

Factors Related to Interest in Entrepreneurship in Students Department of Education at the State University of Medan

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Abstracts: The option currently being developed by the government is through entrepreneurship, this alternative can be chosen by educational students to continue their post-graduate career from campus. This choice also applies to special education students whose opportunities are also wide open at this time to become entrepreneurs, for that it is necessary to analyze factors related to student interest in entrepreneurship. This study uses a quantitative design, the sample of this research is 360 students majoring in education at the Faculty of Mathematics and Natural Sciences Unimed. The data analysis used the chi square test. The results showed that the majority of students as much as 90% were interested in becoming entrepreneurs. Variables that were significantly related to entrepreneurial interest included parents' income $p = 0.010$, parental history of entrepreneurship $p = 0.040$, and the presence of a supervisor for entrepreneurship discussion $p = 0.050$. Universities should in addition to providing entrepreneurship lectures, should provide student entrepreneurship service centers that provide lecturers as companions or discussion partners for students to become entrepreneurs.

Keywords: Interest, Entrepreneur, Student, Education

I. INTRODUCTION

The National Labor Force Survey in 2018 shows that the unemployment rate in Indonesia is currently the majority filled by the workforce with high school/vocational education at 52.3% and higher education consisting of undergraduates at 10, 42%. [1] This condition is really ironic considering that the demands of entrepreneurship must be high, it is even higher for graduates to become unemployed.

The results of research conducted by Allen in 2016 proved that a third of the unemployed, especially at a young age, had to wait one year to enter the labor market, especially entering work in the formal sector such as private employees or civil servants [2]. Therefore, universities as graduates must be able to build awareness in entrepreneurship. One way is to strengthen entrepreneurship at the student level so that when they graduate they are able to build entrepreneurship and not depend on one job.

The option currently being developed by the government is through entrepreneurship, this alternative can be chosen by education students to continue their post-graduate career from campus. In reality, there are still very few educational students

who have started entrepreneurship since college. Therefore, it is necessary to develop an entrepreneurial model for education students to become good entrepreneurs and start from students, so that it is expected to significantly reduce the open unemployment rate. Medan State University as one of the State Universities in Medan City needs to address this, students need to increase their interest in entrepreneurship. Therefore, it is necessary to analyze in depth the factors related to the interest of students in entrepreneurship.

II. LITERATURE REVIEW

According to Alma (2011) that in building an entrepreneurial spirit in a person there are 3 (three) critical factors that play a role in the interest in entrepreneurship, namely: [3]

1. Personal, concerning aspects of a person's personality
2. Sociological, concerning the problem of relationships with family and other social relationships
3. Environmental, regarding the relationship with the environment

Alma revealed that the scale for measuring entrepreneurial interest in terms of entrepreneurial traits or behavior, namely, confident in yourself, optimistic, leadership, flexible, able to manage money, imagination, can plan, patient, assertive, enthusiastic, responsible and so on.

According to Alma, several aspects that can affect the emergence of an entrepreneurial spirit are as follows:

1. Family environment as a child. The family environment is the "role model" closest to a person's life which greatly influences the interest in entrepreneurship. This example can arise from anyone in the household so that someone reflects on himself to be an entrepreneur. However, the most influential people are parents. Parents who work alone and have their own business tend to have their children become entrepreneurs as well. This situation often inspires children from childhood.
2. Education Many people state that the level of education of entrepreneurs is rather low compared to the average population of society. However, it is not

so significant, because the level of education is also important for entrepreneurs, especially in maintaining the continuity of their business and overcoming all the problems faced by an adequate level of education.

3. Personal Values, namely the self-concept that is in one's mind, this is the dominant factor that strengthens a person's entrepreneurship. A strong self-character is the main thing that a person must have in entrepreneurship
4. Age, although this factor is not very obvious, but age is a factor that also often encourages people to do entrepreneurship. Usually the tendency of young people to have a more burning passion in building entrepreneurship even though it is considered less wise in managing the business
5. Work History, Someone who already has a lot of work experience will certainly think and be able to compare various types of work that he has chosen. So this prompted him to build other options that were more liberating for him.

The results of the study prove that students' interest in entrepreneurship is strongly influenced by personal factors, and environmental factors are highly valued by students at the University of Flores. Meanwhile, according to André Cherubini Alves that there is a growing interest in entrepreneurship through entrepreneurship academic coaching, universities also function as a positive environment for student entrepreneurship training, knowledge sharing, testing ideas, and learning [4]

III. METHOD

The research uses quantitative methods with an analytical approach, where research will be carried out to photograph the factors related to the interest of students majoring in education to become entrepreneurs. The approach used is explanatory research, where researchers will examine more deeply the entrepreneurial determination of students majoring in education.

The population of this research is all students majoring in education at the Faculty of Mathematics and Natural Sciences, State University of Medan who have received entrepreneurship courses. The sample of this study was all students majoring in education at the Faculty of Mathematics and Natural Sciences, Medan State University who had received entrepreneurship courses and were ready to fill out a questionnaire totaling 360 respondents.

The method used to collect data was using online questionnaires and in-depth interviews, which were carried out to deepen several aspects that were felt to be still lacking in information. Data analysis used in this research is univariate and bivariate analysis. Univariate analysis is used to describe descriptively the frequency distribution and proportion of each variable studied, both dependent and independent variables. Bivariate data analysis using chi-square test.

IV. RESULT AND DISCUSSION

Description of Univariate

The following is the result of a univariate description that describes the characteristics of the respondents

Table 1. Description of Univariate

Variable	Count	Percentage
Sex		
1. Male	40	11,1
2. Female	320	88,9
Parents Job		
1. Entrepreneur	135	37.5
2. Labor	5	1.4
3. Civil Servants	57	15.8
4. Farmers/Fishermen	92	25.6
5. Private Employees	38	10.6
6. Retired	11	3.1
7. Housewife	3	.8
8. Teacher	8	2.2
9. Not Working	3	.8
10. BUMN/BUMD	8	2.2
Entrepreneurial Parents History		
1. Parents are never entrepreneurs	129	35.8
2. Parents Ever Entrepreneur	82	22.8
3. Entrepreneurial Parents	149	41.4
Parent's Income		
1. Under Rp. 3,000,000,-	237	65.8
2. Rp. 3,000,000-5,000,000	106	29.4
3. Above Rp.5.000000	17	4.7
Pocket Money Per month from Parents		
1. Under Rp.500,000	139	38.6
2. IDR 500,000-1,000,000	156	43.3
3. IDR 1,000,000-3,000,000	59	16.4
4. Above IDR 3,000,000	6	1.7
Entrepreneurial Discussion Facilitator		
1. None	298	82.8
2. Ready	62	17.2
Entrepreneurial Interest		
1. Not Interested	2	.6
2. Enough	34	9.4
3. Interested Entrepreneur	324	90.0
Total	360	100

In the description, based on the table above, it is known that 89.9% are female and the remaining 11.1% are male. Then based on the work of parents, it is known that the majority of respondents have parents who work as entrepreneurs as much as 37.5%, then Farmers/Fishermen by 25.6% and Civil Servants by 15.8%.

Then based on the history of parents who are entrepreneurs, it is known that the majority of respondents' parents are entrepreneurs by 41.4%, then 35.8% have never been in entrepreneurship and have been in entrepreneurship as much as 22.8%. The next variable is parental income per month, it is known that the dominant The respondent's parents have income below 3 million rupiah as much as 65.8%, then 3-5 million rupiah as much as 29.4% and only 4.7% whose parents have income above 5 million rupiah.

The next variable is the pocket money that respondents receive per month from their parents, it is known that the majority of respondents as much as 43.4% receive pocket money of five hundred thousand to one million every month, then 38.6%

receive pocket money under five hundred thousand rupiah, only 1.7% received pocket money above 3 million rupiah.

Then the results also show that the majority of respondents do not have a companion lecturer who can be invited to discuss related to entrepreneurship, as many as 82.8%, only 17.2% who already have an entrepreneurship discussion assistant lecturer who provides informal guidance. The last variable is the interest in entrepreneurship, it is known that the majority of respondents as much as 90% are interested in entrepreneurship, only 6% of students are not interested in entrepreneurship. This shows that the entrepreneurial spirit of students majoring in Education at the research location is very good.

Description of Bivariate

Bivariate data analysis using the chi square test where each variable will be analyzed in relation to the interest in entrepreneurship. The following is a bivariate analysis on each variable.

1. Gender Relationship with Entrepreneurial Student Interest

Gender is the basic variable that is analyzed, the results of the analysis of gender with an interest in entrepreneurship

Category		Sex		P
		Male	Female	
Not Interest	Count	1	1	0,688
	% of Total	0.3%	0.3%	
Enough	Count	3	31	
	% of Total	0.8%	8.6%	

Interest	Count	36	288
	% of Total	10.0%	80.0%

Based on the table above, it is known that the value of the proportion of the results of the analysis between gender and entrepreneurial interest is $p = 0.688$. This shows that gender is not related to entrepreneurial interest.

The results of this study are not in line with Yuhendri's research (2015) which proves that male and female students' entrepreneurial interest in entrepreneurship is different or there is a relationship between gender and entrepreneurial interest [5]. Recent developments on entrepreneurship inform that many women are currently entrepreneurship, not only dominated by men. This is an aspect that more or less inspires both women and men so that any gender today can be an entrepreneur, so they no longer see gender differences. However, this study is in line with the research of Papzan et al. (2012) which proves that there is no gender relationship with interest in entrepreneurship, his research also proves that the average interest of women and men is also not much different [6].

2. The Relationship between Parents' Work and Entrepreneurial Student Interests

The next variable is the work of students' parents. Work is the first economic variable which is the independent variable of this study. The results of the analysis can be seen in the following table,

Category		Parents' Occupation						P
		Private	Retired	Housewife	Teacher	Unjob	BUMN/BUMD	
Not Interest	Count	1	0	0	0	0	0	0,341
	% of Total	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%	
Enough	Count	6	3	0	1	0	0	
	% of Total	1.7%	0.8%	0.0%	0.3%	0.0%	0.0%	
Interest	Count	31	8	3	7	3	8	
	% of Total	8.6%	2.2%	0.8%	1.9%	0.8%	2.2%	

Based on the table above, it is known that the value of the proportion of the results of the analysis between parents' occupations and entrepreneurial interests is $p = 0.341$. This shows that parental occupation is not related to entrepreneurial interest.

This study is not in line with the research of Nurmaliza, Caska & Indrawati, (2018) which shows that the family environment has a significant effect on students' interest in entrepreneurship [8]. Likewise with the research of Kurniawati & Suyatmini (2016) which proves that the contribution or

influence of the type of parental work has a significant effect on entrepreneurial interest [9].

The results of the study are not in line with the concepts that usually develop, but the absence of this relationship is certainly influenced by the intensity factor that affects student interest, respondents who live with their parents are certainly different from students who live in boarding houses and are far from their parents, so work anomalies and interests are also influenced by intensity of parent-child encounters.

3. Relationship between parents' history of entrepreneurship and student interest in entrepreneurship

The next variable is the history of parents in entrepreneurship, the results of the study can be seen in the following table,

Category		Entrepreneurial History of Parents			P
		Never	Ever	Process	
Not Interest	Count	0	1	1	0,040
	% of Total	0.0%	0.3%	0.3%	
Enough	Count	18	9	7	
	% of Total	5.0%	2.5%	1.9%	
Interest	Count	111	72	141	
	% of Total	30.8%	20.0%	39.2%	

Based on the table above, it is known that the value of the proportion of the results of the analysis between parents' entrepreneurial history and entrepreneurial interest is $p = 0.040$. This shows that the parent's entrepreneurial history is significantly related to entrepreneurial interest.

The results of this study are in line with Wang, et al. (2011) which explains that a child who has an entrepreneurial family has a greater chance of becoming an entrepreneur in the future and will affect his interest [10]. Likewise with the research of Tong et al (2011) which proves that students who come from business families are an important factor for students to start entrepreneurship in the future [11].

4. The Relationship of Parents' Income with Entrepreneurial Student Interests

The next variable to be analyzed is parents' income. The results of the analysis can be seen in the following table,

Category		Parents' Income			P
		Under 3 M	3 M-5M	Above 5 M	
Not Interest	Count	1	1	0	0,010
	% of Total	0.3%	0.3%	0.0%	
Enough	Count	15	16	3	
	% of Total	4.2%	4.4%	0.8%	
Interest	Count	221	89	14	
	% of Total	61.4%	24.7%	3.9%	

Based on the table above, it is known that the value of the proportion of the results of the analysis between parents' income and entrepreneurial interest is $p = 0.010$. This shows

that the parents' income is significantly related to the interest in entrepreneurship.

The results of this study are in line with research by Aulia Rahmi (2013) which shows that parental income has a negative effect on interest in entrepreneurship, students whose parents are increasingly difficult will be more interested in entrepreneurship [12]. The correlation analysis developed is the beginning of the emergence of the influence of income on student interest in entrepreneurship.

Parents with higher incomes can help children to develop themselves in terms of mindset, capital, and children's capacities in other forms. Parents with higher incomes can help their children more freely.

5. The Relationship of the Monthly Pocket Money from Parents with Entrepreneurial Student Interests

The next respondent characteristic variable analyzed is the pocket money received by students per month, the results of the analysis can be seen in the following table,

Category		Monthly Pocket Money				P
		Under 0,5 M	0,5-1 M	1-3M	Above 3 M	
Not Interest	Count	1	1	0	0	0,699
	% of Total	0.3%	0.3%	0.0%	0.0%	
Enough	Count	11	20	2	1	
	% of Total	3.1%	5.6%	0.6%	0.3%	
Interest	Count	127	135	57	5	
	% of Total	35.3%	37.5%	15.8%	1.4%	

Based on the table above, it is known that the value of the proportion of the results of the analysis between the Monthly Pocket Money from parents and entrepreneurial interests is $p = 0.699$. This shows that the Monthly Pocket Money from parents is not significantly related to entrepreneurial interest.

The results of the study prove that the pocket money owned by the respondent is not related to the interest in entrepreneurship. A large pocket money does not necessarily affect the interest in entrepreneurship, it could be the other way around, because it is the student's mindset that must be addressed first, so that pocket money resources can be used. to be working capital.

6. Relationship between Entrepreneurial Discussion Facilitators and Student Entrepreneurial Interests

The last variable to be analyzed next is the mentoring lecturer for Entrepreneurial Discussion, here we want to see whether students who have assistant lecturers related to entrepreneurship and do not have assistant lecturers will be analyzed, the results of the analysis can be seen in the following table,

Category		Companion Lecturers		P
		Ready	None	
Not Interest	Count	2	0	0,05
	% of Total	0.6%	0.0%	
Enough	Count	32	2	
	% of Total	8.9%	0.6%	
Interest	Count	264	60	
	% of Total	73.3%	16.7%	

Based on the table above, it is known that the value of the proportion of the results of the analysis between the discussion Facilitator and entrepreneurial interest is $p = 0.05$. This shows that the Assistant Lecturer is significantly related to the interest in entrepreneurship.

Guiding lecturers are like mentors in a business, lecturers are social support who can provide guidance to students. Mentoring in business is an effort to provide guidance, direction as well as a medium to solve problems faced by students when entrepreneurship.

This research is in line with research by Astuti (2015) which proves that interest in a career as an entrepreneur increases after being given career guidance. Students need to be assisted in making career choices, including in determining themselves as entrepreneurs [13].

V. CONCLUSION

The results showed that the majority of students as much as 90% were interested in becoming entrepreneurs. Variables that were significantly related to entrepreneurial interest included parents' income $p = 0.010$, parental history of entrepreneurship $p = 0.040$, and the presence of a supervisor for entrepreneurship discussion $p = 0.050$. While the variables of gender, occupation and monthly pocket money have nothing to do with students' interest in entrepreneurship. Universities should in addition to providing entrepreneurship lectures, should provide student

entrepreneurship service centers that provide lecturers as companions or discussion partners for students to become entrepreneurs.

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