

Enterpreneurship interest: enterpreneurship education, income expectations and creativity

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ENTREPRENEURSHIP INTEREST:
ENTREPRENEURSHIP EDUCATION, INCOME EXPECTATIONS AND
CREATIVITY

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ABSTRACT

This research was conducted in order to find out how important the influence of entrepreneurship education, income expectations and creativity is partly on the interest in entrepreneurship in students of the Faculty of Economics and Business, Wijaya Kusuma University, Surabaya. The research was conducted using a quantitative approach and the population was students of the Faculty of Economics and Business, Wijaya Kusuma University, Surabaya. Non-probability samples were taken using a purposive sampling technique. The number of samples is 100 respondents. The variables studied were entrepreneurship education, income expectations and creativity as independent variables, and entrepreneurial interest as the dependent variable. We collected data through a closed questionnaire. The result is entrepreneurship education, income expectations and creativity have an influence on the interest in entrepreneurship in students of the Faculty of Economics and Business, Wijaya Kusuma University, Surabaya. It is recommended that entrepreneurship education materials continue to be developed in accordance with developments in the business world, accompanied by entrepreneurial practices for students, instilling the hope of earning a high income if they become entrepreneurs and increasing the power of creativity in generating business ideas.

Keywords: Entrepreneurship Education, Income Expectations, Creativity, Interest in Entrepreneurship.

INTRODUCTION

Universities in Indonesia continue to produce a large number of graduates every year. They need jobs to earn income. These graduates have the potential to cause unemployment problems if they do not get a job. Jobs can be in the form of working as government employees, private employees and opening their own business as entrepreneurs. Widianingsih (2021) states that graduates of public and private universities are on average more willing to work as civil servants and the private sector than to open their own businesses as entrepreneurs. This is an indication that the interest in entrepreneurship is still low.

Based on data from the Central Statistics Agency (BPS) in February 2022, more than 59% or 4.98 million unemployed people in Indonesia are young people aged 15 to 29 years. The details are: 1.13 million children aged 15-19 years; aged 20-24 years as many as 2.51 million people; and 1.34 million people aged 25-29 years, while 30-39 years as many as 1.4 million people; aged 40-49 years as many as 1.2 million people; aged 50-59 years as many as 617.49 thousand people; and aged over 60 years as many as 199.1 thousand people. Thus, the number of unemployed in Indonesia as of February 2022 is 8.4 million people or the portion reaches 5.83% of the total workforce of 144.04 million people (<https://databoks.katadata.co.id/2022/06/08/> more than half of the unemployed aged 15-29 years in February 2022/ accessed 14 August 2022).

Setiawan and Sukanti's, as quoted by Setiabudi (2019) also state that entrepreneurship is a person's attempt to open his own business to increase the income of himself or others. Thus, students

need to be motivated so that after graduation they are oriented to open their own business as entrepreneurs and can provide employment for others. This effort is one way to reduce unemployment. Alma (2011: 1), states that entrepreneurship is a supporter of a country's economic back and forth. Dewi, as quoted by Santosa (2016), states that student interest in entrepreneurship is influenced by intrinsic and extrinsic factors. Some intrinsic factors include: income, feelings, motivation, self-esteem and ideals. Then, extrinsic factors include:

Ngundiati and Fitrayati (2020) state that entrepreneurship education is learning that includes knowledge, skills and entrepreneurial attitudes carried out by educational institutions in order to encourage students to have an interest in entrepreneurship. Students who are willing to take risks and have an entrepreneurial spirit can be formed at higher tertiary institutions. Therefore, universities must strive to shape this in students so as to foster an interest in entrepreneurship in students. This can be achieved by universities by providing knowledge, skills, and attitudes related to entrepreneurship through Entrepreneurship courses that must be taken by every student. It is hoped that the mindset of students can change from job seekers to job creators after taking Entrepreneurship courses. Statement of Sahban, et al. As quoted by Wijaya (2021), that the formation of entrepreneurial character can be carried out in educational institutions. Learning entrepreneurship through Entrepreneurship courses given to students can indirectly encourage students to become entrepreneurs. According to Alma (2011: 6), it is stated that with the provision of knowledge acquired while studying at tertiary institutions, it is hoped that tertiary graduates will have the ability to open their own businesses as entrepreneurs and not as job seekers, even as unemployed. Siswadi in his research results as quoted by Ngundiati and Fitrayati (2020), states that external factors in the form of entrepreneurship education influence interest in entrepreneurship. The results of research conducted by Wijaya (2021) show that entrepreneurship education has a positive and significant effect on entrepreneurial interest.

Setiawan and Malik (2021) cite that expected income is the income that a person expects in the form of money or goods for his life needs. Working by opening your own business as an entrepreneur can actually get a higher income than working as a private employee or civil servant. According to Suhartini as quoted by Santosa (2016), one of the reasons for his interest in entrepreneurship is wanting to earn income. The expected income will foster students' entrepreneurial interest. The higher the expected income, the higher the student's interest in entrepreneurship. According to Setiawan and Malik (2021), it is stated that expecting to get a high income is one of the factors that can influence opening your own business as an entrepreneur, because entrepreneurship is likely to earn a higher income than being an employee. This is one of the reasons why someone is interested in becoming an entrepreneur. The results of research conducted by Setiawan and Malik (2021) show that income expectations have a positive and significant influence on entrepreneurial interest.

Creativity is very necessary for an entrepreneur to be able to compete in market competition (Sumara and Andarini, 2019). According to Slamet (2016: 66), creativity is a person's ability to think and develop new ideas and create new ways to see business opportunities so as to produce creative solutions in entrepreneurship. Suryana (2013: 66) argues that a creative person is someone who always thinks of new things, differences, benefits to produce novelty, differences, benefits and convenience. Entrepreneurs who have creativity can produce new products and have certain differences when compared to existing products, ideas for adding new benefits, and facilitating the use of products so that they can provide added value for consumers. According to Fajar et al. (2020), Fostering entrepreneurial creativity is one way to generate interest in entrepreneurship. Creative entrepreneurs will certainly have the ability to adapt in the face of changing environmental conditions. The results of research conducted by Ernawati (2021), show that creativity has a positive and significant effect on interest in entrepreneurship.

The most important thing in entrepreneurship is the attitude of someone who is interested in starting their own business based on existing opportunities accompanied by consideration and courage in facing risks that may occur (Atmaja, 2016). According to Ginting, as quoted by Ernawati (2021), states that if someone is interested in entrepreneurship, that person will be more enthusiastic about finding and taking advantage of business opportunities and optimizing their potential capabilities. Someone who is interested in becoming an entrepreneur will certainly have the desire to become an entrepreneur and feel happy if he becomes an entrepreneur because he does not depend on other people and can provide job opportunities to others.

From observations made on students of the Faculty of Economics and Business, Wijaya Kusuma University, Surabaya, it was found that many students sell goods using mobile phones through social media such as Instagram and Facebook. Therefore, the problems and objectives studied in this study are whether entrepreneurship education, income expectations and creativity partially have a positive and significant effect on interest in entrepreneurship in students of the Faculty of Economics and Business, Wijaya Kusuma University, Surabaya.

RESEARCH METHODS

This research is a descriptive research that explains the relationship between the independent variable and the dependent variable. This quantitative approach means that the answers to the questionnaire are converted into numbers and processed statistically. The entire population was taken from students of the Faculty of Economics and Business, Wijaya Kusuma University, Surabaya. Non-probability samples were taken using a purposive sampling technique. The characteristics taken into consideration in this purposive sampling were Management Study Program students class of 2018 who were still active and were taking or had taken Entrepreneurship courses. There were 100 respondents who were sampled and the data was processed or analysis.

The variables studied consisted of 3 (three) independent variables and 1 (one) dependent variable. The independent variables consist of: (1) Entrepreneurship Education; (2) Revenue Expectations; and (3) Creativity; while the dependent variable studied is interest in entrepreneurship. Entrepreneurship education is measured using the following indicators: (1) Material that is relevant to current developments; (2) Increasing knowledge and skills; (3) Important capital for success; and (4) future provisions. Income expectations are measured using the following indicators: (1) High income; (2) Income above average; (3) Get their own income; (4) Greater income than working as an employee; and (5) Unlimited income. Creativity is measured using the following indicators: (1) Quick thinking; (2) The emergence of new ideas; (3) Finding solutions in solving problems; (4) The emergence of new ideas from the merging of one's own ideas and the ideas of others; and (5) a different perspective from the existing one. Entrepreneurial interest is measured using the following indicators: (1) Desire to become an entrepreneur; (2) It is good to be an entrepreneur; (3) Independent from other people; and (4) Providing employment opportunities for others. Indicators are measured using a Likert scale ranging from 1 (one) to 5 (five). Number 1 (one) indicates an answer that strongly disagrees while number 5 (five) indicates an answer that strongly agrees. (4) The emergence of new ideas from the merging of one's own ideas and the ideas of others; and (5) a different perspective from the existing ones. Entrepreneurial interest is measured using the following indicators: (1) Desire to become an entrepreneur; (2) It is good to be an entrepreneur; (3) Independent from other people; and (4) Providing employment opportunities for others. Indicators are measured using a Likert scale ranging from 1 (one) to 5 (five). Number 1 (one) indicates an answer that strongly disagrees while number 5 (five) indicates an answer that strongly agrees. (4) The emergence of new ideas from the merging of one's own ideas and the ideas of others; and (5) a different perspective from the existing ones. Entrepreneurial interest is measured using the following indicators: (1) Desire to become an entrepreneur; (2) It is good to be an entrepreneur; (3) Independent from other people; and (4) Providing employment opportunities for others. Indicators are measured using a Likert scale ranging from 1 (one) to 5 (five). Number 1 (one) indicates an answer that strongly disagrees while number 5 (five) indicates an answer that strongly agrees. and (4) Providing employment opportunities for others. Indicators are measured using a Likert scale ranging from 1 (one) to 5 (five). Number 1 (one) indicates an answer that strongly disagrees while number 5 (five) indicates an answer that strongly agrees. and (4) Providing employment opportunities for others. Indicators are measured using a Likert scale ranging from 1 (one) to 5 (five). Number 1 (one) indicates an answer that strongly disagrees while number 5 (five) indicates an answer that strongly agrees.

Data was collected by distributing questionnaires behind closed doors (respondents only need to choose an existing answer). The results of the questionnaire answers were analyzed using multiple linear regression analysis and using the T-test or partial test to test the hypothesis.

RESULTS AND DISCUSSION

From the results of the analysis carried out, the calculated T value and the significance value of each research variable are obtained as follows:

Table 1. Calculated T values and their significance

Research variable	T amount	Meaning
Entrepreneurship Education	3,368	0.001
Revenue Expectations	4,149	0.000
Creativity	7,526	0.000

Source: Processed data.

From table 1. This shows that the calculated T-value of each research variable (entrepreneurship education, income expectations, and creativity) is 3.368; 4.149; and 7.526, all of which are greater than the t table value of 1.985 and have a significance value less than 0.05, so that entrepreneurship education, income expectations and creativity partially have a positive and significant effect on interest in entrepreneurship among students of the Faculty of Economics and Business, all of whom greater than the t table value of 1.985 and has a significance value less than 0.05, so that entrepreneurship education, income expectations and creativity partially have a positive and significant effect on interest in entrepreneurship in students of the Faculty of Economics and Business.

The results showed that entrepreneurship education had a positive and significant effect on the interest in entrepreneurship among students of the Faculty of Economics and Business, Wijaya Kusuma University, Surabaya. This means that the quality of entrepreneurship education increases, the interest in entrepreneurship will increase and vice versa. Therefore, the material provided must continue to be developed and adapted to what is happening so that the material remains relevant and not out of date. Thus students can acquire entrepreneurial knowledge and skills that can be used as provisions and capital to live a successful life by opening their own business as an entrepreneur. Entrepreneurship education can be obtained from both formal educational institutions and non-formal educational institutions. Formal educational institutions such as public and vocational high schools and tertiary institutions, while non-formal educational institutions such as course and training institutions. Students who have an interest in entrepreneurship will certainly continue to learn and ask people who are already entrepreneurship about entrepreneurship so that their knowledge will continue to increase. The results of this study support the results of research conducted by Wijaya (2021); Ngundiati and Fitrayati (2020). The results of this study indicate that income expectations have a positive and significant effect on the interest in entrepreneurship in students of the Faculty of Economics and Business, Wijaya Kusuma University, Surabaya. That is, if the income expectation is higher when entrepreneurship, it will increase the interest in entrepreneurship and vice versa. Income expectation is an important factor that a person considers when deciding whether to start entrepreneurship or not. Someone will be encouraged to start entrepreneurship when they have high expectations of earning by opening their own business. In addition to high income expectations, there are other attractions that can encourage interest in entrepreneurship by opening your own business, including: the expectation of a higher income than working as a civil servant or civil servant, and the expectation of earning an income above the average. With entrepreneurship a person can determine his own income and without a time limit according to the efforts made. The results of this study support the results of research conducted by Setiawan and Malik (2021). However, the results of this study are different from the results of research conducted by Widianingsih (2021) that income expectations have a positive and insignificant effect on entrepreneurial interest. The results of this study support the results of research conducted by Setiawan and Malik (2021). However, the results of this study are different from the results of research conducted by Widianingsih (2021) that income expectations have a positive and insignificant effect on entrepreneurial interest. The results of this study support the results of research conducted by Setiawan and Malik (2021). However, the results of this study are different from the results of research conducted by Widianingsih (2021) that income expectations have a positive and insignificant effect on entrepreneurial interest.

The results of this study indicate that creativity has a positive and significant effect on the interest in entrepreneurship in students of the Faculty of Economics and Business, Wijaya Kusuma

University, Surabaya. That is, the more creative in generating new ideas about a product, the higher the interest in entrepreneurship and vice versa. Statement by Fajar et. Al. (2020), that the potential interest in student entrepreneurship will increase if students are more creative in modifying, creating and combining things received. Creative entrepreneurs can develop their business by generating new ideas, thinking quickly in finding solutions to problems, and having a different perspective from what they already have. Discussing with entrepreneurs can lead to new ideas. Creativity is the basis for taking advantage of business opportunities and can create competitiveness in facing competition with competitors in the market. The results of this study support the results of research conducted by Ernawati (2021). However, the results of this study are different from the results of research conducted by Sumara and Andarini (2019) because creativity has a negative and insignificant effect on entrepreneurial interest.

CONCLUSION

Students need to be motivated so that after graduation they are oriented to open their own business as entrepreneurs and can provide employment for others. This effort is one way to reduce unemployment. This research was conducted to test whether several factors such as entrepreneurship education, income expectations and creativity can affect students' interest in opening business or becoming entrepreneurs. Data was collected using purposive sampling technique from students of the Faculty of Economics and Business, Wijaya Kusuma University, Surabaya. From the results of the analysis and discussion it can be concluded that these three factors have an influence on the interest in entrepreneurship in students.

There are also several suggestions that have been compiled by researchers, such as: (1) Entrepreneurship education materials must continue to be developed and adapted to developments in the business world, for example adapting to developments in marketing digitalization; (2) Encouraging students to have the perception that entrepreneurship will earn a higher income; and (3) Increasing student creativity in generating business ideas.

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