et al. (2015). The author found that the SRMR value was 0.069. Any SRMR value that is less than 0.10 and more than 0.08 indicates good model fit (Henseler et al., 2015; Hu and Bentler, 1999).

Table 5. Estimation Result of Influence Between Research Variables

| Hypothesis | Path | Coefficient Path | T statistic (O/STDEV) | P-Values | Explanation |
|-------------------|---------------------------------------------------------------------|-------------------------|--------------------------------|-----------------|--------------------|
| H1 | Entrepreneurship education -> Entrepreneurship Intention | 0.222 | 1.443 | 0.150 | Not Significant |
| H2 | Entrepreneurship education -> Entrepreneurship Motivation | 0.915 | 57.273 | 0.000 | Significant |
| H3 | Entrepreneurship Motivation -> Entrepreneurship Intention | 0.621 | 4.129 | 0.000 | Significant |

It can be seen from the variable entrepreneurship education that it does not have a significant effect on entrepreneurship intention because it has a p-value (0.150) <0.05. Entrepreneurship education has a significant effect on purchasing decisions because it has a p value (0,000) <0.05. Entrepreneurship motivation has a significant effect on entrepreneurship intention because it has a p-value (0,000) <0.05.

5. Conclusion

Based on the results of research and discussions that have been developed previously regarding the influence of Entrepreneurship Education, Entrepreneurship Intention and Entrepreneurship Motivation on Female entrepreneurship in students of Telkom University, some conclusions can be drawn according to the validity and reliability measurements as follows:

- Entrepreneurship Education. Based on data processing from 100 respondents, entrepreneurship education was considered by respondents to be in the good category. This shows that the importance of doing or studying Entrepreneurship Education before starting entrepreneurship.
- Entrepreneurship Motivation. Based on data processing from 100 respondents that entrepreneurship motivation was assessed by respondents to be in the good category. This shows that if you are going to open a business, you must first get motivation so that it becomes a reference material for the future.
- Entrepreneurship Intention. Based on data processing from 100 respondents, entrepreneurship intention is considered by respondents to be in the good category. This shows that entrepreneurship intention can influence the motivational factors of female students who will start entrepreneurship.

5.1 Conclusion of path analysis results

- Entrepreneurship Education does not have a significant effect on entrepreneurship Intention because it has a p-value (0.150) < 0.05
- Entrepreneurship Education has a significant effect on Entrepreneurship Motivation because it has a p-value (0,000) < 0.05
- Entrepreneurship Motivation has a significant effect on Entrepreneurship Intention because it has a p-value (0,000) < 0.05
- There is a mediating effect between the variable entrepreneurship education, entrepreneurship intention and entrepreneurship motivation because it has a positive path coefficient (0.568). And it has a significant p-value (0,000) so it can be concluded that the effect is significant.

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