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Interest Analysis on Sekolah Tinggi Ilmu Ekonomi Kesatuan Bogor Students With Motivation Approach, Personality and Entrepreneurial Characteristics

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Abstract. For the last decade entrepreneurship has undergone a rising interest and development in many countries, including Indonesia. One of the factors that contributes to entrepreneurship growth in a Nation is the entrepreneurship education provided by Universities. To build and develop entrepreneurship interest, universities must find the defining factors that greatly affect the students. This study was conducted to measure entrepreneurship interest of Sekolah Tinggi Ilmu Ekonomi Kesatuan Bogor students and to find the factors that affect such interest from motivation, skills, and education point of views. A survey with the questionnaire was the data gathering method and Structural Equation Modeling was deployed for the main analysis. The result showed that education gave the greatest positive effect on students' entrepreneurship interest with enthusiasm and comprehensive learning method as the dominant factors.

Keyword: Interest in Entrepreneurship, motivation, entrepreneurship education

INTRODUCTION

The level of advancement of a country can be seen from the number of entrepreneurs in the country. The bigger the number of entrepreneurs is, the greater expectations the people have for jobs in accordance with the expertise, so that this can improve the living standards of a country. With the new job fields, the unemployment rate will be overcome. In the era of globalization, the role of entrepreneurship for economic growth not only increases output and income per capita, but also involves the introduction or application of changes in the structure of business and society (Hisrich, Peters, & Sheperd, 2008). In developed countries an interest in becoming an entrepreneur is considerable. The people of developed countries no longer want to be civil servants, but more oriented to the tertiary sector of the service sector. By creating or opening employment opportunities, and opening new markets through entrepreneurship, the stability of the nation's economy can be generated as a result of business growth in various sectors.

Universities, in this case, can be used as a motivator in educating students to have the courage to become entrepreneurs. This goal can not be accomplished without any encouragement and interest that arise in students. The problem faced by the college is how to grow entrepreneurship interest in the students so that the choice of career they choose after graduation is as an entrepreneur.

Interests can be defined as something that draws attention to something. Interest indicates what people want or do or what they love. In order to increase or cultivate entrepreneurial interest, it is necessary to know in advance the factors that influence the incidence of interest, and the next stage is to develop the interest into an independent business. According to Eka Aprilianty (2012), research shows there is a mutual influence between the potential of entrepreneurial personality, entrepreneurship knowledge, and family environment as much as 42.2 percent of entrepreneurial interest.

According to Alma (2010: 12), the most encouraging one to enter an entrepreneurial career are (1) personal attributes and (2) the personal environment. The results of the research indicate that interest in entrepreneurship is influenced by the potential of entrepreneurial and environmental personalities.

It has become the demands of the times that students should have a high entrepreneurial spirit and more creative thinking, as the competition for job seeking is more competitive while the offered field is also limited, but there are also some parties who make this entrepreneurship as something that is being liked (trend). The change is followed by a growth or increase in output that enables greater prosperity for the various parties involved.

By recognizing the potential and interest of the students, entrepreneurship can be accelerated growth, especially in University level. Programs undertaken by universities plus a conducive campus atmosphere can serve as a link for students who want to open a business during college.

This research tries to identify how big the entrepreneur interest of the students of STIE Kesatuan in Bogor.

Based on the above background, the problems that exist in the students is that students tend to be less interested in becoming entrepreneurs. Further research needs to be done on how much interest the students have in entrepreneurship. The researcher's questions to be studied are as follows:

1. How students' interest in entrepreneurship is studied according to the motivation to be an entrepreneur.
2. How much interest the students have in entrepreneurship assessed according to personality and characteristics.

RESEARCH METHODS

The research will use a survey method to get the required data. Broadly speaking, the survey method will be divided into three stages, namely:

1. Pre-Activity Stage Survey

At this stage, the researcher will make a first observation of the research population, namely students of STIE Kesatuan Bogor force from 2013 to 2017. In addition to observation, researchers will also conduct a preliminary survey to test the questionnaire form that will be used in the main survey. The results of the preliminary primary survey will be a reference for the improvement of the questionnaire form if there are less valid and rival questions.

2. Survey Activity Stage

At this stage, the researcher will first select a sample of respondents from the study population. The selected respondents will then be given a questionnaire form to fill out. In the implementation of survey activities, in addition to distributing the questionnaire form, the researcher will also supervise the process of filling out the questionnaire form so that the answers given are correct and accurate answers.

3. Post-Activity Stage Survey

At this stage, the researcher will recapitulate all the answers to the questionnaire. The results of the recapitulation will then be analyzed to get answers to the research problem formulation. All results of research activities will be made into an activity report.

Descriptive statistical techniques will be used to see the characteristics of respondents and answers are given. Structural Equation Modeling (SEM) technique will then be applied to test the model of the structural hypothesis that has been built before. The use of SEM will result in correlation value between indicator and model goodness value as a whole. Based on these values can be drawn conclusions about the indicators that have the greatest impact on student entrepreneurial interests.

RESULTS AND DISCUSSION

The results of the questionnaires distributed to STIE Kesatuan Bogor students can be described as follows:

Table of Descriptive Analysis

Code	Statement	Percent (%)				
		Strongly Disagree	Disagree	Doubtful	Agree	Strongly agree
E1	I can be successful with entrepreneurship	1:29	2:03	10:06	58,54	28.07
E2	I have a feeling of worry to lose when I start a business	2:12	11.63	25.48	53.46	7:29
E3	Entrepreneurship will lower my self-esteem	48.62	43.73	3:41	3.69	0:55
E4	Entrepreneurship is a world full of challenges	1.85	1.85	3:42	60.41	32.47
E5	Being an entrepreneur is currently very difficult because it has many competitors	3:33	11.94	21:57	50.00	13:15
E6	Being an entrepreneur would be more profitable than being an employee	2:22	3.97	21:07	48.43	24.31
E7	I encourage my family to be employees than entrepreneurs	8.62	24.56	34.29	27.80	4.73
E8	I like to read the profile of successful entrepreneurs	1.67	7:15	25.35	51.90	13.93
E9	Entrepreneurship will help the public welfare	1.85	1.67	9.64	54.12	32.72
E10	Being an entrepreneur is the last option for me in choosing a job	8.60	21:16	29.21	31.98	9:06

Code	Statement	Percent (%)				
		Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
F1	I was personally responsible	1:29	0.74	24.13	56.26	17:59
F2	I have a high degree of creativity	1:29	3:04	51.33	35.42	8.92
F3	I have a great curiosity	1:20	1:01	16:42	57.66	23.71
F4	I was too hasty in making decisions	3:04	21:16	39.37	30.82	5.61
F5	I do not like it when other people criticize me	9:48	37.20	39.59	11:33	2:39
F6	I am able to adapt to the new environment	1:57	2.86	32.96	47.28	15:33
F7	I am sociable and have a strong social life	1.66	4:33	36.28	41.71	16:02
F8	I love to help others	1:48	0.65	9:05	60.30	28.53
F9	I can set the time between study and relax well	1:38	5:54	39.21	43.73	10:15
F10	I am able to become an exemplary and fair leader	1:38	2.95	41.05	44:19	10:42
F11	I am an optimistic person	1:20	2:59	31.73	51.16	13:32
F12	I like to exchange ideas with others	1:11	1:48	16.60	57.24	23:56
F13	I always try to find an alternative solution to solve a problem	1:57	1:11	16:51	62.92	17.90
F14	I'm afraid to fail when starting a new thing	4:33	15:56	39.13	33.98	7:00
F15	I dare to take risks	1.76	4.64	43.64	41.88	8:08
F16	I am confident of my abilities	1:01	2.76	29.28	52.49	14:46
F17	I am not easily discouraged when experiencing a difficult situation	1:29	3.69	31.83	50.37	12.82
F18	I always depend on others	15:13	35.24	37.27	10.98	1:38
F19	I am a future- oriented person	1:11	1.85	22.81	54.29	19.94

Code	Statement	Percent (%)				
		Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
G1	I love to read books or articles on entrepreneurship	1.66	8:47	54.97	29.01	5.89
G2	I am excited by the subjects of entrepreneurship	1:39	2:50	40.80	43.48	11.84
G3	Methods given in entrepreneurship subjects made me understand the concept of entrepreneurship	1:29	2:22	29.67	54.07	12.75
G4	Doing hands-entrepreneurship is the most preferred method of learning	1:29	2:31	22:32	48.89	25.18
G5	I never attended or listened to a motivational seminar on entrepreneurship	2:03	8.78	27.08	48.34	13.77
G6	I was motivated to entrepreneurship after joining the subjects of entrepreneurship	1:38	2.86	33.49	46.13	16:14

Based on the above three tables, it can be seen that the majority of respondents chose Agree option for most statements and Neutral for some statements. One statement that the majority answered Strongly Disagree is the statement in E3.

The next step in the analysis phase is to test the reliability of the existing dimensions. Reliability testing is done to see if the questions that make up a dimension have been able to describe the dimension. This test is done by using Cronbach's Alpha value. Dimensions that have Cronbach's Alpha value ≥ 0.7 can be considered reliable. Here are the results of reliability testing of the four dimensions that exist:

It can be seen in Table 1 that the dimensions of Motivation, Skills, and Education have Cronbach's Alpha values above 0.7 (although the Motivation dimension has a value close to), so the three dimensions are reliable. This is the opposite for the dimension of interest that has a Cronbach's Alpha value of 0.51 which can be considered not reliable. Nevertheless, the value of 0.51 is still acceptable even though it is considered to be very inadequate. The small value of Cronbach's Alpha can occur due to the lack of a number of questions representing the dimension, so for the handling, it can be done by

adding questions (of course for later research).

Table 1. Results of the reliability test

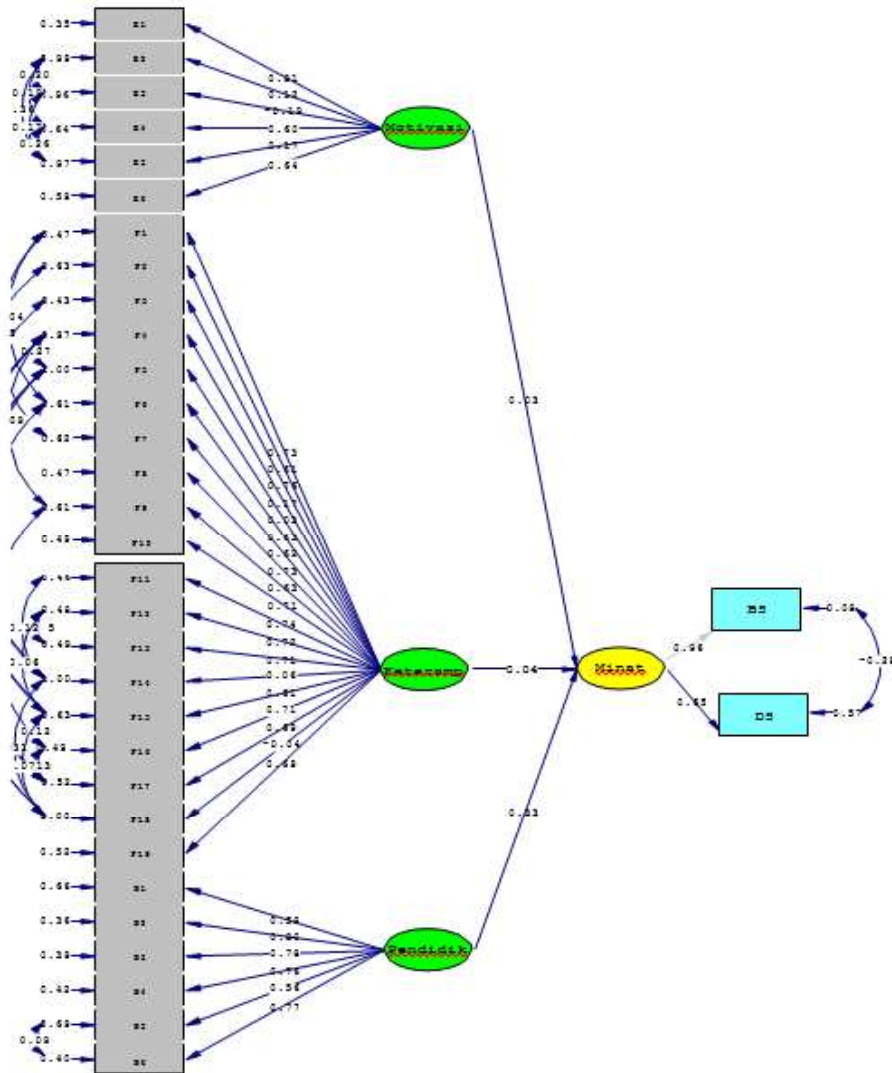
Dimension	Cronbach's Alpha
Entrepreneurship Motivation	0.69
Entrepreneurship skills	0.89
Entrepreneurship Education	0.86
Interest in Entrepreneurship	0:51

CONCLUSIONS AND SUGGESTIONS

1) Based on the descriptive analysis, STIE Kesatuan students choose to study at STIE Kesatuan campus because of its location which is close to the residence. The majority of STIE Kesatuan students aspire to become entrepreneurs, while the rest choose to work as employees. STIE Kesatuan students consider that opening a business is difficult and requires a lot of capital and the risk of failure becomes the most feared. Because in general if entrepreneurial activity fails, it not only affects the physical loss alone but also will impact on mental and social views.

2) However, the majority of students aspire to become entrepreneurs, thus indicating that their business interests are still high. They will take the opportunity to entrepreneurship. Most students assume that if they are entrepreneurship while undergoing college is because they feel happy and as their first step in the world of entrepreneurship. This shows that most students have a high interest to become entrepreneurs.

3) Based on SEM analysis, the most prominent characteristic of Entrepreneurship from Education point of view (or give the biggest influence) is the statement "I am enthusiastic to follow entrepreneurship course". From this, it can be seen that students who enthusiastically follow entrepreneurial subjects tend to have a greater interest in entrepreneurship. The second characteristic that gives the biggest contribution is "The method given in entrepreneurship subject make me understand the concept of the entrepreneur", that is if the student is able to capture the method of entrepreneurship subject well will make him more interested to entrepreneurship.



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