

**ANALYSIS OF FACTORS INFLUENCING INTEREST IN
ENTREPRENEURSHIP (CASE STUDY OF STUDENTS IN
NORTH SUMATERA)****Hasyim^{1*}, Saidun Hutahut², Nasirwan³**^{1,2,3}Faculty of Economics Universitas Negeri Medan***Email:** hasyimesty@unimed.ac.id**ABSTRACT**

This research aims to explore the factors that influence students' interest in becoming entrepreneurs. North Sumatra is one of the provinces with a fairly high unemployment rate, namely 5.89 above the national level of 5.32 percent (BPS 2023). Unemployment occurs when the demand for labor is less than the supply of available labor. This occurs due to several factors such as slowing economic growth, changes in economic structure, lack of qualifications and skills of the workforce. The impact of high unemployment rates is very detrimental to both individuals and society. Individuals who experience unemployment will experience difficulty in meeting life's needs, increase the risk of poverty, and lack access to public services. Apart from that, unemployment can also cause social problems such as increased crime, drug abuse and mental health problems. Entrepreneurship can be an alternative for students to create jobs for themselves and others. Apart from that, entrepreneurship can also increase student creativity, innovation and independence. However, currently interest in entrepreneurship among students is still quite low. This can be caused by a lack of awareness of the benefits of entrepreneurship, lack of skills and knowledge in entrepreneurship. Therefore, efforts are needed to increase students' interest in entrepreneurship based on the theory of factors that influence interest in entrepreneurship, namely: Creativity, entrepreneurial knowledge, locus of control entrepreneurship education and Self Efficacy. Creativity, entrepreneurial knowledge, locus of control entrepreneurship education and Self Efficacy can be developed through education that collaborates these factors, namely by implementing Student Learning Collaboration.

Keywords: Creativity, Entrepreneurial Knowledge, Locus Of Control, Entrepreneurship Education, Self Efficacy, And Student Learning Collaboration

INTRODUCTION

Unemployment is a social and economic problem experienced by many countries around the world (Zemtsov, 2020, Liotti, 2020). Unemployment occurs when the demand for labor is less than the available labor supply (Lyu, Dong, Roobavannan, Kandasamy, & Pande, 2019). This can occur due to several factors such as slowing economic growth, changes in economic structure, lack of labor qualifications and skills, as well as political and social issues (Khurshid & Khan, 2021). (Aidukaite, Saxonberg, Szelewa, & Szikra, 2021). The impact of high unemployment rates can be detrimental to both individuals and society as a whole. Individuals who experience unemployment will experience difficulties in making ends meet, increased risk of poverty, and lack of access to health and education services

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(Mendez-Lopez, Stuckler, McKee, Semenza, & Lazarus, 2022). In addition, unemployment can also cause social problems such as increased crime, drug abuse, and mental health problems (Mokona, Yohannes, & Ayano, 2020). Unemployment is a serious problem in Indonesia. According to data from the Central Bureau of Statistics (BPS), the unemployment rate of the Open Unemployment Rate (TPT) in Indonesia in August 2023 was 5.32 percent, a decrease of 0.54 percentage points compared to August 2022 of 5.86. Despite the decline, the problem of unemployment in Indonesia is still one of the problems that needs to be taken seriously. This is because the problem of unemployment is not only experienced by people with minimal education or limited qualifications, but also occurs in college graduates and other educated workers (Maryanti, Lubis, & Widayat, 2022). In detail, data on unemployment in Indonesia based on education level can be seen in the following table.

Table 1. Education Level Open Unemployment Rate by Education Level

Education Level	Open Unemployment Rate by Education Level		
	2021	2022	2023
No/never been to school/not graduated & graduated elementary school	3,61	3,61	3,59
Junior high school	6,46	6,45	5,95
General High School	9,86	9,09	8,57
Vocational High School	13,55	11,13	9,42
Diploma I/II/III	8,08	5,87	4,59
University	7,35	5,98	4,80

Source: (BPS, 2023)

The data above shows that the number of unemployed people who come from higher education is still very high, although it has decreased quite well from the previous year, such as from 2022 to 2023, it decreased by 1.28% for the Diploma I / II / III education level and decreased by 1.18% for the university education level. The high level of educated unemployment also occurs in North Sumatra Province, which can be seen in the following table.

Table 2. Unemployment Rate Data Based on Higher Education Level in North Sumatra Province

Age Group of Labor Force	Diploma I/II/III			Diploma IV/University		
	2021	2022	2023	2021	2022	2023
15-19	-	-	-	-	-	-
20-24	8922	3681	3347	22959	21211	26213
25-29	5704	5547	1751	17524	21695	12643
30-34	5347	2442	2338	7724	6915	2285
35-39	1373	2830	1281	1961	1683	2611
40-44	2751	751	361	805	710	4198
45-49	628	810	893	1628	307	451
50-54	170	979	738	2077	1817	126
55-59	376	-	-	648	700	-

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60+	-	-	-	785	-	-
Total	25271	17040	10709	56111	55038	48527

Source: (BPS, 2023)

The data illustrates that the level of open unemployment based on the level of education in North Sumatra Province is still high, in 2022 alone there were 48,527 Diploma IV / University graduates and 10,709 Diploma I / II / III graduates, which is still very much. One of the causes of the high level of educated unemployment is the gap between labor qualifications and market demand. Although university graduates already have better qualifications than non-educated workers, their qualifications often do not match the needs of the labor market. This happens because there is an imbalance between the number of college graduates and the number of jobs available (Anjarwati & Juliprijanto, 2021). In addition, the lack of skills and work experience is also a problem for college graduates. Despite having high qualifications, the lack of skills and work experience makes it difficult for college graduates to compete for jobs (Angkotasana & Watianan, 2021). Another problem is the limited job opportunities available in certain regions. Many university graduates come from small or rural areas that do not have many job opportunities. Thus, they tend to have difficulty in finding jobs that match their qualifications (Alamsyah, Ahmad, & Harris, 2020). One way to overcome this problem is by directing students to create jobs rather than looking for jobs such as becoming entrepreneurs, businessmen, MSME players and others (Hasyim, Simarmata, & Nasirwan, 2022)-(Mahmud, Aryanto, & Hasyim, 2017). The most possible thing at this time is to increase entrepreneurial intentions among students. (Hasyim & Yohanes, 2018) (Hasyim, Sahyar, & Mahmud, 2017). Entrepreneurship can be an alternative for students to create jobs for themselves and others (Sari, Karlina, & Rasam, 2021). In addition, entrepreneurship can also increase students' creativity, innovation, and independence (Boldureanu, Ionescu, Bercu, Bedrule-Grigoruță, & Boldureanu, 2020), (Anjum, Farrukh, Heidler, & Tautiva, 2021). However, currently the interest in entrepreneurship among students is still quite low (Tornikoski & Maalaoui, 2019), (Hahn, Minola, Bosio, & Cassia, 2020). Many students still prefer to work as employees rather than start their own business. This can be caused by a lack of awareness of the benefits of entrepreneurship, lack of skills and knowledge in entrepreneurship, as well as limited capital and access to markets. Therefore, efforts are needed to increase students' entrepreneurial interest by analyzing the determinants of entrepreneurial interest, so this study aims to fill the void by analyzing the factors that can affect students' intention to become entrepreneurs with the support of other factors, namely gender. Based on these issues, the formulation of the problem in this study is "what factors affect entrepreneurial intentions supported by gender in college students".

Problems that occur related to the low entrepreneurial intention of students can be overcome by knowing the supporting factors of student entrepreneurial interest and increasing these supporting factors directly or indirectly by policy holders, lecturers, practitioners and students themselves in order to realize competent entrepreneurs. This research will be carried out for 2 (two) years. The road map of activities is described in 4 stages, namely initial research, model development, main research analysis, Model Implementation. These stages are carried out for two years. This research consists of 5

activities, namely the initial study of students who have been trying and who have not been trying, a study of the faktor-factors that affect the interest in entrepreneurship among students, Menyusun model building interest in entrepreneurship among students, Implementing the model, and evaluating the model. compile a map of needs relevant to the field of entrepreneurship for students, analyze the literature relevant to entrepreneurship, validation of entrepreneurship experts, determine the right model that is right for students to apply it and evaluate the results

Definition of Entrepreneurship

Entrepreneurship is a creative and innovative ability that is used as a basis, tips and resources to seek opportunities for success. Entrepreneurship is known as a new approach in efforts to improve the economy. Various definitions are put forward by researchers in the field of entrepreneurship. Schuler (Bui, Nguyen, Tran, & Nguyen, 2020), states that entrepreneurship is the creation or innovation to produce new products or businesses / services in trade organizations or in new organizations. Entrepreneurship (Ezeh, Nkamnebe, & Omodafe, 2020) is a process carried out by individuals in the organization for their own benefit or for the benefit of the organization by considering the resources they have. Some management literature provides three basic dimensions of organizational tendencies for entrepreneurial management processes, namely innovation ability, risk-taking ability, and proactiveness. Porter (Al-Swidi & Al-Hosam, 2012) defines entrepreneurship as a strategy that benefits companies to compete more effectively in the same market place. Entrepreneurship refers to the processes, practices, and decision-making that drive towards new inputs. Thus, the essence of entrepreneurship is new entry. Breaking into new or established markets with new or existing products or services, launching a new venture either by starting up or as a corporate venture are forms of new entry. A description of how a new entry is made is called entrepreneurial orientation (EO). Thus, entrepreneurship is indicated by a process, practice and decision-making activity that results in a new breakthrough. (Rosli Mahmood et al., 2013) Mahmood and Hanafi, explained that entrepreneurship is related to the search for opportunities, the courage to take risks, and the decision to act from organizational leaders. Entrepreneurship will become a value system for the company and will determine the company's movement or strategy. Companies that have the value of continuing to look for opportunities will move continuously to try to enter new markets to take the opportunities that exist there. Likewise, if the company supports the courage to take risks, they will dare to try new things or strategies or try new businesses that have the opportunity to improve company performance. The characters of an entrepreneur who are successfully transferred into the organization will color the organization so that it has the opportunity to increase sales of the company's products.

Entrepreneurship as a value creation process using a unique set of resources to obtain or exploit an opportunity. Entrepreneurship is a creative and innovative ability that is used as the basis, tips and resources to seek opportunities for success. Entrepreneurship is known as a new approach in renewing company performance. This, of course, must be responded positively by companies that are starting to try to rise from the economic downturn due to the prolonged crisis. Entrepreneurship is touted as a spearhead for realizing sustainable and highly competitive corporate economic growth. Building entrepreneurship is stated as one

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of the four pillars in strengthening employment. Meanwhile, entrepreneurship itself means a human activity by exerting energy of mind or body to achieve or create a job that can realize noble people. In other words, entrepreneurship means the main (superior) human being in producing a job for himself or others. People who do entrepreneurship are called. The form of application of entrepreneurial attitudes can be indicated by the ability to innovate, proactivity, and the ability to take risks.

Definition of Entrepreneurial Interest

Entrepreneurial interest is the desire of a student to become an entrepreneur by carrying out various activities that aim to create jobs for himself and the community, According to (Khurshid & Khan, 2021) Entrepreneurial Interest is the desire, interest, and willingness to work hard or be strong-willed to meet their needs without fear of the risks that may occur, and strong-willed to learn from failure. Indicators of Entrepreneurial Interest consist of 1) Business rather than working for someone else, 2) Freedom, 3) Entrepreneurial Career, 4) Business Plan. Interest in becoming an entrepreneur is defined as a person's desire to work independently (self-employed) or run their own business. A business, of course, must consider its feasibility, because it is a benchmark for a business or business whether or not it is feasible to run. When an entrepreneur has considered many things, especially the feasibility, it is likely that an entrepreneur will be very sure whether or not to run the business venture he will run.

State of the art and Novelty

This research has a novelty in analyzing what factors influence entrepreneurial intentions supported by Student Learning Collaboration in students in higher education and is different from previous research conducted by BUI et al. (Bui et al., 2020) which only focuses on the factors "Perceived feasibility" and "Perceived desirability" as factors that influence student entrepreneurial intentions in Vietnam. In addition, research also conducted by Ezeh et al. (Ezeh et al., 2020) which examines the determinants of entrepreneurial intentions of the Muslim student community in Nigeria with variables of educational support, compatibility and behavioral control.

METHODS

The method used in this research is descriptive and explanatory method with quantitative approach. The purpose of descriptive research is to obtain an overview of the entrepreneurial interest (Entrepreneurship Intention) of students in North Sumatra Province. In addition, this study also analyzes the factors that influence entrepreneurial interest (Entrepreneurship Intention) of students in North Sumatra Province. Survey research is a research method that uses a questionnaire as the main tool for collecting data from a sample of the population under study. This type of survey research can be used for various purposes, such as exploring certain issues, providing a description of a phenomenon, explaining causal relationships, testing hypotheses, evaluating programs or policies, making predictions, conducting operational research, and developing social indicators. In detail, this study used survey methods to conduct quantitative and qualitative research. Data collection techniques were conducted through questionnaires, interviews, and Forum Group Discussion (FGD).

Structured questionnaires were used to collect empirical data consisting of three parts, namely student demographic characteristics, determinants (such as Creativity, Locus of Control, Entrepreneurship Education, Entrepreneurship Knowledge, Self-Efficacy, and Soft Skills) as independent variables and entrepreneurial intention variables as dependent variables. The data were then analyzed using a Likert scale and Structural Equation Model (SEM) using Amos Version 24 software. This study tested two models in SEM, namely the measurement model and the structural model. In addition, this questionnaire was also used to collect data related to the form of student support for student entrepreneurial intentions. This research involves students who have taken entrepreneurship courses and the research instruments will be tested for validity and reliability. The university student population studied amounted to 43,538 people and a sample of 350 people was selected using the slovin sampling technique. The sample was spread across 7 universities, namely the University of North Sumatra, Medan State University, North Sumatra Islamic University, North Sumatra Muhammadiyah University, Medan Area University, Panca Budi University, and North Sumatra Islamic University. At the end of the study, the results obtained will be reviewed with the literature to determine the position of the research results on relevant theories and previous research results. Meanwhile, to determine the type of student participation in entrepreneurship based on Green Entrepreneurship Intention, researchers used two theories, namely Theory of Planned Behavior (TPB) and social cognitive theory. Researchers chose TPB as a theoretical basis for calculating the influence of contextual elements and Self-Efficacy in carrying out entrepreneurial intentions. TPB explains the factors that influence a person's intention based on the factors explained by self-efficacy. In addition, TPB also includes intention as a very strong predictor of behavior.

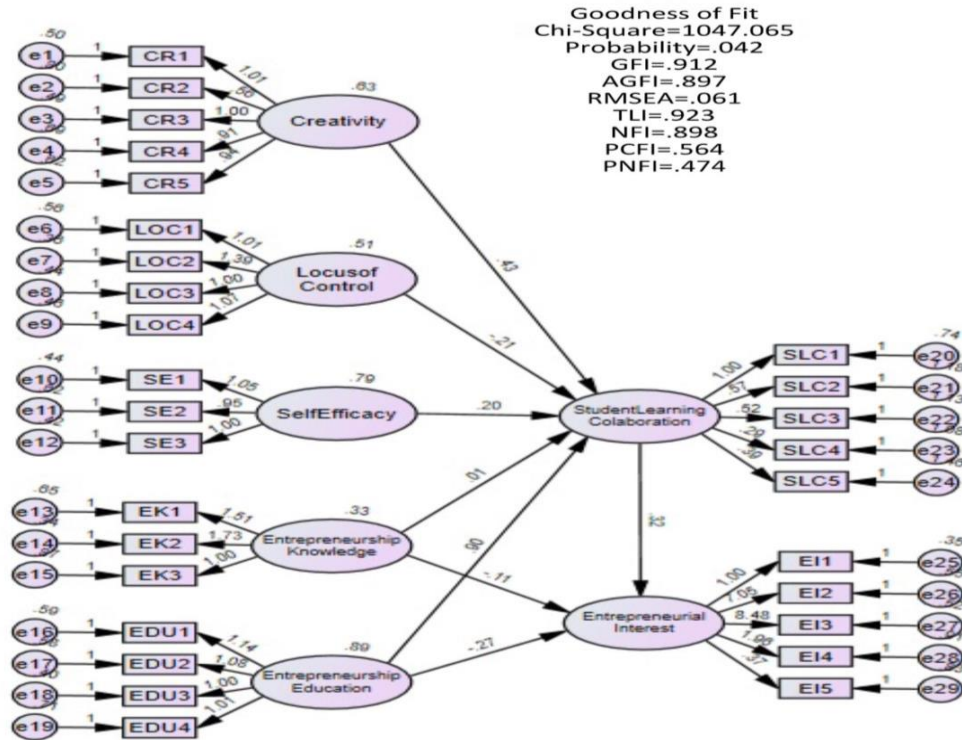
Hypothesis:

1. Creativity affects student learning collaboration
2. Locus of Control affects student learning collaboration
3. Self-Efficacy affects student learning collaboration
4. Entrepreneurship knowledge affects student learning collaboration
5. Entrepreneurship education affects student learning collaboration
6. Student learning collaboration affects entrepreneurial interest
7. Entrepreneurship knowledge affects entrepreneurial interest
8. Entrepreneurship education affects entrepreneurial interest

RESULTS AND DISCUSSION

Hypothesis Testing

This hypothesis testing is based on the results of research data processing using SEM analysis. In general, this hypothesis testing is carried out by analyzing the CR value and P value of the data processing results compared to the required statistical limits, which are above ± 1.96 for the CR value and below 0.05 for the P value. If the data processing results meet these requirements, the proposed research hypothesis can be declared accepted. Research hypothesis testing is discussed in detail and gradually in accordance with the order of the proposed hypothesis In this study.



Hypothesis Statement Hypothesis Test results

1. Hypothesis 1 The effect of creativity on student learning collaboration CR = 4.866; $\beta_1 = 0.87$ p-value = *** (<0.1) Accepted/significant
2. Hypothesis 2 The effect of locus of control on student learning collaboration CR = 3.896; $\beta_2 = 0.55$ p-value *** (<0.01) Accepted/significant
3. Hypothesis 3 The effect of self-efficacy on student learning collaboration CR = 4.167; $\beta_3 = 0.47$ p-value =*** (<0.01) Accepted/significant
4. Hypothesis 4 The effect of entrepreneurial knowledge on entrepreneurial interest CR = 0.040; $\beta_4 = 0.131$ P-value = 0.968 (>0.05) Not Accepted/significant
5. Hypothesis 5 The effect of entrepreneurship knowledge on student learning collaboration CR = 8.613; $\beta_5 = 0.104$ p-value = *** (<0.05) Accepted/significant
6. Hypothesis 6 The effect of entrepreneurship education on student learning collaboration CR = 2.379; $\beta_6 = 0.135$ p-value = 0.017 (<0.05) Accepted/significant
7. Hypothesis 7 The effect of entrepreneurship knowledge on entrepreneurial interest CR = 1.755; $\beta_6 = 0.060$ p-value = 0.079 (<0.05) Not Accepted/significant.
8. Hypothesis 8 Entrepreneurship education on entrepreneurial interest CR = 2.300; $\beta_6 = 0.119$ p-value = 0.021 (<0.05) Accepted/significant.

Analysis

The results of data analysis support the understanding that Creativity contributes to interest in entrepreneurship through student learning collaboration, Locus of Control influences both directly and through student learning collaboration on interest in

entrepreneurship, collaborative entrepreneurial learning has positive implications for interest in entrepreneurship both directly and through student learning collaboration, Self -Efficacy has a positive effect on interest in entrepreneurship both directly and through student learning collaboration, Entrepreneurship knowledge has no effect on interest in entrepreneurship, Entrepreneurship learning has a positive impact on interest in entrepreneurship through student learning collaboration, Student learning collaboration has a positive effect on interest in entrepreneurship, Entrepreneurship knowledge has no effect towards interest in entrepreneurship, and entrepreneurial learning has positive implications for interest in entrepreneurship. The calculation results clearly show that every business actor has the opportunity to benefit from carrying out entrepreneurial learning. In other words, entrepreneurial interest orientation influences students to become entrepreneurs. This craft will be greater if supported by collaboration. Indicators that support the entrepreneurial interest process are entrepreneurial learning indicators (planning, information collection and utilization, empowerment of human information resources). The results of this data analysis support research conducted by Voerman and Wiklund and Shepherd. The mediating effect of the student collaboration variable in entrepreneurial learning has positive implications for interest in entrepreneurship through student learning collaboration. The process of emergence of interest in entrepreneurship is a new finding in this research. Support for contingency theory in explaining the relationship between interest in entrepreneurship and the increase in students becoming entrepreneurs, with the increasing number of entrepreneurs among students, it will reduce poverty and social insecurity. Behavioral commitment to resources supports organizations to carry out reconstruction and increases interest in entrepreneurship which is reflected in students' soft skills. These findings support the idea that entrepreneurship education that combines theory and direct practice or collaborative student learning is very important in increasing students' interest in entrepreneurship in North Sumatra. Based on the calculation results, it can be seen that the highest result that can increase students' interest in entrepreneurship in North Sumatra comes from the influence of knowledge about entrepreneurship.

CONCLUSION

Entrepreneurship education is very important in today's campus life. However, the available definitions to explain what entrepreneurship education is are still lacking. Furthermore, entrepreneurship education has always been narrowly defined as education that provides the skills necessary to establish new businesses. However, (Hasyim et al., 2022) put forward a different view as they argue that there are many ways to offer entrepreneurship education, depending on the objectives of the education. If the goal of education is to increase understanding of what entrepreneurship is, then the most effective way to achieve that goal is to provide information through public channels such as the media, seminars, or lectures. These methods are effective in conveying relevant information to the wider community in a relatively short period of time. If the goal is to equip individuals with entrepreneurial skills, which can be applied directly to the world of work, then the best way is to provide education and training that allows individuals to be directly involved in the entrepreneurial process, such as industrial training. Lastly, if the goal of education is to prepare.

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