

Measuring Entrepreneurial Intention of female student's at Telkom University

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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.

Keywords : Entrepreneurship intention, Entrepreneurship Motivation, entrepreneurship education

1. INTRODUCTION

1.1. Background of the problem

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 you 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.

In this era many students have opened their own businesses by selling a variety of products ranging from clothing lines to food but many students sell their products by doing a preorder system and usually for food products that sell food that is popular and also simple by showing the number of students who have selling we can also see the level of student creativity in that campus. This student activity is also a problem in itself, because many students start their own business to pay tuition fees, pay boarding fees and also pay for food so they don't have to ask their parents again, because of these factors according to the questionnaire I distributed to 50 people telkom university student who has a business Most of the business openers sell food and beverage, they usually sell on a pre-order system or by selling frozen food, every 3 months he changes or adds his product so that buyers don't feel bored. At first they only need an initial capital requirement of Rp. 1,000,000-1,500,000 and products that can be produced are only around 100 pcs, the price range they set to sell to these customers is Rp. 25,000 - 45,000.

For some specific review I did an interview with my friend who opened a Sate Taichan business starting in 2019, he initially opened a business because he got an entrepreneurship course and she tried selling with a capital of Rp. 2,000,000 includes the tools for making satay and also the ingredients needed for where he sells at home by promoting through the media of Instagram and can also order through the Go-food application. He runs a business for a side business while he is studying at Telkom University.

Table 1. 1

Description	Percentage
Working residents	128.45 million people, down by 0.31 million
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.

And 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. Mean while according to Richard M. Stears in Sedarmayanti (2009: 233), 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).

1.2 Research Question

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:

1. How is the effect of Entrepreneurship Education on Entrepreneurial Intention of female students of Telkom University?
2. How is the effect of Entrepreneurship Education on Entrepreneurship Motivation female students of Telkom University?
3. How is the effect of Entrepreneurship Motivation on Entrepreneurship Intention female students of Telkom University?
4. How is the effect of Entrepreneurship Education on Entrepreneurial Intention through Entrepreneurship Motivation as an Intervening variable?

1.3 Research Objective

This research aims to:

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

2. LITERATURE REVIEW

2.1 Entrepreneurship

According to Barringer Bruce R and Ireland R Duane in his book entitled Entrepreneurship Successfully Launching NewVentures 5th Edition 2016 Entrepreneurship is a process where

individuals pursue opportunities without paying attention to the resources currently controlled for the purpose of exploiting goods and services in the future. According to Barringer & Ireland (2016), there are three main reasons for a person to become an entrepreneur and establish their own company: being their own boss, pursuing their own ideas and realizing financial rewards.

In the entrepreneurial finance book by J. Leach Ronald Melicher (2009) that entrepreneurship is 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:

1. Have a productive personality
2. Creative, innovative, initiative and imagination.
3. Professional
4. Have a high degree of independence
5. The need for freedom and speed in action
6. Work hard and discipline

2.2 Women Entrepreneur

Women are less likely to consider careers in entrepreneurship given 3 attitudinal, resource, skills, knowledge, institutional, regulatory, and societal barriers (Kariv, 2013). Contextual influences shape individual behaviour towards engaging in the entrepreneurial process (Welter, 2011). Thus, women face several challenges relating to careers in entrepreneurship. Ahl and Marlow (2012: 544) assert, "... despite the benign image of entrepreneurship as a meritocratic accessible field of economic opportunity seeking behaviour, closer analysis suggests that there are limitations upon the possibilities of who can claim the subject position of 'entrepreneur'...". Due to a dearth of high profile successful women role models (i.e. the 'invisibility' of women's involvement in and contribution to entrepreneurship (Marlow et al., 2008)) and a masculinised discourse bias, there is normative assumption that the ideal entrepreneur is male (Ahl and Marlow, 2012; Henry et al., 2015). In effect, woman entrepreneurs are positioned as 'other' which suggests a lack of belonging in relation to the entrepreneurial community (Stead, 2015) and in turn, assumes women lack entrepreneurial attributes and competencies (Marlow and Swail, 2014). Success factors among women entrepreneurs in Malaysia. International Academic Research Journal of Business and Technology, 1 (2), 28-36. There are factors that must be considered, namely family factors that greatly affect career, in other words, family is as a support system and also as a reference for how a woman has a career and also women are more focused and careful about their work in the office. And also in the context of entrepreneurship, success in running a business is closely related to the experience and training of education that involves someone, so that these factors run successfully, of course, supported by aspects of the family environment.

2.3 Entrepreneurship Education

Entrepreneurial education is defined as a whole education and training activity (whether it is an educational system or a non-educational system) that try to develop participants' entrepreneurial intention or some factors that affect the intention, such as knowledge, desirability, and feasibility of the entrepreneurial activity (Liñán, 2004). 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.

2.4 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:

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

2.5 Entrepreneurship Motivation

Carsrud and Brännback (2011) revealed that entrepreneurial motivation is not the same as "uniquely entrepreneurial personality traits". Achievement motivation is related to hard work and unyielding struggle at work to achieve high achievement. Mc Clelland grouped the needs into three, namely: Need for Achievement, Need for Power, and Need for Affiliation. These three needs are a strong motivation for each individual. Each of these needs will influence a person's soul to direct choices toward entrepreneurial desires. Because if we have the view that people who are serious about what they are going to do can have high motivation because it can affect entrepreneurial intentions.

Motivational women are defined as:

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

2.6 Framework

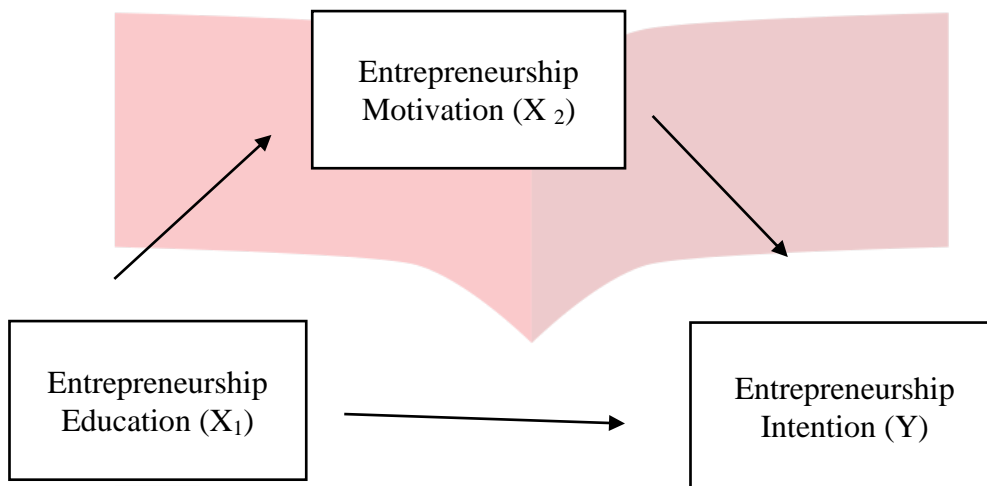


Figure 2.1 Framework

Epistemologically, entrepreneurship is in principle an ability to think creatively and behave in an innovative manner which is used as a basis, resources, motivators, goals, tactics / strategies, and tips in facing life's challenges (Hunger and Wheelen, 2003).

Research into the role of EE in the formation of EI is based, first of all, on TPB (Ajzen, 1991), which provides a strong theoretical foundation (Schlaegel and Koenig, 2014; Krueger and Carsrud, 1993). It posits that a person's future behavior is preceded by intention: the stronger a person's intention to engage in a specific behavior, the more likely it is that the actual behavior will be performed. It is regarded as a determinant of EI. A meta-analysis by Martin et al. (2013) found that EE is associated with higher levels of EI. Entrepreneurship education has a role in fostering student in entrepreneurship Intentions. Education in question is like entrepreneurship subjects. The theory of education put forward by Alma (2013: 7), according to him, the courage to form entrepreneurship is driven by educational institutions or schools, schools that provide practical and interesting entrepreneurship subjects can grow student interest in entrepreneurship. The Ministry of National Education (2010: 22) states that entrepreneurship education must be able to change the mindset of students. Ekpohdan Edet's (2011) research shows that entrepreneurship education has a positive effect on student career goals College. In addition, research by Lestari and Wijaya (2012) also shows that entrepreneurship education has an effect on entrepreneurship Intention. This shows that the more knowledge and understanding of entrepreneurship, the higher the interest in entrepreneurship.

According to Buchari Alma (2013), motivation is the desire to do something. The motive itself means a need, urge, or desire. This motivation is a series of individual attitudes that influence the expected goals and ideals. Entrepreneurial motivation arises in people who have expertise in the field of entrepreneurship and a person's motivation depends on the strength of a motive. This is supported in research by Rifkhan (2017), Nurikasari (2016), and Septianti (2016) which states that someone who has the motivation to succeed tends to be more interested in entrepreneurship Intention.

Entrepreneurship education can build entrepreneurial motivation in students. This is supported by the opinion of Aprilianty (2012: 322), "entrepreneurial knowledge has a positive and significant effect on entrepreneurial interest." It seems that motivational entrepreneurship can be

developed through entrepreneurship education carried out in formal education both schools and colleges. Entrepreneurship education is a contextual factor that is very important. "Contextual factors, namely academic support and social support, have proven to have a significant and positive effect on students' entrepreneurial intentions. (Suharti and Sirine, 2011: 132). " The contextual factors referred to by researchers are entrepreneurship education, academic support, social support, and conditions of the business environment. Research conducted by Gerry et al. (2008) in Suharti and Sirine (2011: 132) on 640 students in Portugal who found entrepreneurship training has a significant and positive effect on students' intention to set up a business after they graduate from college.

3. Research Method

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.

4. Research Discussion

4.1 Descriptive Analysis

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.

4.2 Path analysis using SMART PLS

4.2.1 Measurement Model

a. Convergent Validity

The following is the result of convergent validity test which includes loading factor and AVE value for each research variable.

4.1 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
Entrepreneurship Motivation	X2.1	0.873	0.000	Valid
	X2.2	0.820	0.000	Valid
	X2.3	0.896	0.000	Valid
	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 Intentions	Y1.1	0.891	0.000	Valid
	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

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

b. Reliability

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).

4.2 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.

4.2.2 Structural Model Analysis

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.

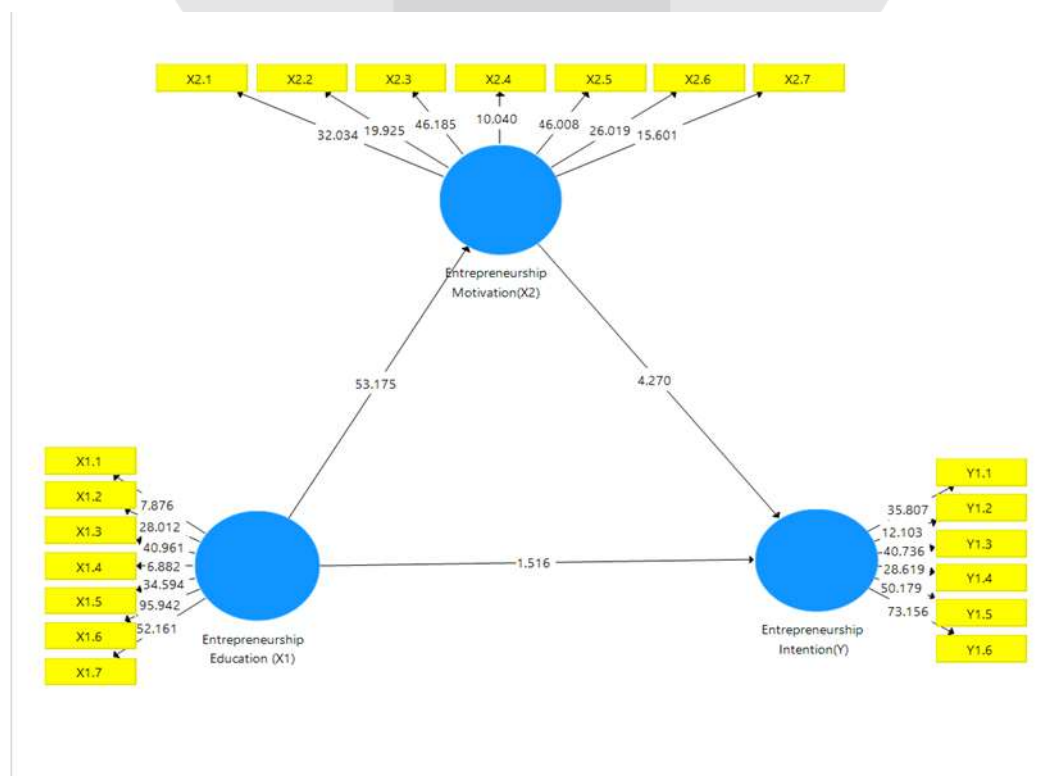


Figure 4.1

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. 3

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

Source: Data processed by Author (2020)

4.3.3 Model Fit Test

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

4.4

Structural model fit test

	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 4.5

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:

1. 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.

2. 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.

3. 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

1. Entrepreneurship Education does not have a significant effect on entrepreneurship Intention because it has a p-value (0.150) > 0.05
2. Entrepreneurship Education has a significant effect on Entrepreneurship Motivation because it has a p-value (0,000) < 0.05
3. Entrepreneurship Motivation has a significant effect on Entrepreneurship Intention because it has a p-value (0,000) < 0.05
4. 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.

5.2 Suggestions

Based on the results of the above conclusion, the researcher can provide following suggestions:

1. provisioning before opening a business by holding training needs to be done so that prospective entrepreneurs can understand what to do after opening a business in the future. By holding webinars and also special training by improving the soft skills provided by the business owner so that employees are trained when the business is opened.
2. Motivational seminars or talk shows with good and successful entrepreneurs need to be attended in order to become a reference and become an encouragement that can minimize the fear of starting a business. For example, if we look at the entrepreneur who is being loved by young people is Arief Muhammad because by inviting him, young people who will open a business will be more motivated and make him a role model
3. Provide a lot of employment, so that they can provide jobs to people who need jobs, create more jobs opening. By participating in HIMPI activities in the Telkom University environment, it can increase opportunities to open and create jobs.

5.3 Suggestions for the next researchers

This study only examines Entrepreneurship Education, Entrepreneurship Motivation and Entrepreneurship Intention as intervening variables in Telkom University students. So that further researchers it is suggested:

1. Conduct further research by comparing female students in other campuses. like used the sample of campus in Jakarta more specific for faculty of economy and business etc.
2. Using research samples with a larger number and wider for further research. And for the sample In the bandung I suggest to using sample for ITB because they have so many collage student those who do business and also those who are currently running a business school and the number of their students is quite large.
3. Conduct research using different indicators as well as the perception of different variables from the latest sources.

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