

**ENTREPRENEURSHIP INTERESTS AMONG STUDENTS OF CIPUTRA
COLLEGE OF ECONOMICS MAKASSAR**

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Abstract: *The objectives of this study are: (1) To increase students' interest in entrepreneurship. (2) To motivate students to become entrepreneurs and familiarize them with their creative abilities to make business plans and encourage young entrepreneurship. (3) To overcome the decline, increasing student entrepreneurship is very important. (4) One way to increase Indonesia's economic growth is to develop young entrepreneurs. Although many graduates are born in Indonesia every year, there are still many students who are not interested in becoming entrepreneurs. This quantitative research uses primary data (objects, samples, questionnaires, and analysis tools); (1) Distributing questionnaires via the internet and collecting basic data based on respondents' responses; (2) Processing and analyzing data; holding focus group discussions (FGD) on research findings; and (3) Making a final research report.*



INTRODUCTION

Currently, the term "entrepreneurship" is increasingly used by people, especially because of its focus on the business aspect. In order for educational goals not to be wrong, teachers must understand the slight difference between entrepreneurship and self-employment. If the provision can help students' interest in entrepreneurship, it is expected to produce high-quality entrepreneurs with broader knowledge and insight into entrepreneurship. In addition, the goal of this program is to produce new entrepreneurs who are reliable and have character, who will help improve people's welfare and reduce unemployment in Indonesia through the creation of more inventive jobs. Furthermore, all students of the Ciputra Makassar School of Economics are the subjects of this study.

Entrepreneurship is defined as a person's ability to do business in a creative and innovative way and see opportunities around them to improve their business (Saragih, 2017). In addition, this perspective is in line with the definition of entrepreneurship given by Agus (2012), which states that entrepreneurship is utilizing every opportunity as a business field and developing it with the aim of making a profit. Konadi and Irawan (2012) also said that entrepreneurship is a mental and spiritual trait that always tries to improve his devotional work in an effort to increase his business income. These theories show how important

entrepreneurship is to creating value, driving innovation, and driving economic growth. They also open up opportunities for positive change in society and the market.

Because people prefer to be employees and work for others, being an entrepreneur means working alone, organizing, managing, and being responsible for a business. This is a big personal challenge. By having a business, entrepreneurs must not only accept their personal financial risks but also receive direct benefits from the success of their business. Often considered a difficult career choice, becoming an entrepreneur faces daily life and work situations that are full of uncertainty, obstacles, failures, and frustrations during the process of establishing a new business.

With the development of the idea of entrepreneurship, many people now talk about the role of entrepreneurs as people who are very important in exploiting economic opportunities and developing innovative ideas. Self-employed people, also called entrepreneurs, play a vital role in economic growth and innovation by providing jobs for others. Becoming an entrepreneur, however, is not easy. One must have a strong desire or interest from within oneself to achieve this goal (Patawari, 2020). A person's interest, desire, and willingness to work hard to become an entrepreneur and make money from their creative ideas is known as entrepreneurial interest. Resources and opportunities such as education and start-up capital can greatly influence a person's understanding and attitude towards entrepreneurship. These resources may be more accessible to people with more stable economic backgrounds.

This provides a greater opportunity for the younger generation to realize their dreams of becoming graduates without having to spend a lot of money. The availability of easy education must be balanced with the availability of a wide and quality job market. However, the current phenomenon shows that most college graduates tend to choose to become job seekers rather than create their own jobs. Judging from this phenomenon, students are not very interested in becoming entrepreneurs. To be able to produce young entrepreneurs is not an easy thing, because it is not only a matter of the availability of capital, technology, and markets as well as creativity to become an entrepreneur, but a strong entrepreneurial mentality, attitude and behavior must be deeply embedded in order to become a strong entrepreneur. Based on the background and problems, the researcher is interested in conducting a study entitled "Interest in Entrepreneurship in STIE Ciputra Makassar Students" (Case Study of Students / Ciputra Makassar College of Economics).

Problem Formulation

Based on the background above, this study formulates how much interest STIE Ciputra Makassar students have in entrepreneurship.

Research Objectives

Based on the formulation of the problem, the purpose of this study is to analyze how much interest STIE Ciputra Makassar students have in entrepreneurship and how much they are motivated to improve and increase their interest in entrepreneurship.

LITERATURE REVIEW

A. Social Achievement

Various orientations towards social competence are referred to as social achievement targets. The goal of social development is to improve a person's social competence. They can also show their social competence (show their abilities in the demonstration approach and hide their abilities in the demonstration avoidance). Social achievement targets affect the social, psychological, and academic adjustment of individuals. Social development goals are related to healthy social relationships, psychological adjustment, and adaptive behavior patterns in the classroom.

Conversely, the goal of avoiding social demonstrations is related to non-adaptive psychological outcomes and avoidance behavior. The targets of the social demonstration approach not only have social competence and popularity, but also have a relationship with aggression. There are a number of known target effect mechanisms. To better inform interventions, further research should examine individual and contextual antecedents of goal adoption as well as moderators of goal effects.

B. Personal Challenges

The seven personal strengths required to become an entrepreneur are the mental motivation to become an entrepreneur: 1) strong will; 2) personal strength (being able to know oneself, be confident, and understand goals and needs); 3) honesty and responsibility (having high morals and being self-disciplined); 4) physical and mental resilience and health; and 5) the desire to become an entrepreneur.

According to Siswadi (2014), entrepreneurship is a creative and innovative thinking process that takes risks to create and manage existing resources to provide added value to goods and services. Therefore, it is very important for students to have the mental drive and motivation to become entrepreneurs so that they can find business opportunities and use them to create new jobs (Prihantoro & Hadi, 2016).

C. Innovation or Creativity

According to Makmur and Thahier (2015), innovation is a unique tool for a company that allows them to explore or utilize changes that occur as opportunities and opportunities to run a business in a different way than before. According to Trott (2008), innovation is the core and basis of all business activities because it is very important for the sustainability of a company. In addition, innovation is responsible for the management of the changes that occur and how they can be carried out.

The whole purpose of innovation is to create an environment where the business can grow and develop optimally. The purpose of innovation is based on four perspectives, according to Makmur and Thahier (2015):

1. Budget or financial perspective, which means that the company must always innovate to get a lot of results with a relatively small budget.
2. Customer perspective, which means that all parts of the company must always innovate to get more customers and provide the best service.
3. Internal business management perspective, which means that every part of management must always innovate to create a pleasant atmosphere within the company

D. Leadership

Leadership has more than just a title or position; they have the power and strength to make changes. Leadership is something that grows within a person who can teach, advise, and solve problems. Not just a title or position given from outside. Leadership does not depend on goals; leaders are always motivated to prioritize personal interests rather than achieving certain goals.

In this way, a leader has the ability to build his own character and train his leadership spirit, which in turn can influence his group members. Influencing someone initially motivates them and then can solve the problem by rewarding or sanctioning those who violate (Usep Deden Suherman, 2019).

E. Flexibility

Sutanto (in Siswadi, 2013:7) said that there are several things that encourage someone to become an entrepreneur, such as the desire to have their own job, tolerance for risk, and the desire to achieve success.

Freedom in working allows someone to do little work but get a lot of results. Unlike employees who work for companies, an entrepreneur will have greater time flexibility.

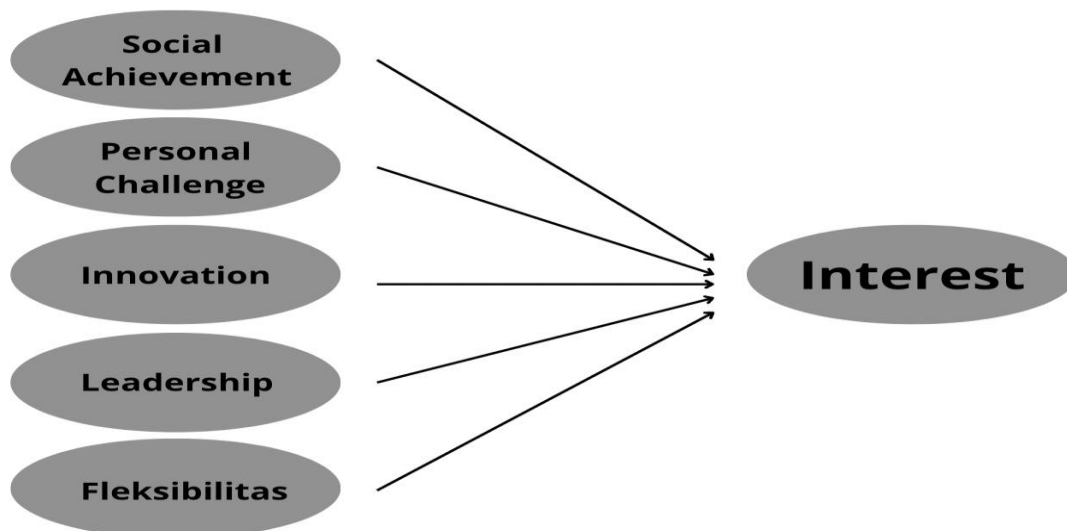
F. Interest in Entrepreneurship

In the Big Indonesian Dictionary (KBBI), interest is defined as a high tendency of the heart, passion, and desire for something. However, according to Muchammad (2014), interest is an action of a person that is inseparable from feelings of pleasure, because it will have a positive impact, namely a sense of pleasure and confidence to continue doing something. Thus, interest is a high tendency of the heart.

According to Presidential Instruction No. 4 In 1995, entrepreneurship is the spirit, attitude, behavior and ability of a person in handling a business or activity that leads to efforts to find, create and implement new working methods, technologies and products by increasing efficiency in providing services.

better and gain greater profits. Saiman (2014) defines entrepreneurship as an effort to start a business, activity, or business activity based on one's own desire and ability to establish a business or business.

The following is the research model that we use:



RESEARCH METHOD

Population and Sample of Respondents

To obtain information from respondents, this study used a questionnaire. The questionnaire was distributed online via Google Forms, and the researcher took two approaches: offline, meeting respondents directly, and online, sending Google forms via social media such as WhatsApp.

		Umur			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	17	7	12.1	12.1	12.1
	18	21	36.2	36.2	48.3
	19	26	44.8	44.8	93.1
	20	3	5.2	5.2	98.3
	23	1	1.7	1.7	100.0
	Total	58	100.0	100.0	

		Gender			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Laki - Laki	25	43.1	43.1	43.1
	Perempuan	33	56.9	56.9	100.0
	Total	58	100.0	100.0	

This study involved all students of Management Department of Ciputra University Makassar. In this study, 58 students were sampled using purposive sampling technique, which takes subjects based on certain objectives. The criteria used were management students who had made a business plan. Primary and secondary data were used in this study. In this study, qualitative and quantitative methods were used, and correlation analysis tool was one of the analysis techniques, which is included in the association measurement technique. Association measurement is a general term that refers to a group of techniques in bivariate statistics that are used to measure the strength of the relationship between two variables. The research flowchart shows the work that has been and will be done within a specified time period. This study collects data using a questionnaire, also called a questionnaire. A questionnaire is a data collection method that gives respondents a set of written questions to answer. This questionnaire itself consists of several pages that show the variables that have been determined. Each indicator of the variables that have been determined will be represented by a question attached to the questionnaire. To evaluate each variable, a Likert scale will be used, which is calculated using the following ranking technique:

Strongly Agree (SS) = Scored 5

Agree (S) = Scored 4

Neutral (N) = Scored 3

Disagree = Scored 2

Strongly Disagree = Scored 1

RESULTS

One-Sample Kolmogorov-Smirnov Test

		Social Achievement	Personal Challenge	Innovation	Leadership	Fleksibilitas
N		58	58	58	58	58
Normal Parameters ^{a,b}	Mean	4.22	4.40	4.42	3.66	3.86
	Std. Deviation	.817	.635	.688	.997	.842
Most Extreme Differences	Absolute	.174	.184	.231	.144	.124
	Positive	.171	.171	.200	.090	.090
	Negative	-.174	-.184	-.231	-.144	-.124
Test Statistic		.174	.184	.231	.144	.124
Asymp. Sig. (2-tailed)		.000 ^c	.000 ^c	.000 ^c	.004 ^c	.026 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

The results of the Kolmogorov-Smirnov test of this sample are used to test whether the data on the variables of flexibility, social success, personal challenge, innovation, and leaders are normally distributed. The number of samples (N) for each variable is 58. For the social success variable, the average (mean) and standard deviation are as follows: social achievement has a mean of 4.22 and a standard deviation of 0.817; personal challenge has a mean of 4.40 and a standard deviation of 0.635; innovation has a mean of 4.42 and a standard deviation of 0.688; leadership has a mean of 3.66 and a standard deviation of 0.997; and flexibility has a mean of 3.86 and a standard deviation of 0.842.

In addition, this test calculates the largest absolute, positive, and negative values (Largest Extreme Difference) between the sample distribution and the theoretical normal distribution. The Innovation variable has the largest absolute value (0.231), and the Leader variable has the smallest absolute value (0.144).

For each variable, the Kolmogorov-Smirnov test statistic ranges between 0.124 and 0.231. Nonparametric statistical tests may be more balanced because the data distribution of the five variables does not follow a normal distribution at the 5% significance level. This conclusion is based on the p-value or Asymp. Sig. (2-tailed) which are all smaller than 0.05, namely 0.000 for social achievement, personal challenge, and innovation, 0.004 for leaders, and 0.026 for flexibility.

Communalities

	Initial	Extraction
Social Achievement	1.000	.615
Personal Challenge	1.000	.754
Innovation	1.000	.590
Leadership	1.000	.536
Fleksibilitas	1.000	.858

Extraction Method: Principal Component Analysis.

After extraction, the proportion of variance explained in the “Extraction” column. The results show that social achievement has a communality value of 0.615, meaning that the principal component accounts for 61.5% of its variance. Personal Challenge has the second highest communality value with 0.754, indicating that 75% of the variance of this variable can be explained. Innovation has a communality value of 0.590, meaning that the extracted factor accounts for 59% of the variation. Leadership found a communality value of 0.536, indicating

that 53.6% of its variance can be explained. Finally, the highest communality value for flexibility is 0.858, indicating that 85.8% of its variance is due to the extracted principal component.

Overall, variables that had higher communality values, such as personal challenge and flexibility, were explained more by the principal components, indicating that they had better representation in the factor analysis used.

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.689
Bartlett's Test of Sphericity	Approx. Chi-Square	55.550
	df	10
	Sig.	.000

The results of the KMO and Bartlett tests were used to evaluate the suitability of the data for factor analysis and the adequacy of the sample. The Kaiser-Meyer-Olkin (KMO) sample adequacy value was 0.689, indicating that the sample was sufficient.adequate for factor analysis; values above 0.6 are usually considered good enough. Therefore, a value of 0.689 indicates that these data are acceptable for factor analysis.

In addition, Bartlett's Sensitivity Test produces a Chi-Square Approximate value of 55.550 with a degree of freedom (df) of 10 and a significance value (Sig.) of 0.000. Since the sample is quite large and there is a significant correlation of variables, the findings indicate that the correlation between variables is statistically significant and strong enough to continue factor analysis. In conclusion, this data meets the requirements for factor analysis.

CONCLUSION

(1) In this study, there are two main factors that influence the entrepreneurial interest of UC Makassar students: personal challenge, innovation, and leadership. The first factor is responsible for 46.24% of the variability in students' entrepreneurial interest. Social achievement and flexibility are the second factors responsible for 20.82% of the variance. (2) With the highest community value, flexibility is the most important variable in determining entrepreneurial interest. This shows that students are more interested in flexibility when starting a business. (3) The KMO and Barlett tests show that the sample used is large enough to conduct factor analysis, but the results of the normality test show that the data is not normally distributed, indicating large variability in entrepreneurial interest among students. (4) Entrepreneurship education and coaching should pay more attention to things like innovation, flexibility, and personal challenges. These are the main components that encourage students to start their own businesses.

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