



EFFORTS TO INCREASE STUDENT INTEREST IN ENTREPRENEURSHIP DURING THE COVID-19 PANDEMIC

Debora Tambunan¹, Asriyana², Iventura Fitra Uli Tamba³, Elisabeth Nainggolan⁴, Inda Arfa Syera⁵

¹Lecturer of Management Studies Program, Universitas Mahkota Tricom Unggul, Jl. Pematang Pasir, Kota Medan, Sumatera Utara, 20241, Indonesia

²Lecturer of Sharia Banking, UIN Datokarama Palu, Jl. Diponegoro No.23, Kota Palu, Sulawesi Tengah, 94221, Indonesia

³Lecturer of Business Administration, STMB Multi Smart Medan, Jl. Pajak Rambe No.92, Kota Medan, Sumatera Utara, 20252, Indonesia

⁴Lecturer of Management Studies Program, STIE Eka Prasetya Medan, Jl. Merapi No.8, Kota Medan, Sumatera Utara, 20212, Indonesia

⁵Lecturer of Management Studies Program, STIE Muhammadiyah Asahan, Jl. Madong Lubis No.08, Kabupaten Asahan, Sumatera Utara, 21211, Indonesia

E-mail: tdebora64@gmail.com¹, asriyana@gmail.com², iventura@gmail.com³, elisabeth@gmail.com⁴, inda@gmail.com⁵

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ABSTRACT

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The purpose of this study is to analyze the effect of entrepreneurial education, family environment, and income expectations on interest in entrepreneurship at the Multi Smart Business Management College. The population and sample in the study were 54 students who had completed entrepreneurship courses. Data collection using questionnaires and data analysis using multiple linear regression analysis. The results of partial and simultaneous data analysis of entrepreneurship education, family environment, and income expectations have a significant effect on students' interest in entrepreneurship. The most dominant variable or which is considered to have a major influence in increasing a student's interest in entrepreneurship is entrepreneurship education.

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1. Introduction

The Covid-19 pandemic that has hit all parts of the world at this time turned out to have made many major changes to the survival of human life [1]. Covid-19 itself began to be detected in Indonesia around January 2020. This then had a big impact and real changes in every aspect of people's lives in Indonesia. The government has made policies that the public must immediately comply with to reduce the spread of this highly contagious virus. All aspects of life are affected by the spread of Covid-19 [2]. The most important and most felt impact by the community is on economic aspects or activities. The economy continues to decline due to the Covid-19 pandemic. Transactions or business activities that are usually busy have decreased drastically, especially in the tourism and transportation sectors, but in some other business activities, some can survive and even experience an increase [3]. The Covid-19 pandemic is also expected to have an impact on a prolonged economic crisis [4].

The government has then taken many ways to prevent and suppress the rate of transmission of this virus attack. One of the efforts made is by imposing a lockdown, or large-scale social restrictions [5]. Employees or workers must also be able to adapt to the new work system, namely working from home or the term WFH (Work From Home). This is done to reduce the intensity of meetings between individuals so that a lot of work is done at home to avoid increasing numbers of people who are infected with the virus [6].



Another impact that can be felt by the community from the spread of this virus is the increasing number of unemployed. This can happen because many companies have gone out of business so they have terminated employment (PHK) for their employees or employees. Companies are not able to pay wages or salaries of employees because production decreases and demand from the market also decreases. From the data obtained, the Indonesian economy has decreased by 2.41% as a result of the Covid-19 pandemic [7], even according to Indonesia's CORE (Center Of Reform on Economics) projections, the number of unemployed in Indonesia in 2020 will increase by around 4.25 million people. This also adds a new problem for the country of Indonesia because the number of poor people will increase in the number [8]

In terms of education, the Covid-19 pandemic has also brought major changes to all teaching and learning activities. The teaching and learning process which is usually carried out in a building or classroom with face to face, due to the Covid-19 pandemic has turned into an online system [9]. This option is done to prevent the spread of the virus. This online learning system is carried out at all levels from elementary to university. Students learn from home by using internet services to be able to connect with friends and teachers or lecturers as teachers (Elfahmi, 2020). With the implementation of the rules in online learning, students have quite a lot of free time. This time can be used by students to carry out business activities or entrepreneurship. Entrepreneurship itself is one of the supporters who can determine the progress or decline of a country's economy. With the large number of individuals carrying out entrepreneurial activities, it can be ascertained that the unemployment rate which is getting higher due to the Covid-19 pandemic can be reduced. It is hoped that the entrepreneurial spirit of students can grow and develop so that they can open new job opportunities [10].

The first step that an individual or student must have to become an entrepreneur is to have an interest or motivation from within himself [11]. This is certainly by the educational background of the students. Students are certainly equipped with knowledge about entrepreneurship because on-campus entrepreneurship courses are subjects that must be taken by every student. It is known that there have been many studies discussing the factors that influence individual interest in doing entrepreneurship [12]. One of the research conducted by [13] proves that it turns out that behavior or attitudes, subjective norms, and self-control have a positive influence on student interest in entrepreneurship. Other research conducted by [14] stated that the family environment has a positive effect on student entrepreneurship interest. Likewise, research conducted by [15] states that personality and family environmental factors have a positive and significant effect on student interest in entrepreneurship. The testing of this research is valid either partially or simultaneously. Family environmental factors did not influence student interest in entrepreneurship. This study further assumes that the factors that can affect student interest in doing entrepreneurship during the Covid-19 pandemic are: Entrepreneurship education, family environment, and income expectations.

1.1 Literature Review and Submission of Hypotheses

1.1.1 Interest

Interest is a condition of a person or individual who has a strong desire or desire for something so that they make various efforts to get the desired desire. According to [16] Expressing interest itself can be formed from experiences that are certainly memorable, interesting, and felt directly by the individual so that it can be done with the desire of the heart. Interest in entrepreneurship can also be interpreted as an action or attitude of a person who is doing something dares to bear the risks that occur, is independent in carrying out an activity or is independent in meeting the needs of life, always struggles, and does not know to give up in achieving the expected goals [8]. Several factors can influence in shaping a person's interest in entrepreneurship. According to [15] Factors that can influence the formation of interest in entrepreneurship can be formed as a result of interactions that occur from one's attitude or personality, environment, and one's attitude. The influence of education, family, first work experience, and income expectations can also affect a person's interest in entrepreneurship [17].

1.1.2 Entrepreneur Education

Entrepreneurship education is one of the factors that can influence individual interest in entrepreneurship. This is further triggered by the current pandemic. Entrepreneurial activities, it is very helpful to be able to improving the economy which is currently being heavily affected by the Covid-19 pandemic [4]. Entrepreneurship education is also a reliable strategy that can be used to overcome the problems of

unemployment and poverty that occur [18]. It is hoped that students can apply entrepreneurship education so that later in the world of work after completing the study period they can be independent, hardworking, and never give up so that they can build financial prosperity. Students are expected not only to become job seekers but also to create jobs that can help absorb labor [19]

1.1.3 Family environment

The family environment is the initial and most important medium that influences the formation of a child's behavior or attitude [20]. The family environment is the smallest group in society but has a very large role in the development and growth of a child [21]. In the family environment, children are taught to be able to communicate, interact, and even be equipped with the ability to survive and live life in the future [6]. The role of parents is needed to be able to form an individual interest in entrepreneurship [22]. This is in line with research conducted by [23] which proves that the family environment influences individual interest in entrepreneurship. It is also known that the more supportive parents and a conducive family environment, the more motivated individuals will be in entrepreneurship [24].

1.1.3 Income Expectations

Income is the result obtained by someone who carries out an activity or business in a certain period. It is also known that basically, every individual will expect a large income to fulfill his needs and even desires [25]. Income expectations are the expectations that exist within individuals to be able to obtain a higher income [26]. Income expectations are the expectations that exist within individuals to be able to obtain a higher income [27].

2. Research Methods

This research uses descriptive quantitative data. Quantitative descriptive is a type of research that is related to numbers and emphasizes testing theories that can be done by measuring variables [28]. The purpose of this study was to be able to determine the influence of the factors that influence student interest in entrepreneurship during the Covid-19 pandemic. The variables in this study consisted of the dependent variable and the independent or independent variable. The dependent or dependent variable is the student's interest in entrepreneurship, and the independent variable is entrepreneurship education, family environment, and income expectations.

The population is the total number of objects or subjects that are in an area and of course, must meet the terms and conditions of the problem in a study. For the research population whose number is smaller than one hundred people, the sample will be used in its entirety, but if the population is more than one hundred people, the sample used is only 10-15% or 20-25% of the total population [29]. The population in this study used all students of the management study program at the Multi Smart Business Management College who had completed entrepreneurship courses. Furthermore, after collecting data and observing all students, the total population of this study was 54 people, because the number was below one hundred people, the entire population was used as the research sample. The variables in this study consist of independent variables (free), namely Entrepreneurship Education (X1), Family Environment (X2), Income Expectations (X3), and the dependent variable (bound) namely Entrepreneurial Interest (Y). The questionnaire in this study had five answer choices from the highest to the lowest gradation (Likert scale). The answer choices for the questionnaire in this study are: strongly agree (ss) = 5, agree (s) = 4, disagree (ks) = 3, disagree (ts) = 2, strongly disagree (sts) = 1

The data collection carried out in this study was using the survey method. The survey method was carried out by distributing questionnaires containing questions related to the data needed for the research carried out. The questionnaire was given directly to students online via a google form. Respondents in this study were all students of the STMB MS Medan management study program who of course had completed the entrepreneurship course. The data analysis technique in this study used multiple linear regression to determine the dependence or attachment of the dependent variable to one or more of the independent variables. Furthermore, multiple linear regression analysis was carried out because this study used more than one independent or independent variable. Testing the questionnaire or the quality of the data received is carried out before the hypothesis test is carried out, namely by testing the validity, reliability, normality test, classical assumption test, multicollinearity test, and heteroscedasticity.

3. Result and Discussion

3.1 Multiple Linear Regression Analysis

TABLE 2
RESULTS OF REGRESSION ANALYSIS

Model	Coefficients			t	Sig.	
	Unstandardized Coefficients	Standardized Coefficients				
	B	Std. Error	Beta			
	(Constant)	5.710	3.165		1.804	.077
1	PK1 (X1)	.315	.113	.412	2.792	.007
	LK2 (X2)	.349	.144	.348	2.428	.019
	EP3(X3)	.195	.082	.204	2.375	.021

a. Dependent Variable: MB (Y)
Source: Data processed 2022

Based on the table above, the multiple linear regression equations in this study are:

$$Y = 5.710 + 0.315X1 + 0.349X2 + 0.195X3 + e$$

1. In this regression model, the constant value listed is 5.710 which can be interpreted if the independent variables in the model are assumed to be equal to zero, on average the variables outside the model will still increase the student's interest in entrepreneurship by 5.710 individually or in other words if the variables of entrepreneurship education, family environment, and income expectations are not increased, so the students' interest in entrepreneurship is still 5,710 units.
2. The value of the regression coefficient b1 of 0.315 in this study can be interpreted that when entrepreneurship education has increased by one unit, it will increase students' interest in entrepreneurship by 0.315 units.
3. The value of the regression coefficient b2 of 0.349 in this study can be interpreted as the family environment variable is 0.349 which indicates that when the family environment increases by one unit, it will increase students' interest in entrepreneurship by 0.349 units.
4. The value of the regression coefficient b3 of 0.195 in this study can be interpreted as the income expectation variable is 0.195 which indicates that when income expectations increase by one unit, it will increase students' interest in entrepreneurship by 0.195 units.

3.2 Coefficient of Determination

The magnitude of the influence of the independent variables on the dependent variable, namely civic education, family environment, and income expectations on students' interest in entrepreneurship can be proven by the value of the coefficient of determination. From the results of the F test carried out, it can be seen in Table 8 that the Adjusted R2 value of the multiple linear regression model is 0.771, which means that 77% of students' interest in entrepreneurship is influenced by civic education, family environment, and income expectations. This shows a big influence, and the remaining 33% of students' interest in entrepreneurship is influenced by other variables that are not included in this study.

3.3 F Uji test

Furthermore, in this study, the F test was then carried out to see the effect of these variables by testing the four variables when carried out together. The results of the F test can be seen in the following table:

TABLE 1
F . TEST RESULTS

Statistical Size	Mark
F	56,096
Sig. F	0,000
R ²	0,870
Adj. R ²	0,771

Source: Data processed 2022

The results of the F test or the simultaneous test of the four variables in this study showed an F value of 56,096 with a significance of 0.000. This shows that the significance value is less than 0.050. This means that it proves that all independent variables have been shown to simultaneously affect students' interest in entrepreneurship.

3.4 t-test

TABLE 2
t-TEST RESULTS

Model	Coefficients			t	Sig.	
	Unstandardized Coefficients		Standardized Coefficients			
	B	Std. Error	Beta			
	(Constant)	5.710	3.165		1.804	.077
1	PK1 (X1)	.315	.113	.412	2.792	.007
	LK2 (X2)	.349	.144	.348	2.428	.019
	EP3(X3)	.195	.082	.204	2.375	.021

a. Dependent Variable: MB (Y)
Source: Data processed 2022

From Table 2 it can be explained that the results of hypothesis testing in this study are shown for the X1 variable with a t value of 2.792 and a significance value of 0.007. Variable X2 with a t-value of 2.428 and a significance value of 0.019, and Variable X3 with a t-value of 2.375 and a significance value of 0.021. It is known that the hypothesis in the study will be accepted or supported if the significance value is less than 0.050 or < 0.050. The following is an explanation of the results of hypothesis testing in this study:

3.5 The Influence of Entrepreneurship Education on Student Entrepreneurial Interests

The results of the hypothesis test of the effect of entrepreneurship education on student entrepreneurship interest during the Covid-19 pandemic showed at-value of 2.792 and a significance value of 0.007. This certainly shows a significance value smaller than the specified significance level, which is < 0.050 in a positive direction, so that the entrepreneurship education variable has a positive effect on student entrepreneurship interest during the Covid-19 pandemic. The results of this study are in line with previous research which states that entrepreneurial education has a significant effect on interest in entrepreneurship. This shows that entrepreneurship education has a significant effect on entrepreneurial interest [30][31][32][33].

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3.7 The Effect of Income Expectations on Student Entrepreneurial Interests

The results of the hypothesis test of income expectations on student entrepreneurship interest during the Covid-19 pandemic on student entrepreneurship interest showed at-value of 2.375 and a significance value of 0.021. This of course shows a significance value smaller than the specified significance level, which is < 0.050 in a positive direction so that the income expectation variable has a positive effect on student entrepreneurship interest during the Covid-19 pandemic. The results of this study are in line with the results of research conducted [17][37][38] stated that expectations had a significant effect on interest in entrepreneurship. It can be stated that when income expectations are increased it will have an impact on increasing entrepreneurial interest.



4. Conclusion

From the research and data processing that has been done previously, several conclusions can be drawn, namely partially and simultaneously entrepreneurship education, family environment, and income expectations have a significant effect on students' interest in entrepreneurship. The most dominant variable or which is considered to have a major influence in increasing a student's interest in entrepreneurship is entrepreneurship education.

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