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Factors of Fostering Entrepreneurial Behavior: A Study of University Students Perceptions

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INFO ARTIKEL

Abstract

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*Entrepreneurs,
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Getting a job has become very competitive in the era of Society 5.0. Many graduates did not get a job as soon as they graduated. Thus, students should be aware that they must try other opportunities rather than only apply for being employees. Entrepreneurship can be one of the solutions to the current situation. For that reason, universities, as agents of change, should play an essential role in building students' entrepreneurial behavior and facilitating students' entrepreneurial competencies. It is essential to acknowledge the influencing factors of fostering students' entrepreneurial behavior. Therefore, this study investigated factors that influence university students' entrepreneurial behavior. This study used a qualitative design by doing in-depth interviews with 4 students of Jambi University who have already run their own businesses. The findings showed that self-motivation, social support (from parents, friends, and team members), capital support, facilities and infrastructure, knowledge, and visionary and creative ideas are factors that influence entrepreneurial behavior.

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Introduction

In the era of society 5.0, competition for jobs is getting tighter. One of the key elements in development is the social capital possessed by the community. (Rasyid et al., 2023) Many university graduates with a Bachelor's degree have difficulty finding work and end up still unemployed (Prastyaningtyas & Arifin, 2019). This is proven based on data from the Central Statistics Agency (BPS) which shows that as of 2022, 14 percent of Indonesia's unemployed (5.83% of the total working age population of 208.54 million people) will be Diploma and Bachelor level graduates. With the competition and difficulty in finding work, it is time for students to no longer just look for and hope for work as employees. Students must look for opportunities in other fields by trying to open their own job opportunities as entrepreneurs. To be able to realize this, at least students must have entrepreneurial behavior (Khoshmaram et al., 2020).

Entrepreneurial behavior is a person's values, beliefs, motivations, and actions to engage in the entrepreneurial process including knowledge, skills, experience, and innovative ways of creating entrepreneurial opportunities (Khoshmaram et. al., 2020; Kirkley, 2016). In other words, entrepreneurial behavior includes all actions or activities required in the entrepreneurial process (Engelen et. al., 2015). When someone has entrepreneurial behavior, that person will indirectly develop their creativity, confidence, critical thinking. When consumers make a purchase of a product or brand, they will gain a brand experience. (Wantara et al., 2023) and social network (Kirkley, 2016; Permatasari & Agustina, 2018). This happens because entrepreneurial behavior encompasses leadership skills, interpersonal communication, organizational behavior, business strategy, collaboration, and project management (Kirkley, 2016). Indonesia is a country that is rich in its natural resources, its human resources, and has land and oceans that stretch geographically. (Wildan et al., 2021) No less important, entrepreneurial behavior is the main driving factor for someone to become an entrepreneur, which in turn will benefit the country's economic growth and social change (Iskandar & Mulyati, 2019).

Entrepreneurial behavior is important for students to have as a form of preparation to graduate and go directly to society. Technology affects the performance of organizations and businesses (Purnomo et al., 2021). International trade is one of the efforts to improve the growth and development of the economy. (Priyadi et al., 2022) The Ministry of Education, Culture, Research and Technology (Kemendikbudristek) has launched the Independent Entrepreneur Program in 2022 as an effort to produce students who are able to develop entrepreneurial potential (Yogi & Jamaaluddin, 2022). In addition, various competitions in the field of entrepreneurship are also offered by Dirjendikti such as the Student Creativity Week (PKM) and the Entrepreneurial Student Development Program (P2MW). Employee performance is a stage of achievement as a work achievement of an employee. (Safrizal et al. 2020a; Safrizal et al., 2020b) As an innovation, fintech makes it easier for customers to transact, such as e-money (Purnomo et al., 2021). This is based on the importance of the role of Higher Education as an agent of change that prepares students with superior, resilient and competent personalities, one of which is by implementing entrepreneurship education (Prastyaningtyas & Arifin, 2019).

The Faculty of Economics and Business, Jambi University seeks to produce global quality graduates based on entrepreneurship that refers to Unja's vision as a world entrepreneurship university. Economic growth is the process of increasing per capita output in the long term (Wildan et al., 2020). But unfortunately, based on the results of the LP3M Unja review in 2020 of Unja graduates who began entering the workforce, the application of entrepreneurship principles was not optimal. The number of student graduates who are entrepreneurs is still very minimal. The company must ensure quality for its sustainability. (Wildan, 2020) The introduction of human activities has been studied over the past few years. (Victoria, et al., 2022) This is likely due to the previous curriculum that has not been well standardized from the composition of theory and practice so that students have not been able to explore their entrepreneurial potential to the fullest. In addition, special entrepreneurship programs from Unja to facilitate students in entrepreneurial behavior have not been widely implemented. In addition, the readiness and interest of the students themselves and the various obstacles they find may be the main factors for the lack of success in instilling entrepreneurial principles (Blesia, 2021; Iskandar & Mulyati, 2019; Permatasari & Agustina, 2018).

This study will discuss the factors that can influence entrepreneurial behavior in students at the Faculty of Economics and Business, Jambi University. It is hoped that the findings of this study will serve as a reference in creating entrepreneurial programs and activities to support the campus to realize its vision of creating quality global entrepreneurial students.

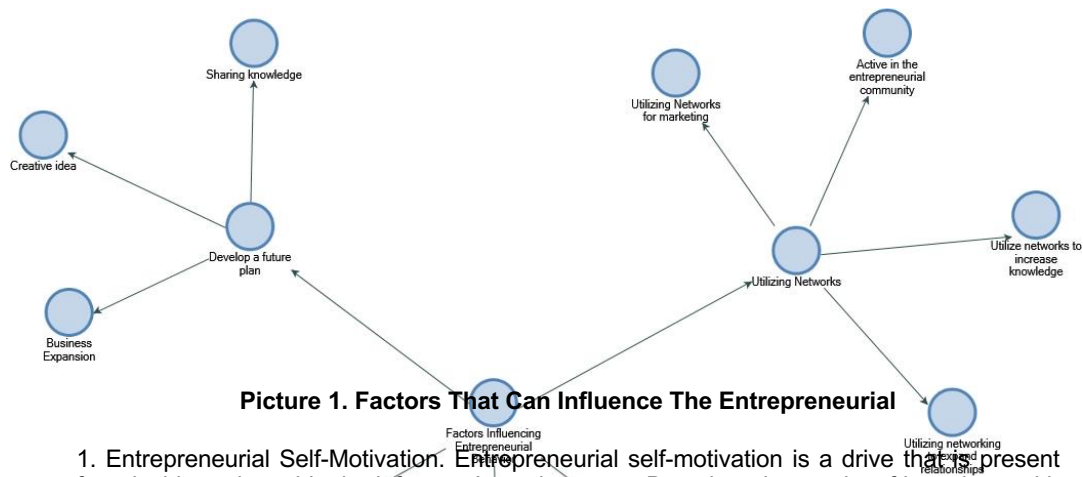
RESEARCH METHODS

This study uses qualitative research methods with case studies. The types of data used in this study are primary data and secondary data. Primary data was obtained directly through in-depth interviews and complemented by observation and documentation. This study

also uses secondary data obtained from literature and previous research journals. then to analyze qualitative data in this study, namely using NVivo 12 Pro software.

RESULT

Based on the results study, the factors that can influence the entrepreneurial behavior of Jambi University Faculty of Economics and Business students is:



Picture 1. Factors That Can Influence The Entrepreneurial

1. Entrepreneurial Self-Motivation. Entrepreneurial self-motivation is a drive that is present from inside and outside the informant's environment. Based on the results of interviews with informants, the types of motivation found include:

a. Internal Entrepreneurial Motivation

This motivation is a drive that arises from within an informant to support him in becoming an entrepreneur. Internal student entrepreneurship motivation includes: Hobbies, Practicing Entrepreneurship Theory having creative ideas and skills. Starting from a hobby, the theories that have been obtained during lectures are able to provide encouragement for students to become entrepreneurs. Furthermore, it is also supported by existing skills and creative ideas to make a strong drive in students to entrepreneurship.

b. External Entrepreneurial Motivation

External motivation is motivation that arises from outside the self or environment of the informant. As for the results obtained from informants, external entrepreneurial motivation includes an entrepreneurial family background, success obtained by other entrepreneurs, funding from the campus, support from friends (team members) and relationships. External motivation is indirectly able to provide encouragement to students to foster entrepreneurial behavior. The existence of an entrepreneurial family background is also able to encourage students to become entrepreneurs.

Based on the facts obtained that not all students who are entrepreneurs do not have an entrepreneurial family background. However, other external motivation in the form of success obtained from other entrepreneurs exposed on social media or even the success of entrepreneurs met at certain forums and support in the form of funding provided by the campus is able to encourage students to foster and develop entrepreneurial behavior.

2. Self-efficacy is a belief and confidence about one's abilities, goals, challenges and solutions to what will be passed. Self-efficacy is one of the factors that can influence student behavior. Matters relating to self-efficacy in entrepreneurial students :

a. Optimism

Optimistic refers to a spirit to continue running an entrepreneurship Students who are entrepreneurs have optimism which is characterized by confidence and pleasure in doing entrepreneurship. Furthermore, entrepreneurial students argue that optimism is needed in an entrepreneur to achieve the targets that have been made.

b. Ready to the risks

Risk is an unavoidable part of entrepreneurship, so it must be faced by everyone who is entrepreneurial. Even every student and entrepreneurial person must be ready to anticipate these risks. The risk of failure must exist in entrepreneurship but they must be able to anticipate it.

c. Never give up

The risk of failure in entrepreneurship must be something that cannot be avoided by an entrepreneur. However, entrepreneurs will still have to bounce back in maintaining and developing the business. 3. Capital Support Capital is one of the important factors that can influence entrepreneurial behavior. In real terms, business capital is the amount of money that entrepreneurs use to carry out their business activities.

4. Knowledge

Knowledge is everything that can be known, understood and obtained from observations through the senses and experience. Every student in higher education has been equipped by the university to gain knowledge about entrepreneurship through entrepreneurship courses both practical and theoretical. The findings in the field show that the knowledge that has been obtained can shape the mindset, attitudes, and behavior of him to become an entrepreneur.

5. Facilities and Infrastructure

Facilities and Infrastructure is one of the supporting factors for entrepreneurial activities. Available infrastructure can provide motivation for business actors to start and develop the business that is being run. In addition, adequate infrastructure can also support the effectiveness of the production process of products produced by each business unit.

6. Creative Ideas

One of the skills that an entrepreneur must have is having creative ideas. He must be able to see opportunities, always be open to any input and have a desire for positive changes that can bring his business to continue to grow and have value. In doing business, it must also have values that are positive and beneficial to many people. With this creative idea, the products produced have unique added value and are beneficial to each business unit. Furthermore, with the provision of creative ideas, entrepreneurs can find the best opportunities for the business.

DISCUSSION

Liu et al. (2019) analyzed the effect of entrepreneurship education on students and self-efficacy on students' entrepreneurial intention. The results of this study show that entrepreneurship education in college students has a direct and positive influence on students' entrepreneurial intentions, but no influence at all on students' entrepreneurial behavior. It is the students' self-efficacy that has a positive influence on their entrepreneurial behavior and intentions. So, it can be concluded that the role of students' self-efficacy, namely students' beliefs and confidence about their abilities, goals, challenges and solutions to what they are going through, is very important in supporting them in entrepreneurial behavior.

Khoshmaram et al. (2020) examined the influence of the enabling environment on entrepreneurial behavior and innovation. The study found that there is no direct effect of enabling environment on entrepreneurial behavior. However, the enabling environment acts as a mediator between social capital (the network of relationships among people who live in a particular society and enable that society to function effectively) and entrepreneurial

behavior. Thus, a supportive environment alone, which in this recent study is higher education, is not enough to produce individuals with entrepreneurial behavior.

Wang et al. (2021) examines how the context and environment of the Faculty can influence academics to behave entrepreneurially. The study also found that even a reputable faculty cannot directly influence entrepreneurial behavior. Factors such as motivation and desire from the respondents themselves are one of the main factors that influence them to become entrepreneurs.

Aliedan et al. (2022) also examined the effect of University support on students' entrepreneurial intention. This study also found that support from the University as a supportive environment has a direct, positive and significant influence on students' entrepreneurial interest. University that support entrepreneurial movements among students can generate entrepreneurial interest in their students. From the five studies above, it shows that the main factors that influence students to increase entrepreneurial behavior are motivation and self-efficacy. The results of this study show that not only motivation and self-efficacy are able to influence student entrepreneurial behavior. In addition to motivation and self-efficacy, other factors that can encourage entrepreneurial behavior in students include: knowledge, creative ideas, business capital, and infrastructure. These identified factors can later be used as a reference or guideline for Jambi University to improve entrepreneurial behavior in students and produce graduates who have an entrepreneurial spirit as stated in the vision of Jambi University "a world entrepreneurship university".

CONCLUSION

It can be concluded that the factors that influence the entrepreneurial behavior of students at the Faculty of Economics and Business at Jambi University are motivation, self-efficacy, knowledge, capital, facilities and infrastructure, and the last creative ideas from each individual. However, the environment, is also be able to have an influence on increasing student entrepreneurial behavior, in the form of grant funding which is held every year. Referring to these factors, it is hoped that the Faculty of Economics and Business, Jambi University will be able to increase student entrepreneurial behavior by changing the student mindset from job seeker to job creator by strengthening the entrepreneurial mindset which will encourage entrepreneurial motivation.

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