



## Analysis of Entrepreneurial Interest of Final Year Students in the Economic Education Study Program of STKIP PGRI Bandar Lampung

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### Abstract

**Abstract:** This study aims to determine the interest in entrepreneurship in final year students in the Economics Education Study Program. Indicators of entrepreneurial interest in this study are seen from internal and external factors, namely student attitudes towards entrepreneurship, student desire for entrepreneurship, entrepreneurial motivation, entrepreneurial preparation, readiness to compete, and readiness to face risks. The instrument in this study is a Likert scale questionnaire distributed to 34 students through online media. Furthermore, the data obtained are described using quantitative descriptive methods supported through the presentation of data in the form of pie charts. The results of this study showed that 34 students stated that they had pleasure in entrepreneurship, then 97% of students wanted to have a business. 94% of students have knowledge of entrepreneurship, more than 90% of students like to look for information about entrepreneurship. Profits are a motivation for all students to become entrepreneurs. 97% stated that they are ready to compete and 93% stated that they are ready to face the risks of entrepreneurship. The results above show a positive response, in other words, final year students in the Economic Education Study Program of STKIP PGRI Bandar Lampung have an interest in entrepreneurship.

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## INTRODUCTION

Indonesia faces the problem of limited job opportunities for university graduates with the increasing number of intellectual unemployment. Data from the National Labor Force Survey of the Central Statistics Agency shows that the number of open unemployment in Indonesia reached 8.43 million people in August 2022. As many as 7.99% or around 673.49 thousand unemployed people came from university graduates. The formation of students to think about creating jobs is an initial solution in forming superior students to overcome economic problems that exist in the community. The government has issued Presidential Instruction No. 4 of 1995 concerning the National Movement to Socialize and Cultivate Entrepreneurship.

The concept of entrepreneurship first appeared in the 17th century, as time goes by the meaning of entrepreneurship is increasingly diverse, entrepreneurship is the ability to innovate / create something new and different. Markman et al (2019) define it as the development of sustainable applications and solutions that collectively address grand challenges to make the world a better place. Entrepreneurship is said to be one of the factors that can encourage the improvement of the Indonesian economy because it can increase people's creativity and ability to create added value from the initial use value of an item, through several ways, such as developing existing technology, as well as finding new ways to produce products with more efficient resources and better results, so as to attract foreign investors to invest in Indonesia. (Ratumbayang 2018; Mahmuddah 2019). Entrepreneurship has become part of higher education, especially in the Economic Education Study Program of STKIP PGRI Bandar Lampung, students are equipped with Entrepreneurship courses, with the intention of fostering entrepreneurial interest for prospective college graduates, this is in accordance with the expectations of the study program graduates to become an entrepreneur. Entrepreneurship is one of the solutions to the triple-

bottom-line, namely economic, social and environmental welfare problems (Argade and Stubs, in Shadid et al (2023)).

Interest in entrepreneurship will grow if there is a tendency of the heart, there is a sense of interest in the world of business / business, more clearly Anggraeni and Harnanik (2015) states that interest in entrepreneurship is the desire, interest, and willingness to work hard or strong-willed to make maximum efforts to meet their needs without being afraid of the risks that will occur, and have the willpower to learn from failure. There are several factors that can foster interest in entrepreneurship, one of which is confidence in their abilities (self-efficacy). A person's belief in his ability can affect his intention to start a new business venture. thus helping someone make decisions, directed thinking and strong self-confidence and ready to face all the risks involved. (Farrukh et al 2017; Hapsah and Savira 2015). This is obtained from the entrepreneurship education that has been studied. Entrepreneurship education is a form of education that aims to equip learners with the knowledge, skills and attitudes needed to become a successful entrepreneur or entrepreneur. In entrepreneurship education, learners are taught about various aspects related to starting, developing, and running a business, such as business planning, financial management, marketing, operational management, and product development.

Based on the results of Nursita (2021), it was found that entrepreneurship courses on entrepreneurship had an effect on increasing students' interest in entrepreneurship, further research results explained that after students programmed for one semester of entrepreneurship courses, students' knowledge and skills about entrepreneurship increased significantly and positively increased students' entrepreneurial interest. The results of Siswadi (2013) also stated that there is an effect of teaching entrepreneurship courses on student entrepreneurial interest which includes internal and external factors in entrepreneurship learning. The results of research conducted by Rahman et al (2023) entrepreneurship education has a positive and significant effect on entrepreneurial interest, from the results of this study it can be said that provision in the form of entrepreneurship education for students is an important element in motivating students to be interested in opening a business after graduating from college.

In the research of Mardatilah & Hermanzoni (2020), it can be seen that the causes of low student interest in carrying out entrepreneurship include prestige, lack of confidence and feeling unable to attract buyers. Research by Setiawan (2019) states that most students who get entrepreneurship courses in college, they only make entrepreneurship courses a requirement and get high scores, so entrepreneurial intentions are still low. Research conducted by Fahmi and Amanda (2017) the results showed that many students who have a high understanding of entrepreneurship material do not necessarily have a high interest in entrepreneurship as well. Attitude is one of the factors that determine interest in entrepreneurship, research conducted by Adi, Sumarwan and Fahmi (2017) the variable attitude towards entrepreneurship has the greatest influence on thinking about becoming an entrepreneur, the more positive the attitude towards entrepreneurship, the higher the interest in entrepreneurship. Previous research conducted by Ardiyani and Kusuma (2016) also states that attitude has a positive and significant influence on student entrepreneurial interest. Koranti (2013) suggests that internal factors that come from within the entrepreneur can be in the form of personal traits, attitudes, willingness and individual abilities that can give individual strength to entrepreneurship. External factors come from outside the entrepreneur who can be elements of the surrounding environment such as the family environment, the business world environment, the physical environment, the socio-economic environment and others.

The Economic Education Study Program has conducted a lot of research on entrepreneurship, but has not examined the interest in entrepreneurship in final year students so this research must be done, as one of the new research and as one of the materials to evaluate students. Based on the explanation above, it can be seen that there are many factors, internal and external, to foster entrepreneurial interest, because of this, researchers are interested in analyzing the entrepreneurial interest of final students in the Economic Education Study Program of STKIP PGRI Bandar Lampung.

## **METHODS**

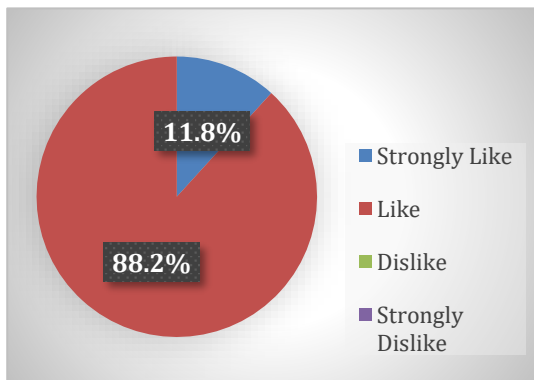
The research method used in this research is quantitative descriptive research. The description method can be interpreted as a problem-solving procedure investigated by describing the state of the

subject / object of research at the present time based on visible facts. In this study, it will be described the extent of the entrepreneurial interest of Economics Education students in the 2020 STKIP PGRI Bandar Lampung class. The data collection technique uses a Likert scale questionnaire. Furthermore, the data obtained is described using a quantitative descriptive method supported by presenting the data in the form of a pie chart diagram to make it easier for readers to understand the research results.

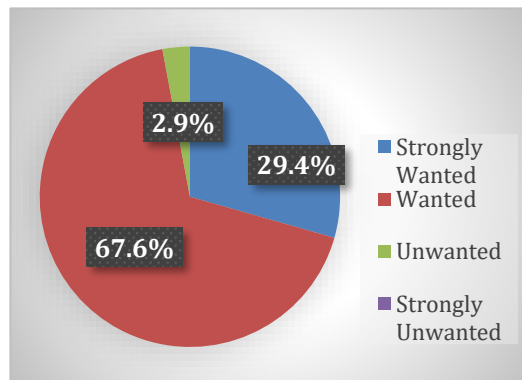
**RESULTS AND DISCUSSION**

The following are the results of questionnaires that have been distributed to 34 final year students in the Economic Education study program.

**Diagram 1. Passionate about business**

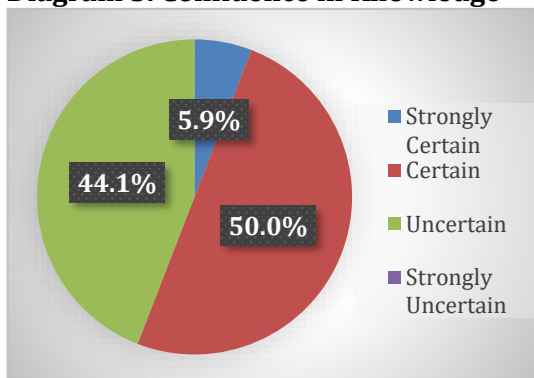


**Diagram 2. Interpreneurial Intention**

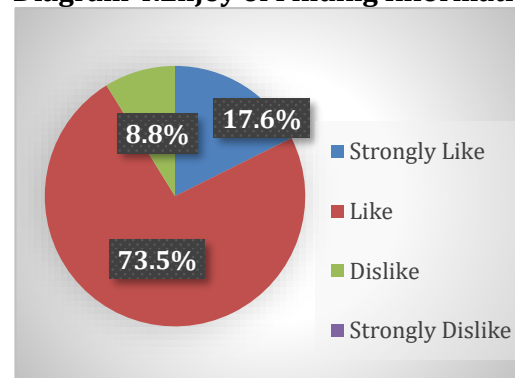


Based on diagram (1) above, it can be seen that of the 34 final year students, 11.8% are very happy with the entrepreneurial world, 88.25% are in the happy category towards the entrepreneurial world, in other words, all students give a positive response to their attitude towards the entrepreneurial world, a sense of pleasure or interest is one of the important indicators to foster entrepreneurial interest, students who have a sense of pleasure or like business activities, then these students will study business, interest or liking is something that attracts individuals to innovate, be creative, and get business opportunities. If an individual is interested in an activity, namely entrepreneurial activity, the person concerned will carry out the activity, (Yonaevy, 2015; Shoimah, 2019). A sense of pleasure in the business world is in line with the desire of students to have their own business, as can be seen in diagram (2) 29.4% stated that they really wanted to have a business, 67.6% were in the category of wanting to have a business, and only 2.9% of students expressed their unwillingness to build a business. Having the intention to open their own business is not without reason, apart from liking the business world, students have other considerations, namely the difficulty of getting the job they want, the desire to get profits, continue the family business, and even open a business as an option so as not to require them to separate from their families.

**Diagram 3. Confidence in Knowledge**



**Diagram 4. Enjoy of Finding Information**



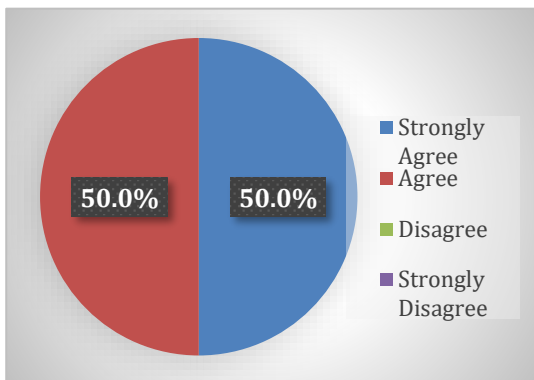
Entrepreneurial knowledge can shape the mindset, attitudes, and behavior of students to become an entrepreneur so that it can lead to choose entrepreneurship as a career choice (Lestari and Wijaya 2012).

Entrepreneurial knowledge is knowledge gained from the entrepreneurship learning process obtained by students on how to take advantage of profitable business opportunities, how to start a new business, produce new additions and produce new products and services as capital for entrepreneurship, (Ramadhania, 2018).

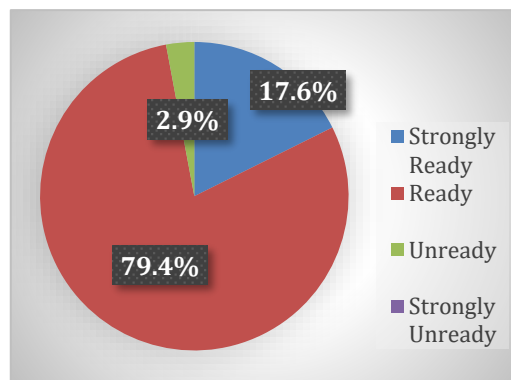
When viewed in diagram (3) as many as 50% of students are confident in their entrepreneurial knowledge, this entrepreneurial knowledge is obtained by students by join entrepreneurship education to provide a theoretical basis and also an understanding of the business world. All universities in Indonesia have included Entrepreneurship Education courses as one of the compulsory courses, then another 5.9% claimed to be very confident in their knowledge to enter the business world. While the remaining 44.1% felt unsure of their knowledge. This uncertainty is motivated by various reasons such as having no experience, no relationships, no mentors.

In carrying out business activities, information plays an important role because with sufficient information it can help someone to make the right decision. With clear information, an entrepreneur who already has interest, skills and knowledge will find it easier to solve problems. The pleasure of final year students in finding information related to the business world can be seen in Diagram (4). As many as 73.5% of final year students admitted that they enjoyed looking for information related to the business world. The search for information will certainly be very useful as initial capital in making decisions on what business they will run after graduation. In this era of globalization, it will certainly be very easy to find information related to the business world.

**Diagram 5. Profit as Motivation**



**Diagram 6. Readiness to compet**



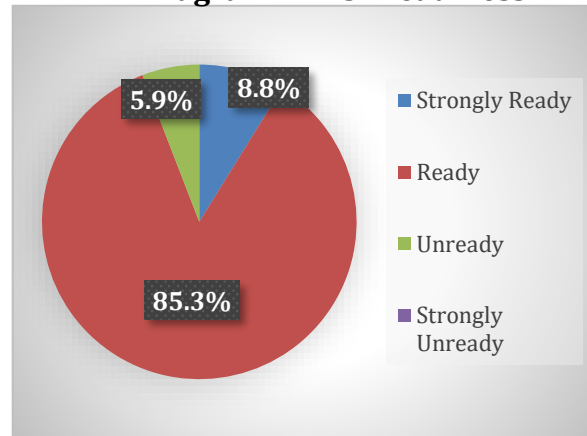
There are many factors that cause entrepreneurial interest, one of which is income or in other words, profit. Expectations or expectations of better income are one of the factors that influence whether someone wants to become an entrepreneur or not. Expectation of income is the hope and motivation of each individual in the form of income from business activities or work he does, income from work is usually in the form of profit, (Noor and Anwar, 2022). Income is the income that a person gets in the form of money or goods. Jonathan and Handoyo (2023) stated in their research that income expectations on entrepreneurial intentions have a positive and significant effect. The above opinion is in line with the results in diagram (5) which shows 50% of students choose strongly agree and 50% agree by stating that they have a motivation to get profit as one of the factors of entrepreneurial interest.

Readiness to compete is needed by every individual as a business actor, because competition in the business world in the current technological era is very tight. Business competition is one of the big risks that business actors must face. Maryanto (2017) in his book states that competition as one of the main characteristic forms in the market economic system, tends to be preferred over non-competition/absence of competition, so competition in the business world cannot be avoided. Diagram (7) shows how ready final year students are to compete in the business world. A total of 79.4% of final year students claimed to be ready to compete in the business world.

There are many ways that can be done to prepare yourself to compete as a business actor, first, having creativity, the definition of creativity in this study is the ability to develop new ideas and ways of seeing problems and opportunities (Zimmerer et.al 2008), the second has a business strategy, the strategy in the business unit focuses on improving the company's products or services which aims to develop a business so as to enable the company to gain a competitive advantage over competition in a market / industry, (Mariahma and Sipayung, 2021). Third, understanding technology, a business that will survive

is a business that is able to face competition, in line with the progress of the times, the existing technology is also developing. Currently we are entering the digital era, where every business actor is required to use technology or digital media. If every business person has understood technology, it will certainly be beneficial for the sustainability of a company, for example, the emergence of a new business opening (E-business), with a boost in technological innovation and information will encourage certain individuals to open several open doors that are truly productive and as truly profitable business capital, reducing costs so that business people get great benefits with less cost (Azhari et al., 2022).

**Diagram 7. Risk readiness**



In addition to intense competition, there are still many things that can be a risk in conducting business activities. Some of the risks that often occur include financial risk, capital risk, corporate risk, operational risk, and market risk. To be able to face these risks, business actors must be able to maximize their resources and collect important information to be analyzed and used as material for making the right decisions. The company's business risk can be described by measuring fluctuations in company profits. Companies that experience profit fluctuations face uncertainty in their ability to raise funds to pay off their loans as a result, companies that have a lot of debt will result in an increase in the risk of bankruptcy faced because of the increasing number of obligations they must fulfill (Ivanka, Nurlaela, Suhendro, 2020). Diagram (7) shows that 85.3% of final year students admit that they are ready to face the risks that may occur in the business world. Facing risks, is a combination of hard work, ingenuity, prudence, accuracy in reading opportunities and readiness to face failure and success, (Suko and Prasasti, 2020). Someone who has an interest in something, will tend to direct their actions to what interests them. Entrepreneurial interest is a tendency or desire of individuals to take entrepreneurial action by creating products and then organizing, managing, taking risks and developing the business they create. (Wijaya, Nurhadi, & Kuncoro (2015); Rahmadi & Heryanto (2016)).

## **CONCLUSIONS**

Entrepreneurial interest cannot just grow, there are factors that influence both from within and from outside. In this study, there are several factors such as student attitudes towards the business world, the results showed that students have a positive attitude or response to the business world. Interest factor, this factor is also responded positively where almost all students want to have an independent business. One of the motivations for students to start doing business is wanting to make a profit, or in other words they want to have their own income, so this motivation is still very dominant for all students. Armed with the entrepreneurial knowledge they get in formal education through entrepreneurship courses, students have the confidence to apply their knowledge to do business, not only that, students also stated that they like to look for information outside of formal education, such as participating in seminars, or looking for information through online media, preparing themselves well as business actors, students claim to be ready to compete and also face the risks that will occur. Thus it can be concluded in this study that final year students in the Economic Education Study Program of STKIP PGRI Bandar Lampung have an interest in entrepreneurship.

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