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THE FACTORS AFFECTING STIE YAPIS DOMPU STUDENTS' INTEREST IN ENTREPRENEURSHIP

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ABSTRACT

This research aims to acknowledge the effect of non-formal education, social and family environment, information technology, and business capital on entrepreneurial interest in STIE Yapis Dompu students. This research is a quantitative descriptive and analytic study with a survey method at STIE Yapis Dompu titled "Factors Affecting Entrepreneurial Interests in STIE Yapis Dompu Students. "The analytical technique used to measure the factors that influence entrepreneurial interest in STIE Yapis Dompu students is multiple linear regression using the SPSS version 21 program for windows. The results show that: 1) Partially, there is a significant effect of social and family environment variables and business capital on the entrepreneurial interest of STIE Yapis Dompu students. Meanwhile, the variables of non-formal education and information technology have no significant effect on the entrepreneurship interest of STIE Yapis Dompu students. 2) Simultaneously, the variables of non-formal education, social and family environment, information technology, and venture capital significantly affect the entrepreneurship interest of STIE Yapis Dompu students. The results of this study produce a coefficient of determination (R2) of 0.485, which means the ability of the four independent variables to explain the variable interest in entrepreneurship is 48.5%, while the rest (100% - 48.5% = 51.5%) is explained by the following factors: other factors outside the study. 3) The most dominant variables from other variables are the social and family environment. The assumption that non-formal education has a dominant influence on the entrepreneurial interest of STIE Yapis Dompu students has not been proven true.

Introduction

Unemployment in Indonesia is still a difficult problem to overcome. Unemployment can have a significant impact on the economy and society in a variety of ways and to different degrees (Pohlan, 2019). This is due to many job applicants compared to the existing job fields. The Head of the Central Statistics Agency (BPS), Dr. Suhariyanto, revealed that the Open Unemployment Rate (TPT) in Indonesia in August 2017 reached 5.50%. The decline in 2018 in August reached 5.34% (BPS, 2018a). Likewise, the number of TPT in West Nusa Tenggara (NTB) in August last year (2017) was 3.32%. TPT increased to 3.72%, which happened at the district level, one of which occurred in Dompu district in 2017 was 2.36% and increased to 3.29% (BPS, 2018b). The conditions that achieve this will be exacerbated if each individual is only oriented as a job seeker, not as a job creator who can accommodate

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several employees through entrepreneurship. In addition, today's job seekers face an ever-increasing amount of data and a time-consuming recruitment process (Mhamdi, Moulouki, El Ghoumari, Azzouazi, & Moussaid, 2020).

Many undergraduate students, including STIE Yapis Dompu, are more focused on finding work, not creating jobs. Most people in the world, including Indonesians, seem not to be interested in pursuing a career as an entrepreneur (Santosa & Krisdiyanto, 2012). Many of them also delay graduation because they feel they are not ready to participate in the recruitment selection rather than preparing to open a new business Universities should concentrate more on how graduates can develop jobs (Sumarsono, 2016). In addition, the community's perception, including families, is that being a Civil Servant (*PNS*) guarantees future success more than entrepreneurship (Permana & Martono, 2014).

STIE Yapis Dompu is one of the universities that provides entrepreneurship education materials. In general, entrepreneurship is the attitude, soul, and ability to create something new that is very valuable and useful for themselves and others. Entrepreneurship is a mentality and a soul eel that is always striving to enhance their devotees' work and increase their wealth (Ratten & Usmanij, 2021). As a higher education institution with a vision of becoming an excellent institution and able to create graduates who have strong personalities and integration are professional in their fields, have an entrepreneurial spirit, and have scientific intelligence. From this vision, STIE Yapis Dompu fully supports the development of the entrepreneurial world by fostering an entrepreneurial spirit in college students as an alternative to reducing the unemployment rate.

By having an entrepreneurial spirit, students are expected to be able to create jobs. Entrepreneurship is a method of thinking and a way of living that is constantly engaged in advancing the work of those who practice it in order to boost their own financial well-being (Prasetyo, Kadir, Wahab, & Shihab, 2021). Entrepreneurial spirit is not just about being an entrepreneur, trader, or businessman; this is also about adding any value to your job (Laura Hardilawati, Hinggo, Zaki, & Sinaga, 2018). To grow new entrepreneurs, it is necessary to improve the quality of human resources (Anggraini, 2017). The influence of non-formal education, such as training/courses and guidance for students, is an important factor in growing and developing the desire, spirit, and entrepreneurial behavior among the younger generation (Rahmadi & Heryanto, 2016; Rahmat, 2018).

Based on initial observations on April 11, 2018, researchers found that several STIE Yapis Dompu students had successfully started entrepreneurship such as food businesses, clothing, selling electrical pulses, typing and printing services, and performing arts, workshops, laundry businesses, handicrafts. Hand, cosmetics, and so on that are sold online or offline. Moreover, found students who are not entrepreneurs at all. The researcher also found several factors that influenced the students' interest in entrepreneurship, including non-formal education obtained from training or off-campus courses, influence or support from the social and family environment, information technology, and business capital which became a major consideration for students to become entrepreneurs.

From some of the problems mentioned above, there are still many other problems that are thought to affect the interest in entrepreneurship of students; therefore, it is necessary to research the factors that influence the interest in entrepreneurship with the title "Factors that influence the interest in entrepreneurship of stie yapis dompu students".

In order to keep this research focused and not stretched too far, this research is limited to the following:

1. What is examined are the factors that influence the interest in entrepreneurship in students at stie yapis dompu, including non-formal education, family environment, information technology, and business capital.
2. The subjects in this study were stie yapis dompu students who were still active.

Method

In this study, the authors used quantitative research with survey methods and descriptive and analytical research approaches. The population in this study was

STIE Yapis Dompu students who were still active, with 349 people as respondents. In taking the sample, the researcher used the slovin formula (Jonathan, 2006) to obtain a sample of 80 students. The data collection technique in this study used a questionnaire with a measurement scale using the Liert technique (Sugiyono, 2019).

A. Description of Respondent Characteristics

Respondents in this study were students of STIE Yapis Dompu, who was still active as many as 80 people with characteristics based on gender, age, study program, entrepreneurship, and parental occupation.

Result And Discussion

1. Validity Test

a. Test the Validity of Non-Formal Education Instruments (X_1)

Table 1
Result of Non-formal Education Variable Test (X_1) Correlations

		Non-formal education
X1.1	Pearson Correlation	.478**
X1.2	Pearson Correlation	.105
X1.3	Pearson Correlation	.314**
X1.4	Pearson Correlation	.663**
X1.5	Pearson Correlation	.542**
X1.6	Pearson Correlation	.451**
X1.7	Pearson Correlation	.601**
X1.8	Pearson Correlation	.648**
Non-formal education	Pearson Correlation	1
	Sig. (2-tailed)	
	N	80

Source: Processed Data Appendix 4: 85).

Based on the instrument validity test results of the non-formal education variable, there are valid items because of the value of $r_{arithmetic} > r_{table}$. Moreover, found invalid question items, namely item number two (2), because of the value of $r_{arithmetic} < r_{table}$ (0.105 < 0.220). One way to overcome this is to drop invalid questionnaires.

b. Test the validity of social and family environment variables (X_2).

Table 2
Validity Test of Social and Family Environment Variables (X_2).

Correlations		
		Social and Family Environment
X2.1	Pearson Correlation	.413**
X2.2	Pearson Correlation	.292**
X2.3	Pearson Correlation	.551**
X2.4	Pearson Correlation	.487**
X2.5	Pearson Correlation	.360**
X2.6	Pearson Correlation	.539**
X2.7	Pearson Correlation	.631**
X2.8	Pearson Correlation	.467**
Lingkungan Sosial dan Keluarga	Pearson Correlation	1
	Sig. (2-tailed)	
	N	80

Source: Processed Data

Based on the instrument validity test results of the social and family environment variables, all items are valid because of the value of $r_{arithmetic} > r_{table}$.

c. Test the validity of the Information Technology variable (X3)

Table 3
Information Technology Variable Validity Test Results (X3)

Correlations		
		Information Technology
X3.1	Pearson Correlation	.516**
X3.2	Pearson Correlation	.606**
X3.3	Pearson Correlation	.516**
X3.4	Pearson Correlation	.657**
X3.5	Pearson Correlation	.582**
X3.6	Pearson Correlation	.253*
X3.7	Pearson Correlation	.502**
X3.8	Pearson Correlation	.558**
Information technology	Pearson Correlation	1
	Sig. (2-tailed)	
	N	80

Source: Processed Data

Based on the results of the instrument validity test of the information technology variable, it shows that all items are valid because of the $r_{arithmetic} > r_{table\ value}$.

d. Test the Validity of Working Capital Instruments (X4)

Table 4
Validity Test Results for Working Capital Variables (X4)

Correlations		
		Working Capital
X4.1	Pearson Correlation	.028
X4.2	Pearson Correlation	.548**
X4.3	Pearson Correlation	.308**
X4.4	Pearson Correlation	.590**
X4.5	Pearson Correlation	.317**
X4.6	Pearson Correlation	.623**
X4.7	Pearson Correlation	.548**
X4.8	Pearson Correlation	.554**
Working capital	Pearson Correlation	1
	Sig. (2-tailed)	
	N	80

Source: Processed Data

Based on the results of the instrument validity test of the venture capital variable, it shows that all items are valid because of the value of $r_{arithmetic} > r_{table}$. Moreover, found invalid question items, namely item number one (1) because the value of $r_{arithmetic} < r_{table}$ (0.171 < 0.220). One way to overcome this is to drop invalid questionnaires.

e. Entrepreneurial Interest Instrument Validity Test (Y)

Table 5
The results of the validity test of the entrepreneurial interest variable (Y)

Correlations		
		Entrepreneurial interest
Y.1	Pearson Correlation	.486**
Y.2	Pearson Correlation	.349**
Y.3	Pearson Correlation	.467**
Y.4	Pearson Correlation	.416**
Y.5	Pearson Correlation	.445**
Y.6	Pearson Correlation	.555**
Y.7	Pearson Correlation	.564**
Y.8	Pearson Correlation	.405**
Y.9	Pearson Correlation	.454**
Y.10	Pearson Correlation	.427**
Y.11	Pearson Correlation	.206
Y.12	Pearson Correlation	.569**
Entrepreneurial interest	Pearson Correlation	1
	Sig. (2-tailed)	
	N	80

Source: Processed Data

Based on the results of the instrument validity test of the entrepreneurial interest variable, it shows that all items are valid because of the value of $r_{arithmetic} > r_{table}$. Moreover, found invalid question items, namely item number eleven (11) because the value of $r_{arithmetic} < r_{table}$ (0.206 < 0.220). One way

to overcome this is to drop invalid questionnaires.

The r table observations obtained the value of the sample (N) = 80 of 0.220. So, referring to the results of the validity test, it was found that after Dropping some invalid items, all instruments were obtained starting from the X variable, which consisted of X1, X2, X3, and X4, as well as for the Entrepreneurial Interest variable (Y) all resulted in the value of $r_{arithmetic} > r_{table}$. So it can be concluded that all instruments in this study can be said to be valid.

2. Reliability Test

Table 6
Instrument Reliability Test Results

Variable	r Cronbach's Alpha	Question Items	Description
Non-formal education (X1)	0, 591	7	Unreliable
Social and family environment (X2)	0, 462	8	Unreliable
Information technology (X3)	0,572	8	Unreliable
Working capital (X4)	0,495	7	Unreliable
Entrepreneurial interest (Y)	0, 641	11	Reliable

Source: Processed Data

The results of the instrument reliability test show that all independent variables covering non-formal education (X_1), social and family environment (X_2), information technology (X_3), and business capital (X_4) are not reliable because $r_{Alpha\ Cronbach}$ value <0.6. At the same time, the dependent variable, namely the interest in entrepreneurship (Y), is reliable because $r_{Alpha\ Cronbach}$ a value is > 0.6.

Table 7
Autocorrelation Test Results

Model Summary [b]

Model	Durbin-Watson
1	2.063

a. Predictors: (Constant), Working Capital, Information Technology, Non-formal Education, Social and Family Environment
b. Dependent Variable: Entrepreneurial interest

Source: SPSS 17.0 Processed Data, 2019

Based on the results of the autocorrelation test table, it is known that the DW value of 2,063 is compared with the value of the significance table of 5% (0.05) with a total sample of 80 and the number of independent variables 4 (K=4) = 4.80 so that the dU result from the table r = 1,743. DW value > dU limit and DW less than (4-dU) = 4 – 1.743 = 2.257. So it can be concluded that there is no autocorrelation problem.

3. Classical Assumption Test

a. Normality test

Table 8
Data Normality Test Results

One-Sample Kolmogorov-Smirnov Test

	Unstandardized Residual
Kolmogorov-Smirnov Z	.489
Asymp. Sig. (2-tailed)	.970

Source: Processed Data

The normality test results found that the significance of the normality test was 0.970, which was greater than the significance level (0.970 > 0.05). Thus, the research data are normally distributed

so that the regression analysis can be carried out.

b. Multicollinearity Test

Table 9
Multicollinearity Test Results

Coefficients [a]

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Non-Formal Education	.811	1.232
	Social and Family Environment	.744	1.344
	Information technology	.781	1.281
	Working Capital	.787	1.271

Source: Processed Data

From the multicollinearity test table, it is known that the tolerance value for non-formal education is 0.811 > 0.1 (10%), the social and family environment is 0.744 > 0.1 (10%), information technology is 0.781 > 0.05 (10%), and working capital is 0.885 > 0.1 (10%), then all independent variables do not occur multicollinearity.

Based on the multicollinearity test, it is known that the VIF value of non-formal education is 1.232 < 10, the VIF value of the social and family environment is 1.344 < 10, the VIF of information technology is 1.281 < 10, and the VIF of venture capital is 1.271 > 10, so it can be concluded that all the independent variables are not there is a multicollinearity problem.

c. Autocorrelation Test

Table 10
Autocorrelation Test Results

Model Summary [b]

Model	Durbin-Watson
1	2.063

a. Predictors: (Constant), Working Capital, Information Technology, Non-formal Education, Social and Family Environment
b. Dependent Variable: Entrepreneurial interest

Source: Processed Data

Based on the results of the autocorrelation test table, it is known that the DW value of 2,063 is compared with the value of the significance table of 5% (0.05) with a total sample of 80 and the number of independent variables 4 (K=4) = 4.80 so that the dU result from the table r = 1,743. DW value > dU limit and DW less than (4-dU) = 4 – 1.743 = 2.257. So it can be concluded that there is no autocorrelation problem.

d. Multiple Linear Regression Hypothesis Test

Table 11
Multiple Linear Regression Analysis Results

Coefficients[a]

Model		Unstandardized Coefficients
		B
1	(Constant)	-.412
	Non-Formal Education	.047
	Social and Family Environment	.624

Information technology	.298
Working Capital	.446

a. Dependent Variable: Entrepreneurial interest

Source: Processed Data

The results of the regression analysis obtained the following regression equation:

$$Y= (-0,412) + 0,047X_1 + 0,624X_2 + 0,298X_3 + 0,446X_4 + e$$

The regression model can be interpreted as follows:

1) The constant value (α) is (-0.412). This can be interpreted if the variables of non-formal education, social and family environment, information technology, and business capital are negative. The interest in entrepreneurship is expected to decrease by (-0.412).
2) β_3 = 0.047 means that if the other independent variables are considered constant for every increase in the non-formal education variable (X_1), students' level of interest in entrepreneurship will also increase.
3) β_3 = 0.624 means that if the other independent variables are considered constant for every increase in the social and family environment variables (X_2), students' level of interest in entrepreneurship will also increase.
4) β_3 = 0.298 means that if the other independent variables are considered constant for every increase in the information technology variable (X_3), students' level of interest in entrepreneurship will also increase.
5) β_3 = 0.446 means that if the other independent variables are considered constant for every increase in the working capital variable (X_4), students' level of interest in entrepreneurship will also increase.

The results of the multiple linear regression hypothesis tests consisting of the F test (simultaneous), t-test (partial), dominant variable test, and coefficient of determination (R2) are as follows:

a). Simultaneous Test (F Test)

The F test is used to determine whether the variables of non-formal education, social and family environment, information technology, and business capital have a significant influence on interest in entrepreneurship. The results of the simultaneous test are as follows:

Table 12
Simultaneous Test Results (F Test)

ANOVA [b]

Model		F	Sig.
1	Regression	17.635	.000[a]
	Residual		
	Total		

a. Predictors: (Constant), Working Capital, Information Technology, Non-formal Education, Social and Family Environment
b. Dependent Variable: Entrepreneurial interest
Source: Processed Data

From the results of simultaneous hypothesis testing with the F test, it can be seen that the value of $F_{arithmethic} > F_{table}$ (17.635 > 2.494) with a significance value or p-value < α (0.000 < 0.05), then Ho is rejected, and Ha is accepted so that it is proven true. This means that non-formal education, social and family environment, and business capital simultaneously affect the entrepreneurship interest of STIE Yapis Dompu students.

b) Partial Test (t-Test)

This test is used to determine the magnitude of the effect of each independent variable partially on the dependent variable. Partial test results are as follows:

Table 13
Partial Test Results (t-Test)
Coefficients[a]

Model		T	Sig.
1	(Constant)	-.080	.937
	Non-formal Education	.364	.717
	Social and Family Environment	3.854	.000
	Information Technology	1.967	.053
	Working Capital	3.583	.001

a. Dependent Variable: Entrepreneurial interest

Source: Processed Data

Based on the table of results of partial hypothesis testing with t-test, and it is known tha tthe t_{table} value is 1.992, it can be seen that the effect of each independent variable on the dependent variable is as follows:

1) Partial test results (t test) for non-formal education (X_1)
   Non-formal education has $t_{arithmetic} < t_{table}$ (0.364 < 1.992) and a significance value or p-value > α (0.717 > 0.05), then H0 is accepted and Ha is rejected, so it is not proven true. This means that non-formal education is not an important factor in the interest in entrepreneurship for STIE Yapis Dompu students.
2) Partial test results of social and family environment (X_2)
   The social and family environment has $t_{arithmetic} > t_{table}$ (3.854 > 1.992) and a significance value or p-value < α (0.000 < 0.05), then H0 is rejected. Ha is accepted so that it is proven true. This means that the social and family environment is one of the important factors in the interest in entrepreneurship in STIE Yapis Dompu students.
3) Information technology partial test results (X_3)
   Information technology has a value of $t_{arithmetic} < t_{table}$ (1.967 <1.992) and a significance value or p-value > α (0.053 > 0.05), then H0 is accepted, and Ha is rejected so that it is not proven true. This means that information technology is not an important factor in the interest in entrepreneurship in STIE Yapis Dompu students.
4) The results of partial test of working capital (X_4)
   Working capital has $t_{arithmetic} > t_{table}$ (3.583 > 1.992). A significant value or p-value < α (0.001 < 0.05), then H0 is rejected, and Ha is accepted so that it is proven true. This means that business capital is one of the important factors in the interest in entrepreneurship in STIE Yapis Dompu students.

c) Dominant Variable Test

Dominant test is conducted to determine which independent variable has the most influence on the dependent variable compared to several other independent variables.

Table 14
Dominant Variable Test Results
Coefficients[a]

Model	Unstandardized Coefficients B	Sig.
1 (Constant)	-.412	.937

Non-formal Education	.047	.717
Social and Family Environment	.624	.000
Information Technology	.298	.053
Working Capital	.446	.001

a. Dependent Variable: Entrepreneurial interest

Source: Processed Data

From the results of multiple linear regression hypothesis testing, it has been found that the value of and the significance of each variable, it can be concluded that the most dominant variable from the independent variable is the variable "social and family environment" because the value of β = 0.624 where the value is further away from zero (0) or the value of $t_{arithmetic}$ = 3.854 is greater than the other variables, and the value of sig < α (0.000 < 0.05). Thus, Ho is accepted, and Ha is rejected so that it is not proven true.

d) Determination Coefficient (R^2)

The coefficient of determination analysis aims to determine how far the ability of the independent variables together to explain the dependent variable (interest in entrepreneurship).

From the results of the analysis using the SPSS 17.0 program application, it can be seen in the following table:

Table 15
Determination Coefficient Test Results

Model Summary

Model	R Square
1	.485

a. Predictors: (Constant), Working Capital, Information Technology, Non-formal Education, Social and Family Environment

Source: Processed Data

The table above shows that the value of the coefficient of determination (R^2) is 0.485 or 48.5%. This means that the ability of the independent variables together, namely non-formal education, social and family environment, information technology, and business capital, to explain the interest in entrepreneurship is 48.5%, where the value is close to zero (0) and still away from one (1) so that it only has an effect in the moderate category (see table 3.2 p.39). While the rest (100% - 48.5% = 51.5%) is influenced/explained by other factors outside the study.

Conclusion

Based on the data obtained from the results of the study, it can be concluded as follows:

Non-formal education does not have a significant effect on interest in entrepreneurship. This can be seen from the $t_{arithmetic} < t_{table}$ (0.364 < 1.992). The value of sig > α (0.717 > 0.05).

The social and family environment significantly influences the interest in entrepreneurship. This can be seen from the $t_{arithmetic} > t_{table}$ (3.854 > 1.992). The value of sig < (0.00 < 0.05).

Information technology does not have a significant effect on interest in entrepreneurship. This can be seen from the value of $t_{arithmethic} < t_{table}$ (1,967 < 1,992). The value of sig > α (0.053 > 0.05).

Working capital has a significant influence on interest in entrepreneurship. This can be seen from the $t_{arithmetic} < t_{table}$ (3.583 > 1.992). The value of sig < α (0.01 > 0.05).

The most dominant variable that influences entrepreneurial interest in STIE Yapis Dompu students is the social and family environment variable because the value of β = 0.624, where the value is further away from 0 or the t count value of 3.854 is greater than other variables, and the value of sig < α

(0.000 < 0.05). So Ho is accepted, and Ha is rejected and not proven true.

Non-formal education, social and family environment, information technology, and business capital have a significant influence simultaneously (together) on the entrepreneurship interest of STIE Yapis Dompu students. This is shown through multiple regression test which shows that the value of F arithmetic > F table (17.635 > 2.494) with a significance value or p-value < (0.000 < 0.05).

The multiple linear regression equation is as follows: Y= (-0.412) + 0.047X1 + 0.624X2 + 0.298X3 + 0.446X4 + e

The coefficient of determination (R^2) is 0.485 or 48.5%, which means that the independent variables' ability, namely non-formal education, social and family environment, information technology, and business capital, to explain an interest in entrepreneurship is 48.5%. While the rest (100% - 48.5% = 51.5%) is influenced/explained by other factors beyond the study.

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