

Analysis of Student Entrepreneurial Interest Stimulators at Universities in Pematangsiantar City

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Abstract

In Indonesia, the development of small and micro enterprises has increased significantly every year. This informs that the interest in entrepreneurship in Indonesia is very high. In the future, it is expected to become one of the pioneers of stimulus for economic progress in developed countries. The main purpose of this study was to analyze and examine the effect of entrepreneurship knowledge, self-efficacy, and social media utilization on student entrepreneurial interest in universities in Pematangsiantar City. This study's research method includes library and field research design with a quantitative approach. The research subjects taken in this study were SME actors in the culinary sector in Pematangsiantar City. Data collection techniques using observation, interviews, questionnaires, and documentation. The data analysis method used is Partial Least Square (PLS). The study stated positive and significant results between entrepreneurship knowledge, self-efficacy, and social media utilization with entrepreneurial interest. The implications of this study conclude in the digital age when in this case, substantial knowledge from students about entrepreneurship is needed to turn ideas into businesses in order to be able to realize their visions into reality.

Keywords: entrepreneurship knowledge; self-efficacy; social media utilization; entrepreneurial interest.

Abstrak

Di Indonesia perkembangan usaha kecil dan mikro setiap tahunnya mengalami kenaikan yang signifikan. Hal ini menginformasikan bahwa minat berwirausaha di Indonesia sangat tinggi dan kedepannya diharapkan mampu menjadi salah satu pioner stimulus kemajuan ekonomi pada negara maju. Tujuan utama penelitian ini untuk menganalisis dan menguji pengaruh entrepreneurship knowledge, self-efficacy, dan social media utilization terhadap student entrepreneurial interest pada Perguruan Tinggi di Kota Pematangsiantar. Metode penelitian dalam penelitian ini meliputi desain penelitian kepustakaan dan lapangan dengan pendekatan kuantitatif. Subjek penelitian yang diambil dalam penelitian ini adalah pelaku UKM sektor kuliner di Kota Pematangsiantar. Teknik Pengumpulan data menggunakan observasi, wawancara, kuesioner dan dokumentasi. Metode analisis data yang digunakan adalah Partial Least Square (PLS). Hasil penelitian menyatakan hasil yang positif dan signifikan antara entrepreneurship knowledge; self- efficacy; social media utilization dengan entrepreneurial interest. Implikasi penelitian ini menyimpulkan di era digital saat ini, diperlukan pengetahuan yang konkret dari kalangan mahasiswa mengenai kewirausahaan untuk mewujudkan ide menjadi bisnis agar mampu mewujudkan visinya menjadi kenyataan.

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Kata Kunci: entrepreneurship knowledge; self-efficacy; social media utilization; entrepreneurial interest

INTRODUCTION

College graduates must have good competence, life skills, and independence in order to be able to build a career (job creation) by empowering the resources around them, not vice versa can only be job seekers (Engel, Kaandorp, and Elfring 2017); (Muliadi, Mirawati, and Prayogi 2021). Interest in entrepreneurship is characterized by a desire to make maximum efforts to open a business by obtaining the desired income following the objectives (Samoedra et al. 2020); (Sanchaya Hendrawan and Sirine 2017). Forming intentions is the first fundamental step, and analyzing how a person starts entrepreneurship (Engel et al. 2017) makes sense. Interest in entrepreneurship is characterized as a desire in a person to make maximum efforts to open a business by obtaining the desired income following the objectives (Santoso 2021); (Julyanthry et al. 2021). The tendency in a person to feel interested in certain fields and happy to be involved in various activities is representative of entrepreneurial interest (Ayesha et al. 2021). Each student's entrepreneurial knowledge and skills are expected to reinforce entrepreneurship knowledge for entrepreneurial beginners (Yusuf and Efendi 2019).

The essence of entrepreneurial knowledge is needed to remember, learn and apply information in the brain, so the brain can encourage the body to become entrepreneurship (Yusuf and Efendi 2019). Entrepreneurship knowledge can be obtained from entrepreneurship courses in the form of theory and practice in the field by selling products (Roxas 2014); (Muniarty et al. 2021). Entrepreneurial knowledge can also be obtained through exchanging ideas with fellow entrepreneurs (Arifin, Ananda, and Khairani 2020). Discussions conducted by entrepreneurs with students are felt to be able to open up ideas and innovations about the business to be run (Roxas, Cayoca-Panizales, and De Jesus 2009). Interest in entrepreneurship is a person's choice of activity because he is interested, happy, and willing to be an entrepreneur and dare to take risks to achieve success (Firman and Putra 2020). Interest in entrepreneurship will grow when someone has established knowledge about the technicalities of starting a new business (Lestari et al. 2020); (Hasan et al. 2021). In addition, entrepreneurial knowledge can encourage students to become more interested in entrepreneurship, and the production of products or ideas in business can be created and marketed (Arifin et al. 2020). Research result (Sampurnaningsih et al. 2020); (Mambu, Pangemanan, and Pandowo 2019), revealed that entrepreneurship knowledge contributes to and has a significant impact on entrepreneurial interest.

Entrepreneurial knowledge will affect perceptions and attitudes, affecting self-efficacy and interest in entrepreneurship (Firman and Putra 2020); (Zhang, Duysters, and Cloudt 2014). In addition, self-efficacy is considered important for students because self-efficacy in entrepreneurship is influenced by one's knowledge and attitudes as a form of positive or negative beliefs in entrepreneurial behavior (Sugianingrat, Wilyadewi, and Sarmawa 2020). Interest in entrepreneurship with self-efficacy are two important things for a person to feel interested in certain fields and happy to be involved in various business activities (Sutela and Adnyani 2021); (Irwansyah et al. 2021). The second problem is that students' self-efficacy level related to their ability to start a new business is still relatively low, so they are hesitant to decide to establish a business (Inrawan et al. 2021). Someone who believes in their abilities and beliefs shows good results when they want to do a business based on the intensity of their entrepreneurial interest (Sugianingrat et al. 2020). The results showed that self-efficacy significantly positively *affected entrepreneurial interest* (Utari and Sukidjo 2020); (Santoso and Oetomo 2018).

In addition to the self-efficacy factor, in-depth knowledge regarding the use of social media in entrepreneurship is also required. It aims to make it easier for novice entrepreneurs to develop their marketing strategies in the market (Zainol and Al Mamun 2018). The next problem is that the opportunity to implement social media utilization in their business has not been

achieved optimally. Social media and a group of internet-based applications that enable interactions among people where they create new value and can exchange content (Al Mamun et al. 2020); (Nawi et al. 2019), which offers context and opportunities for entrepreneurs to participate collaboratively (Laroche et al. 2012). Social media use can be considered a component of entrepreneurial networking, which refers to the network style, strategy, or entrepreneurial process (Engel et al. 2017); (Basoeky et al. 2021). The results of research examining social media utilization also show that social media utilization has a significant positive effect on *entrepreneurial interest* (Anisa, Rachma, and Arifin 2021); (Purwanto 2021).

In the current era of digitalization, the role of technology acceptance also contributes to influencing students' intentions to become entrepreneurs (Sherly, Halim, and Sudirman 2020). With the rapid advancement of technology, it is believed to provide better business prospects (Julyanthry et al. 2021). However, the problem with this research is the limited knowledge of students regarding the use of social media utilization (Halim, Sherly, and Sudirman 2020). This condition makes it difficult for students when they graduate to try entrepreneurship, and the implication is that interest in entrepreneurship will be lower in the future (Halim et al. 2020). If entrepreneurship knowledge, self-efficacy, and social media utilization can be developed to the maximum, this will increase the passion for becoming an entrepreneur (Laroche et al. 2012). Thus, the importance of managing entrepreneurship knowledge, self-efficacy, and social media utilization in the campus environment aim to encourage high interest in students to be entrepreneurial. So there is a need for an in-depth study related to student entrepreneurial interest in more depth. This study aims to analyze and examine the effect of entrepreneurship knowledge, self-efficacy, and social media utilization on student entrepreneurial interest in universities in Pematangsiantar City.

Research on student entrepreneurial interest is believed to be very important to provide an overview of information related to the entrepreneurial intention of today's students. This study uses entrepreneurship knowledge, self-efficacy, and social media utilization variables to stimulate student entrepreneurial interest. This research uses a different construct from previous research, namely entrepreneurship knowledge, which uses indicators of taking business risks, analyzing business opportunities, formulating problem solutions (Roxas et al. 2009); (Sanchaya Hendrawan and Sirine 2017) and additional indicators from the author to realize an idea. Based on the theoretical explanation and the results of the empirical studies that have been described previously, the research framework can be described as follows:

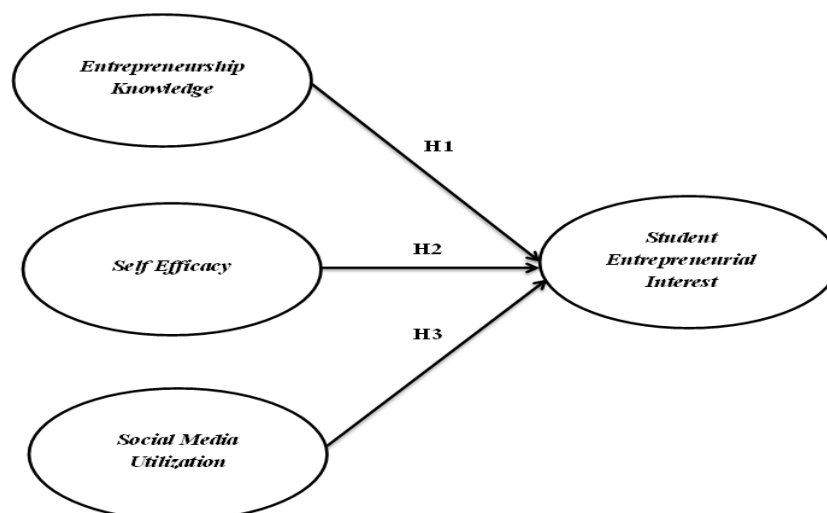


Figure 1. Research Thinking Framework

From Figure 1 above, the research hypotheses can be formulated, including:

H1 = Entrepreneurship knowledge affects student entrepreneurial interest

H2 = Self-efficacy affects student entrepreneurial interest

H3 = Social media utilization affects student entrepreneurial interest

RESEARCH METHODS

This study uses a literature and field research design with a quantitative approach. The research plan is carried out from early 2022 until the end of 2022. The location selection is adjusted to the number of students in eight universities, namely HKBP Nommensen Pematangsiantar University, Simalungun University, Efarina University, Pure Indonesian Business Polytechnic, School of Economics (STIE) Mars, Sultan Agung College of Economics, Indonesian College of Management Accounting, and STIKOM Tunas Bangsa. The population in this study is the total number of students at Pematangsiantar City Universities. The sampling method used in this study is the convenience sampling method, where this technique was chosen because it is the fastest method due to time constraints, and anyone who accidentally meets the researcher can be used as a sample if that person is considered suitable as a data source. According to (Hair 2014), if the population is unknown, the number of samples can be determined from 5-10 times the number of indicators used in a single construct. This study uses 13 indicators from 4 dimensions of existing variables, so the number of research samples obtained is $13 \times 10 = 130$. The data analysis method used is Partial Least Square (PLS). The data analysis test tool uses the statistical software Smartpls 3.0. The analysis stage consists of testing the validity and Reliability and evaluating the external model with convergent validity. The expected convergent validity criteria are > 0.7 (Hair 2014). The internal evaluation model reviews the value of R Square (R²) with the criteria that the R² value is in the range of 0.5-0.6, which means good, 0-0.33, which means moderate, and 0-0.19, which means weak. Next, reviewing the F-Square (f²) value with assessment criteria of 0.02, which means weak, 0.15, moderate, and 0.35, which means large (Hair 2014). Finally, testing the hypothesis, which is the criterion for measuring significance and probability values < 0.05 .

RESULTS AND DISCUSSION

Outer Model Measurement

In the validity test presented in table 2, the value of each loading factor and AVE on the indicator of entrepreneurship knowledge, self-efficacy, social media utilization, and student entrepreneurial interest is above 0.7 for the loading factor, and above 0.5 for AVE, so it indicates that all items used in the construct are valid. Furthermore, the value for each Reliability as measured by the composite reliability value and Cronbach's alpha, it is known that entrepreneurship knowledge, self-efficacy, social media utilization, and student entrepreneurial interest have a value above 0.7, thus indicating that all research variables have an excellent reliability value. Furthermore, judging from the R-square value of the endogenous variable, the value obtained is 0.405 for competitive advantage, this shows that the overall ability of exogenous variables to explain competitive advantage is moderate (Ghozali 2014).

Table 2. Validity, Reliability, and R-Square test

Variables	Items	Outer Loading	Average Variance Extracted (AVE)	Composite Reliability	Cronbach's Alpha
Entrepreneurship Knowledge	Analyzing Business Opportunities (EK1)	0.747	0.634	0.873	0.805
	Taking Business Risks (EK2)	0.826			
	Formulating Problem Solutions (EK3)	0.865			

Variables	Items	Outer Loading	Average Variance Extracted (AVE)	Composite Reliability	Cronbach's Alpha
Self-Efficacy	Ability to Realize an Idea (EK4)	0.740	0.726	0.914	0.874
	Task Difficulty Level (SE1)	0.867			
	The Power of Faith (SE2)	0.870			
	Generality (SE3)	0.841			
	Implementing People (SE4)	0.829			
Social Media Utilization			0.739	0.931	0.887
	Perceived Usefulness (SMU1)	0.933			
	Perceived Ease (SMU2)	0.963			
	Intention to Use Social Media (SMU3)	0.812			
Student Entrepreneurial Interest			0.748	0.899	0.831
	Cognitive (SEI1)	0.841			
	Affective (SEI2)	0.883			
	Conative (SEI3)	0.871			
R-Square					
		<i>R-square</i>	<i>R-square Adjusted</i>		
Student Entrepreneurial Interest		0.666	0.658		

Source: Data Processing Results (2022)

Hypotheses Test

Furthermore, a significance test was carried out to prove the hypothesis testing to determine the relationship between the exogenous and endogenous variables. The significance criterion was seen from the p-value. With a significance level of 5%, if the p-value between the exogenous variables and the endogenous variable is less than 0.05, the exogenous variables significantly affect the endogenous variable. In contrast, if the value is higher than 0.05, the exogenous variables do not significantly affect the building of the endogenous variable. The results of the hypothesis test are presented in table 3:

Table 3. Hypotheses Result

Hypotheses	Coefficients	t-Statistics	P-Value	Result
Entrepreneurship Knowledge→ Student Entrepreneurial Interest(H1)	0.337	3,800	0.044	Accepted
Self-Efficacy→ Student Entrepreneurial Interest(H2)	0.479	6.309	0.000	Accepted
Social Media Utilization→ Student Entrepreneurial Interest(H3)	0.166	3,833	0.001	Accepted

Source: Data Processing Results (2022)

Based on the results of testing the first hypothesis (H1), obtained results that lead to positive and significant results between entrepreneurship knowledge and student entrepreneurial interest. This study's results prove that entrepreneurship knowledge is vital to encourage student entrepreneurial interest in the current digitalization era. Studying entrepreneurship will be something important to give at university. Entrepreneurship education is believed to increase the spirit and develop skills and knowledge among students so that they will have provisions after graduation (Campos, de la Parra, and Parellada 2012). In addition, the urgency of having knowledge related to entrepreneurship has a broader goal, namely, entrepreneurship can improve the quality of human life. Potential entrepreneurs who started their business already had a job,

were in education, or had retired were more likely to be motivated by opportunity, finance, or family motivation (Arzubiaga et al. 2018). This is because efforts to grow entrepreneurship knowledge require a strong drive and determination to be stronger than that of the average person in general (Jusoh et al. 2011). An aspiring entrepreneur must have initiative, a high level of energy, and a strong desire to excel. This ambition creates a strong desire to succeed in entrepreneurship and forms a person into a substantial, realistic, optimistic, and unyielding person who dares to be firm and confident in his abilities but, on the other hand, remains humble person (Duval-Couetil 2013). Interest in entrepreneurship built from an early age is one way to maximize the potential or abilities possessed following the field mastered, both academic and non-academic. Of course, there are many other benefits of starting your own business. In addition to seeking profit, it can also help the economy of others and the surrounding community where our place of business will be established later, namely by providing job opportunities and opportunities for others to develop, as well as maximizing their potential.

Based on the results of testing the second hypothesis (H2), obtained results that lead to positive and significant results between self-efficacy and student entrepreneurial interest. These results prove that self-efficacy in students related to interest in entrepreneurship needs to be grown because it can affect choices, goals, and efforts to create jobs. Students who judge that they have high self-efficacy will have greater effort, more achievements, and are more persistent in facing tough challenges than students who lack self-efficacy (Roxas et al. 2009). This is, of course, because someone who wants to decide to run a business is thinking creatively based on his level of self-efficacy. Without self-efficacy and creativity, they can have difficulty trying and will have an impact on obstacles when they will do business. Having self-efficacy and creative thinking should have the basic pattern of creative thinking (Muliadi et al. 2021). This helps problem solvers in finding solutions. Thinking there will be a way out if there is a difficulty, not thinking there is a problem on occasion. Think that there will be a solution to every problem, not that there is no solution, because there must be a solution to every problem (Oktaria et al. 2021). Also, try to start thinking that nothing is impossible to solve, not that everything impossible will be unsolvable. That is the way to make changes because whatever it is, change is a part of life. Creative thinking has many advantages and uses for individuals as well as organizations. Understanding creativity is one of the important factors in running or facing a business (Sugianingrat et al. 2020). With existing creative thinking, new ideas and opportunities will be born, thinking in solving problems with innovative solutions, creating new technologies, and overcoming limitations with the best advantages. A high level of self-efficacy not only solves problems but gives birth to something better, original, and creatively solved. They were thinking about problem-solving with innovative solutions, creating new technologies, and overcoming limitations with the best advantages.

Based on the results of testing the third hypothesis (H3), obtained results that lead to positive and significant results between social media utilization and student entrepreneurial interest. These results prove that social media utilization is crucial to fostering student interest in entrepreneurship. Social media utilization is still a very interesting platform to explore in terms of how brands or publishers seek to develop marketing channels with the concept of digitization (Anisa et al. 2021). The use and implementation of digital marketing using social media have gained a large space in market share and have implications for encouraging student interest in promoting their products online. Visual content presented through social media attracts more attention to consumers than written copy in the form of text. This kind of content shift reduces the trend of users of text-based apps towards apps that can upload visual content (Sherly et al. 2020). Prospective business or business actors need to take advantage of the presence of social media optimally so that the information available to consumers is updated according to market developments (Firman and Putra 2020). In an ever-changing environment, the ability to have business alignment and internet technology is a challenge for aspiring entrepreneurs. In addition,

prospective entrepreneurs need high flexibility to have service preferences. Unlike large companies or organizations, aspiring entrepreneurs generally have limited resources and market experience. In order to improve the performance of e-marketing, aspiring entrepreneurs must be willing to take risks in faster and more complex investments in a high-level industry (Cao et al. 2018). The faster and more dynamic the industry changes for a product, the easier it will be for prospective entrepreneurs to improve their electronic marketing performance.

CONCLUSION

This study's results concluded that entrepreneurship knowledge, self-efficacy, and social media utilization have a positive and significant effect on student entrepreneurial interest. The growing interest in entrepreneurship requires hard efforts and is not easy to apply to the younger generation. In general, it takes students' maturity of entrepreneurship knowledge and self-efficacy before they want to go directly to open a business. Being an entrepreneur is not enough if you only dwell on buying and selling products. The character of a successful entrepreneur is to have a future-oriented mindset, which means having a clear vision of the future and broad entrepreneurial knowledge. The entrepreneurial spirit is the spirit and mentality to develop continuously based on creativity. Students who can apply their spirit and mentality in working and carrying out business activities are believed to have a greater chance of success in entrepreneurship. In addition, thanks to digital-based social media utilization, business is available to anyone who can use the internet. Nowadays, it is almost essential to use digital media for business. Digitalizing goods and services marketing and its increasing use of the internet led to the spread of e-commerce. The introduction of brands, products, and services in the electronic environment and their sale is mandatory in terms of competition in the market. This necessity has forced some aspiring entrepreneurs to create their e-commerce platforms, while others have already started operating on e-marketplaces. The theoretical implication of this study concludes that the success of entrepreneurship learning in universities must be carried out with high enthusiasm and commitment by both personal lecturers and institutions. The impact of effective entrepreneurship learning will have an impact on high entrepreneurship knowledge among students. In addition, developing entrepreneurship should be done using the coaching clinic method. The development model with the coaching method must be carried out as entrepreneurial practices in the real world to adapt to the current business environment.

The managerial implication in this study concludes that seriousness is needed in the current digitalization era to foster enthusiasm and interest in entrepreneurship among students. This is a concrete step to change the mindset and culture of looking for work into a culture of creating jobs so that gradually economic power does not only rely on the left quadrant but the right. On the other hand, The challenge of today's business organizations is how to make a smooth transition from the first generation of entrepreneurship knowledge which emphasizes the storage of knowledge with the help of information and communication technology, to the third generation of entrepreneurship knowledge which emphasizes entrepreneurship knowledge as part of organizational culture and is ingrained in every work practice and the resulting product. And the important actors or actors of entrepreneurship knowledge are all members of the organization with a leadership role as a motor, model, and facilitator to drive innovation through the spirit and spirit of entrepreneurship which is an absolute requirement for innovation in the organizational environment. For further research can develop and explore matters related to stimulant student entrepreneurial interest or can also add other variables that are related and have not been used in this study. Furthermore, the sample size used in the study is still small and has not been able to provide general generalizations, further research should add a larger sample size from different regions. On the other hand, for larger sample sizes and more complex models, data analysis methods with the CB-SEM approach can be used using the Amos application.

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