

Entrepreneurship intentions for students in Jambi Province, Indonesia (Study in response to the implementation of the freedom to learn, independent campus)

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Abstract

This study aims to: 1) analyze the characteristics of student entrepreneurial intentions in Jambi Province; 2) Analyze the factors that influence student entrepreneurial intentions in Jambi Province. The main data used are primary data collected from student respondents in Jambi Province. Apart from that, secondary data were also collected related to entrepreneurial aspects from related agencies. Descriptive statistical tools and single or cross-frequency tables were used to analyze respondents' characteristics and entrepreneurial intentions. To analyze the factors that influence student entrepreneurial intentions using the Structural Equation Modeling (SEM) model. The results of the study found that students' interest in entrepreneurship in Jambi Province was relatively high. It shows that there is a high potential for students to become young entrepreneurs in the future. Individual characteristics, attitudinal factors significantly influence this entrepreneurial interest, and contextual factors from students Skills should follow this high interest in entrepreneurship in entrepreneurship. Therefore, in collaboration with central and local governments, universities are advised to develop and improve students' entrepreneurship training.

Keywords: *Entrepreneurship, Millennial, Student*

JEL Classification: D91, J24, J62, M21

INTRODUCTION

Entrepreneurship is one of the job options that is a driver of development. It is due to the nature of the entrepreneurial field with the freedom and ability to work independently to create new jobs and increase employment. The number of entrepreneurs in a country can indicate the progress of the country. Referring to the 2018 Entrepreneurship Global Index (EGI), the average entrepreneurship index in developed countries is currently 14 percent. On the other hand, the entrepreneurship index in Indonesia has only reached 3.1 percent. This figure is below the entrepreneurial index of other ASEAN countries, namely Thailand, Singapore, Malaysia, and the Philippines (Ács et al., 2018).

To increase the number of entrepreneurs in Indonesia, the Government has enacted Law Number 40 of 2009 concerning Youth. Based on Article 27 of the Law, it is stated that the development of youth entrepreneurship aims to develop potential skills and business independence. Even so, efforts to create jobs through entrepreneurship activities still experience considerable obstacles, especially in fostering entrepreneurial intention or interest. Particularly for university graduates, there is still a high tendency for them to seek work either as civil servants, state-owned enterprises, or working in large companies rather than entrepreneurship. On the other hand, the limited employment opportunities impact the high unemployment rate of university graduates. In August 2019, the open unemployment rate of higher education graduates in Indonesia reached 5.74 percent, relatively higher than the open unemployment as a whole, which was 5.28 percent (BPS, 2020a)

This fact shows that the growth of entrepreneurship in a country cannot be separated from higher education institutions' role to educate and provide entrepreneurial skills to students and motivate students to choose entrepreneurship as their career after graduating. Jambi Province is one of Indonesia's regions with the same problem related to the relatively high unemployment rate for college graduates. In 2019, the unemployment rate for university graduates in this area reached 5.38 percent, while the overall unemployment rate was only 4.19 percent (BPS, 2020b). The increase in college graduate unemployment has great potential in considering the number of universities and students in Jambi Province. In 2018 (Ristekdikti, 2019), the number of tertiary institutions (universities, colleges, academies, polytechnics) in Jambi Province was 63 units with 90,516 registered students.

Based on this phenomenon, it is necessary to study student entrepreneurial intentions and their Jambi Province factors. This study's results are expected to be a model for increasing entrepreneurship and reducing college graduates' unemployment rate. Besides, this study's results are also expected to provide the necessary information in implementing the freedom to learn, the independent campus that has been proclaimed, especially at universities in Jambi Province and generally in Indonesia.

Based on the above, this study aims to analyze: 1) the characteristics of student entrepreneurial intentions in Jambi Province; 2) factors affecting student entrepreneurial intentions in Jambi Province

LITERATURE REVIEW

Entrepreneurial intention refers to an individual's desire to create and run a business (Lestari, 2012). Entrepreneurial intention is the initial stage of a long-term process of establishing a business (Lee & Wong, 2004). Dell (2008) defines entrepreneurial intentions as an individual's desire to display entrepreneurial behavior to work alone or set up their own business. Fini et al. (2009) suggest that entrepreneurial intention is related to the strength of a person's motives in entrepreneurship, which at a later stage, will affect entrepreneurial behavior. In line with this, Ismail (2009) suggests that individuals may have the potential to become entrepreneurs but cannot take steps into the world of entrepreneurship unless they intend entrepreneurship.

At this time, the main theory used in analyzing entrepreneurial intentions is Theory Planned of Behavior (TPB), which explains that intention is an individual's readiness to display behavior. Fisben & Ajzen in Yuliana (2004). Theory planned

behavior can be used to analyze entrepreneurial intentions and their impact on behavior that has been done by an entrepreneur. Van Gelderen et al. (2008) stated that it is necessary to have a TPB where the intention is considered a result of attitudes, behavioral controls, and subjective norms.

Referring to the TPB, there are various dimensions in the entrepreneurial intention put forward by the experts. According to Carvalho and Gonzales (2006), there are five entrepreneurial intention dimensions: personality, business knowledge, entrepreneurial motivation, self-confidence, and the educational environment. Liñán & Chen (2009) share aspects of entrepreneurial intentions on 1) personal attitude, namely a factor in an individual in the form of a positive or negative response to something given; 2) subjective norm, namely the individual's perception of other people's thoughts that will support or not support him in doing something; 3) Perceived behavioral control, namely individual perceptions of the ease or difficulty of carrying out a behavior. Furthermore, Keong (2008) argues that to find out a person's entrepreneurial intention in starting a business can be observed through seven aspects, namely: 1) Entrepreneurial attitude; 2) supports and obstacles; 3) self-confidence; 4) need for achievement; 5) entrepreneurial intentions; 6) instrument readiness; 7) subjective norms.

On the other hand, Priyanto (2008) states that internal and external factors influence a person's entrepreneurial spirit. Internal factors include personality traits, attitudes, willingness, and individual abilities. External factors include elements of the surrounding environment, such as the family environment, business world, physical, socio-economic, and others.

Furthermore, in measuring entrepreneurial intention, there are also various measurement alternatives. Ramayah & Haurin (2005) stated that there are five indicators, namely: 1) choosing to work for their own business; 2) choosing a career as an entrepreneur; 3) planning to start a business; 4) increase self-esteem as an entrepreneur; 5) and get a better income. (Gerry et al., 2008) further summarizes these indicators in three indicators, namely: 1) choosing a career as an entrepreneur after graduating; 2) Prefer to work on their own business rather than being an employee, and 3) Estimating that they can become entrepreneurs in the next 1-3 years.

Various studies related to entrepreneurial intentions found that various factors influence it. Among them is (i) the need for achievement (Nishanta, 2008), (ii) initiative and creativity (Gerry et al., 2008), (iii) tendency to take risks (Gerry et al., 2008), (iv) self-confidence (Nishantha, 2015), (v) innovative behavior (Robinson et al., 1991), (vi) espoused values and personal goals (Gorman et al., 1997) and (vii) leadership (Gerry et al., 2008).

Several other studies emphasize the effect of attitudes on entrepreneurial intentions. Referring to the attitude element contained in the Theory of Planned Behavior model, (Akyol & Gurbuz, 2008); (Tjahjono & Ardi, 2008) found elements of this attitude, including 1) having authority and autonomy; 2) want a job that is challenging and of high economic value; 3) enjoy creative and creative work; 4) and confident about his ability to be entrepreneurial.

Alfiyan, Qomaruddin & Alamsyah's research (2019) on students of the ASMI Business and Multimodal Institute (IBM ASMI) and (Aryaningtyas & Palupiningtyas, 2017) on STIEPARI Semarang students found entrepreneurship education and academic support had a positive and significant effect on student entrepreneurial

intentions. Several studies have also proven that academic support, social support, and environmental support influence students' intention to start a new business (Rasheed, 2001; Suharti & Sirine, 2012).

Research (Suharti & Sirine, 2012) on Satya Wacana Christian University students found factors that influence student entrepreneurial intentions, including socio-demographic factors, including gender, the field of study studied, parent's work, and entrepreneurial experience; Attitude factors include: autonomy and authority, economic opportunities and challenges, security and workload, avoidance of responsibility, self-realization and participation, social environment, and self-confidence; Contextual factors include: entrepreneurship education, academic support, social support, and environmental support.

METHODS

The main data used is in the form of primary data collected from student respondents in Jambi Province. The target population in this study were all students in Jambi Province. Sampling uses the (stratified two-stage sampling), namely:

The first stage, selecting the sample college to be the research location. We were conducted by purposive sampling to represent the types of tertiary institutions (universities, colleges, academies), university status (private and public), and regional distribution. Based on this, the research locations were determined to be Universitas Jambi, UIN Sultan Thaha Syaifuddin, Universitas Muaro Bungo, STIE Sakti Alam Kerinci and AMIK Depati Parbo.

The second stage, selecting a sample of 1 percent of the target population at the research location. Sampling was done by random sampling.

The instrument for collecting data on the sample used a questionnaire. Data were analyzed using descriptive statistics. Furthermore, to analyze the factors that influence student entrepreneurial intentions using the Structural Equation Modeling (SEM) model with a model framework:

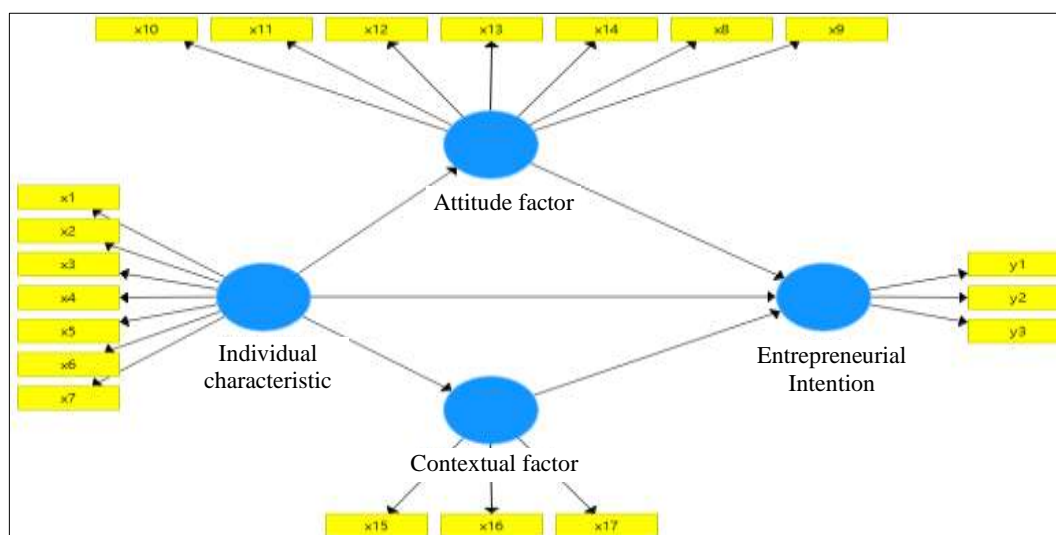


Figure 1. Model framework

Measurement and assessment of variables and indicators in the study are given as follows:

Individual characteristics

Individual characteristics are the socio-demographic characteristics of the individual comprising

X1 = age in years

X2 = gender in the dummy variable, 1 = male, 0 = female

X3 = field of study in its dummy variable, namely 1 = exact, 0 = social-humanities

X4 = father's education, 1 = elementary school / not graduated, 2 = junior high school, 3 = high school, 4 = University

Attitude factor

Attitude factors are measured using the TPB (theory planned behavior) index (Gurbuz & Aykol, 2008) through seven indicators, namely:

1. ***Autonomy and authority (X5)*** is measured by six statements, namely: a) power to make decisions; b) authority; c) ability to choose one's job; d) Want to be your boss; e) Want an independent job; f) Want a job that has the freedom
2. ***Economic challenges and opportunities (X6)*** are measured by seven statements: a) Want a challenging job; b) Want an interesting job; c) Want a motivational job; d) Want compensation based on merit; e) Want a large income; f) Choosing a job with better economic opportunities; g) Choosing a job that can make self-realization
3. ***Security and workload (X7)*** is measured by five statements: a) Want a stable job; b) Want a safe job; c) Want a job with fixed working hours; d) Want a job without overtime; e) Want a job that does not cause stress
4. ***Avoiding responsibility (X8)*** is measured by three statements, namely: a) Want a job with low responsibility; b) Want a job that is not complex; c) Want a job without commitment
5. ***Participation and self-realization (X9)*** is measured by four statements, namely: a) Want to create something; b) Want a creative job; c) Like work that is structured and orderly; d) Like work with comprehensive involvement in the entire process of activities
6. ***Career and Social Environment (X10)*** is measured by four statements, namely: a) Likes involvement in various social and religious activities; b) Involvement as a member/functionary of the organization; c) Confident of achieving progress in career; d) Are sure that you will get a promotion in your career
7. ***Confidence (X11)*** is measured by three statements, namely: a) Believe in success if you are entrepreneurial; b) Have the ability to be successful as an entrepreneur; c) Having skills as an entrepreneur

Contextual factors

Contextual factors are measured through three indicators, namely:

1. ***Academic support (X12)*** is measured by a scale from Autio et al., 2001 in Gurbuz & Aykol (2008), which consists of 4 statements, namely: a) some people are successful entrepreneurs on campus; b) Freedom to express their ideas on campus; c) Many have good ideas to start entrepreneurship on campus; d) Availability of infrastructure support for the practice of establishing new businesses on campus.
2. ***Social support (X13)*** is measured by 3 statement items from the Gurbuz & Aykol scale (2008), namely: a) family support; b) peer support; c) support of key people.
3. ***Environmental support (X14)***. The indicator uses a scale from Verheul et al. (2005) in Gurbuz & Aykol (2008), which consists of 4 statements, namely: a)

financial support; b) administrative procedure support; c) information support; d) support for economic conditions/climate.

Entrepreneurial intention

The entrepreneurial intention variable (entrepreneurial intention), measured by three indicators with one question each adopted from Gerry et al. (2008), namely:

1. Intention to choose a career as an entrepreneur after graduation (Y1)
2. Prefers to be an entrepreneur than an employee (Y2)
3. Estimates of starting your own business in the next 1 - 3 years (Y3)

RESULTS AND DISCUSSIONS

Respondent characteristics

Characteristics of student respondents were analyzed based on college, semester, the field of study, and gender. Based on higher education, student respondents came from according to the total population, the most dominant was Jambi University students (65.91 percent), and the least was AMIK Depati Parbo students (3.29 percent).

Table 1. Distribution of student respondents by universities in Jambi Province, 2020

Universities	Total	%
Universitas Jambi	321	65.91
UIN Sultan Thaha Syaifuddin	72	14.78
Universitas Muaro Bungo	45	9.24
STIE Sakti Alam Kerinci	33	6.78
AMIK Depati Parbo	16	3.29
Total	487	100.00

Based on the semester of study, most of them are semester 4 (44.76 percent) followed by semester 6 (34.50 percent). The least distribution is for semester two students.

Table 2. Distribution of student respondents by semester in Jambi Province, 2020

Semester	Total	%
Semester 2	27	5.54
Semester 4	218	44.76
Semester 6	168	34.50
Semester 8 >	74	15.20
Total	487	100.00

In terms of study fields, 60.99 percent are social and humanities students, and 39.01 percent are in the exact sciences (Table 3). The social and humanities fields include Accounting, Management, Development Economics, Islamic Accounting, Islamic Economics, Law, Indonesian Language, and Literature Education, Taxation, and the exact fields including Agribusiness, Agro-technology.

Table 3. Distribution of student respondents by field of study in Jambi Province, 2020

Field of Study	Total	%
Social Humanities	297	60.99
Exact	190	39.01
Total	487	100.00

Furthermore, in terms of gender, it is relatively balanced with a slightly higher proportion of female students. Based on Table 4, the proportion of female students is 58.32 percent, and male students are 41.68 percent.

Table 4. Distribution of student respondents by gender in Jambi Province, 2020

Gender	Total	%
Man	203	41.68
Woman	284	58.32
Total	487	100.00

Entrepreneurial experience

Student entrepreneurial experience in Jambi Province is relatively good. It is a great potential that can be exploited to develop creative businesses and young entrepreneurs in Jambi Province. At this time, there are almost half of students who have entrepreneurial experience, either currently entrepreneurial (26.28 percent) or who have previously (23.41 percent) and are currently temporarily stopping (for various reasons such as lack of capital, focus for lectures, and others).

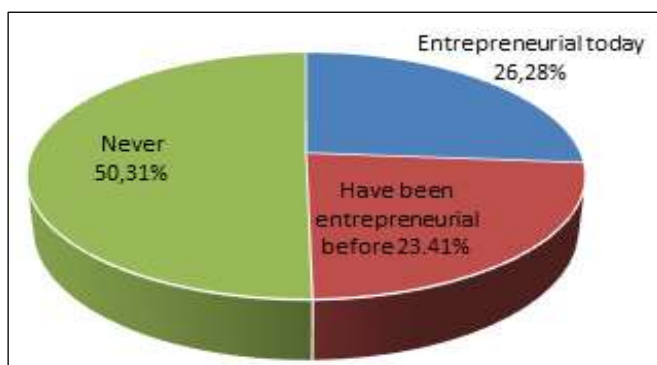


Figure 2. Jambi Province student entrepreneurial experience, 2020

Knowledge of the concept of *Merdeka Belajar Kampus Merdeka*

This study also evaluates the students' knowledge regarding the concept of the freedom to learn, independent campus (*Merdeka Belajar Kampus Merdeka (MBKM)*). The concept of MBKM is closely related to entrepreneurship because one of the main objectives of the MBKM learning design is to increase students' interest in entrepreneurship. It can be argued that students' knowledge of the concept of MBKM is still relatively low (only 25.67 percent). Of the total who knew this, 93 percent stated that the MBKM concept was a concept that could improve student entrepreneurship.

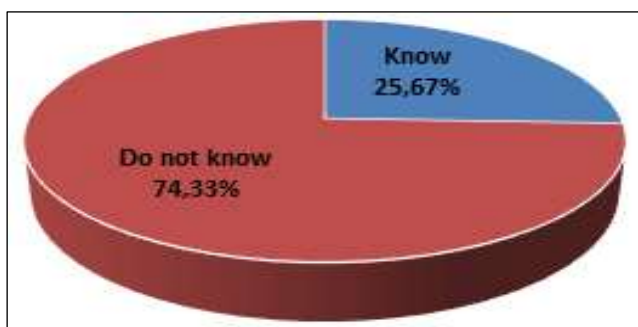


Figure 3. Student knowledge about the concept of MBKM in Jambi Province, 2020

Attitude factors, contextual factors, and student entrepreneurial intention

Student attitudes for entrepreneurship

In general, it can be stated that the attitude of students to entrepreneurship is relatively good. It can be seen from almost all indicators that have values above 3.00 (Table 5). The indicator with the highest average score is the indicator of participation and self-realization, while the indicator with the lowest average score is the indicator of responsibility.

Furthermore, from the sub-indicator side, the highest score is for the sub-indicator wanting a motivating job (on the challenge and economic opportunity indicator). In contrast, the lowest score on the sub-indicator wants a job that does not require commitment (on the responsibility indicator).

Table 5. Student attitudes for entrepreneurship in Jambi Province, 2020

No	Questions	Average
Autonomy and Authority		3.87
1	I have the power to make decisions	3.72
2	I have power/authority	3.15
3	I can choose my job	4.04
4	I want to be my boss	4.23
5	I want an independent job	4.16
6	I want a job that has the freedom	3.93
Economic challenges and opportunities		4.01
7	I want a challenging job	3.63
8	I want an interesting job	4.28
9	I want a job that motivates	4.53
10	I expect a large income	2.95
11	I chose a job that had better economic opportunities	4.34
12	I choose a job that can realize my abilities	4.35
Security and workload		3.93
13	I want a stable job	4.04
14	I want a safe job	4.21
15	I choose a job with fixed working hours	4.05
16	I want a job that doesn't work overtime	3.44
17	I want a job that doesn't cause stress	3.93
Responsibility		2.97
18	I want a job with less responsibility	3.13
19	I want a job that is not complex	2.90
20	I want a job that doesn't require commitment	2.89
Participation and self-realization		4.20
21	I want to create something	4.22
22	I wanted a job that used my creative power	4.29
23	I like work that is structured and organized	4.28
24	I like to work with involvement in the whole process of activities	4.00
Career and social environment		4.18
25	I like to be involved in social and religious activities	4.15
26	I became a member/functionary of the organization	3.85
27	I have the confidence to make progress in my future career	4.45
28	I have faith in getting promoted in my future career	4.25
Confidence		4.00
29	I believe that I will be successful if I become an entrepreneur (start my own business)	4.06
30	I have the skills (capabilities) required to be successful as an entrepreneur	3.93
31	I have the skills to be successful as an entrepreneur	4.00

Student contextual factors for entrepreneurship

In general, it can be stated that student contextual factors for entrepreneurship are relatively good. It can be seen from the value of all indicators that are above 3.00 (Table 6).

The indicator with the highest average score is the indicator of social support, while the indicator with the lowest average score is the indicator of environmental support. Furthermore, the highest score is for the sub-indicator on my campus, and people are actively encouraged to come up with their ideas (on the academic support indicator). In contrast, the lowest score on the sub-indicator of current economic conditions or climate is not favorable for people who want to be entrepreneurial (on the environmental support indicator).

Table 6. Student contextual factors for entrepreneurship in Jambi Province, 2020

No.	Questions	Average
Academics Support		3.80
1	I know several people at my school/college who are successful entrepreneurs (starting their own business)	3.79
2	At my campus, people are actively encouraged to come up with their ideas	3.96
3	At my school/college, I meet many people who have good ideas for starting new businesses (entrepreneurship)	3.96
4	At my school/campus, there is good infrastructure support for the practice of starting a new business on the spot	3.50
Social Support		3.87
5	If I decided to become an entrepreneur after graduating from college, my immediate family would consider my decision to be right	3.83
6	If I decide to become an entrepreneur after graduating from college, my closest friends will think my decision is right	3.90
7	If I decide to become an entrepreneur after graduating from college, the people who are important to me will consider my decision to be right	3.87
Environment Support		3.56
8	It was difficult for me to start my own business because of a lack of financial support	3.87
9	It was difficult for me to start my own business due to complicated administrative procedures	3.51
10	It is difficult for me to get enough information about how to start a business	3.57
11	The current economic condition/climate is not favorable for people who want to be entrepreneurs	3.31

Student entrepreneurial interest

Based on Table 7, it can be seen that the three indicators have the same relative value, namely between 3.94 - 4.05. Based on the average value of 4.00 (on a scale of 1 - 5), it can be seen that students' interest in entrepreneurship is relatively high. It shows that there is a high potential for students to become young entrepreneurs in the future.

The high interest in student entrepreneurship is also seen in several previous studies such as Rahmadi & Heryanti (2016), Indriyani & Subowo (2019), and Fandini

et al. (2019). This study's results are different from Febrianto's (2013) research on the research of many students who hesitate to become entrepreneurs.

Table 7. Score of Student Entrepreneurship Interest in Jambi Province in 2020

No	Question	Average
1	I intend to choose a career as an entrepreneur after graduating	4.02
2	I prefer being an entrepreneur than an employee	3.94
3	I will start my own business in the next 1-3 years	4.05
Average		4.00

Student entrepreneurial intention model

Before conducting further analysis, first, an evaluation of the initial model is related to the indicators' validity and reliability in the latent variables (constructs). The validity test used the convergent test and discriminant validity of the indicators. The reliability test uses two criteria, namely composite reliability and Cronbachs alpha.

A convergent validity test is done based on the correlation between the item score and the construct score. The indicator is said to be convergent valid if the correlation (loading value) is ≥ 0.50 . Furthermore, the indicator's discriminant validity was assessed by paying attention to the average variance extracted (AVE) value of each construct. The indicator is said to be valid in a discriminant manner if the AVE value is > 0.5 .

The construct reliability test was measured by two criteria, namely composite reliability and Cronbachs alpha. Both Alpha Cronbach and Composite Reliability must be above 0.7. For Alpha Cronbach, up to 0.6 is still allowed.

Based on the initial model test (validity and reliability), there are two indicators of individual characteristics (X2 and X3), two attitude indicators (X4 and X8), and one contextual indicator (X14), which are invalid and reliable.

The five indicators were excluded from the model. In other words, all indicators in the model are valid and reliable. The modified model is given in Figure 4:

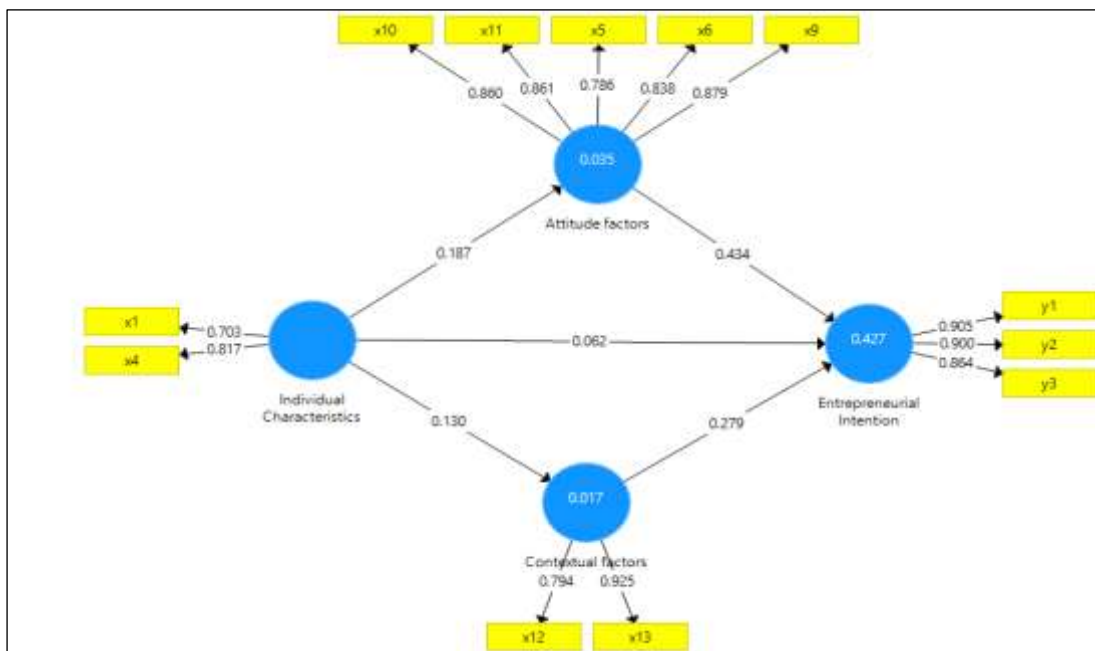


Figure 4. Modified model

The influence between variables is shown through the coefficient and significance of the t-test. It is significant if the p-value is smaller than $\alpha = 1\%$, 5% or 10% .

Table 8. Hypothesis testing for modification models

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Attitude factors -> Entrepreneurial Intention	0.434	0.433	0.048	9.093	0.000
Contextual factors -> Entrepreneurial Intention	0.279	0.28	0.049	5.698	0.000
Individual Characteristics -> Attitude factors	0.187	0.189	0.043	4.392	0.000
Individual Characteristics -> Contextual factors	0.13	0.134	0.045	2.893	0.004
Individual Characteristics -> Entrepreneurial Intention	0.062	0.061	0.035	1.761	0.079

Based on Table 8, it can be seen that individual characteristics, attitude, and contextual factors have a significant effect on students' entrepreneurial intentions. Attitude and contextual factors also have a significant effect as intervening variables between individual characteristics and entrepreneurial intentions. This fact explains that the level of student interest in entrepreneurship is determined by how students respond to career and career opportunities and contextual factors in academic support, social support, and environmental support.

Individual characteristics affect entrepreneurial intentions. It is in line with the research of Azhar et al. (2010) and Lestari & Wijaya (2012) state that socio-demographic factors influence entrepreneurial interest. However, the research findings differ from those of Papzan et al. (2012), and Suharti & Sirine (2011) explain that there is no socio-demographic relationship with an entrepreneurial interest

Attitude factors influence entrepreneurial intentions. It is in line with the research of Andika et al. (2012), Rahayu et al. (2011), Lieli and Hani (2011). Contextual factors influence entrepreneurial intentions. The results of this study support the research of Abebe (2012), Suharti and Sirine (2011), Gerry (2008), Turker & Selcuk, 2008.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Student interest in entrepreneurship in Jambi Province is relatively high. It shows that there is a high potential for students to become young entrepreneurs in the future. This entrepreneurial interest is significantly influenced by individual characteristics, attitudinal factors, and contextual factors from students.

Recommendation

Skills should follow this high interest in entrepreneurship in entrepreneurship. Therefore, in collaboration with central and local governments, universities are advised to develop and improve students' entrepreneurship training.

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