

## “Determinants Factors Affecting Enterprise Interest in Students” Of the Faculty of Economics and Business Widyatama University Bandung

**Keni Kaniawati**

Faculty of Economics and Business,  
Widyatama University

[Keni.kaniawati@widyatama.ac.id](mailto:Keni.kaniawati@widyatama.ac.id)

**Hidayat Koswara**

Faculty of Economics and Business,  
Widyatama University

[hidayat.koswara@widyatama.ac.id](mailto:hidayat.koswara@widyatama.ac.id)

**Mochamad Rangga Mahendra Sukma Wardhana**

Faculty of Economics and Business,  
Widyatama University

[ranaga.mahendra@widyatama.ac.id](mailto:ranaga.mahendra@widyatama.ac.id)

**Muhammad Syafiq Ibrahim**

Faculty of Economics and Business,  
Widyatama University

[syafiq.ibrahim@widyatama.ac.id](mailto:syafiq.ibrahim@widyatama.ac.id)

**Nadhif Mondavi**

Faculty of Economics and Business,  
Widyatama University

[nadhif.mondavi@widyatama.ac.id](mailto:nadhif.mondavi@widyatama.ac.id)

**Saefulloh Yusuf**

Faculty of Economics and Business,  
Widyatama University

[yusuf.saefulloh@widyatama.ac.id](mailto:yusuf.saefulloh@widyatama.ac.id)

### Abstract

The purpose of this study is to show that there is an impact of entrepreneurship education, income expectations, and creativity innovation on entrepreneurial interest in the Faculty of Business Economics. The research method that researchers use is descriptive and verification methods with data collection techniques through questionnaires. The respondents in this study were students of the Faculty of Business Economics at Widyatama University. The data analysis technique in this research is multiple regression analysis. The results showed that the response of students of the Faculty of Business Economics to entrepreneurship education was considered responsive with an average value of 3.68, income expectations were considered quite good with an average of 3.57, creativity and innovation were considered good with an average value of 3.67, and entrepreneurial interests, students of the Faculty of Business Economics, Widyatama University are considered responsive with an average score of 3.68. Entrepreneurship education has an influence on the interest in entrepreneurship in students of the Faculty of Business Economics at Widyatama University by 20.1%. Income expectations have an influence on the interest in entrepreneurship in Widyatama University students by 33.1%. Innovation creativity has an influence on interest in entrepreneurship in students of the Faculty of Business Economics, Widyatama University by 24.4%. Entrepreneurship education, income expectations, and innovation creativity have an influence on entrepreneurial interest in students of the Faculty of Economics and Business, Widyatama University by 45.9% and the researcher's hypothesis shows that the calculated F value with F table is rejected because: F count 27.250 > F table 3.10.

### Keywords

Entrepreneurship Education, Creativity Innovation, Income Expectations, Interest in Entrepreneurship.

To cite this article: Kaniawati, K., Koswara, H., Wardhana, M., R., M., S., Ibrahim, M., S., Mondavi, N., Yusuf, S., (2021) "Determinants Factors Affecting Enterprise Interest in Students" Of the Faculty of Economics and Business Widyatama University Bandung. *Review of International Geographical Education (RIGEO)*, 11(8), 2516-2525. doi: 10.48047/rigeo.11.08.233

Submitted: 09-10-2020 • Revised: 11-12-2020 • Accepted: 13-02-2021

## Research Background

High interest in entrepreneurship is a crucial factor for the nation's economic growth, but the entrepreneurial spirit of the Indonesian nation is still low.

Therefore, the President invites University leaders to build an ecosystem entrepreneurship development, with the hope that start-up businesses will emerge and push them to become big. Access to entrepreneurship education is one of the important factors in encouraging equity in business entities in Indonesia. (Kasmir, Thomas, & Scalisi, 2016) define entrepreneurship education as "the process of providing individuals with the ability to recognize commercial opportunities and the insight, self-esteem, knowledge and skills to act on their own thinking. In the implementation of entrepreneurship education programs, there are two policies related to entrepreneurship, namely: 1) entrepreneurship as a subject at the secondary education level, and as a subject at the higher education level, and 2) entrepreneurship as a skill that refers to competency standards (Dadvar, Mohamadrezaii, & Fathabadi, 2012){

In West Java itself, BPS in 2018 noted that open unemployment data for university graduates increased significantly. In February 2016 the Open Unemployment Rate (TPT) for university graduates reached 8.39% or equivalent to 144,500 people from the previous 80,416 people (4.71%). In Bandung, the unemployment rate is quite high. It can be seen from the data in September 2015 that there are 90,000 people in Bandung who are not working, most of whom are university graduates said, although this figure is still high, this figure is still decreasing compared to 2013 with 146,000 people and in 2014 as many as 127,000 people. (Sekaran & Bougie, 2019)

Growing and developing the economic potential of the people and the development of a nation through the role of entrepreneurship is an ability that can change the wheels of the economy, by increasing job opportunities to solve the problem of increasing unemployment. The role of entrepreneurship is not limited to the nation's economic development. But also as a driver, controller and user of the country's economy. Entrepreneurship also plays a role in reducing the number of unemployed in a country. The many positive influences that can be generated by entrepreneurial activities should the government be able to create and multiply entrepreneurs in Indonesia.

Based on the above phenomenon, the researcher formulates the problem of what factors influence students' interest in entrepreneurship. Based on the formulation of the problem, the purpose of this study is to analyze the factors that influence student interest in entrepreneurship.

## Literature Review

Entrepreneurship is one or more people who dare to take economic risks to create a new organization, and use new technology or innovative technology to create value for others (Zhang & Zhang, 2013). According to (Alma & Buhari, 2010) entrepreneurship is a dynamic process to create additional wealth. This additional wealth is created by entrepreneurial individuals who take risks, spend time, and provide a variety of products and services. According to (Suhartini, 2011) business activities. Innovative imaginative and inventive entrepreneurship can be used as tips for finding opportunities for success. Entrepreneurship according to (Timmons, Spinelli, & Tan, 2004) Entrepreneurship is a way of thinking, studying, and acting based on business opportunities, holistic approach, and balanced leadership. The conclusion from the definition according to the experts above, that entrepreneurship is a person's ability to seek and take advantage of existing opportunities.

(Kasmir et al., 2016) suggests that entrepreneurship is the ability to create business activities. The ability to be creative requires creativity and continuous innovation to find something different from what has been there before. An entrepreneur must have creative and innovative abilities in finding and creating various ideas.

According to (Suharti & Sirine, 2012), entrepreneurship is the process of applying creativity and innovation to solve and seek opportunities from problems faced by everyone in everyday life. The government has stipulated Presidential Regulation Number 4 of 1995 concerning the National Movement to Popularize and Grow Entrepreneurship. This Instruction Entrepreneurship is the spirit, attitude, behavior and ability of a person in dealing with businesses and or activities that lead to efforts to find, create, implement new ways of working, technology and products by increasing

efficiency in order to provide better services and or obtain more profits. big. In the curriculum, the scientific character of entrepreneurship must be designed to know, do, and become entrepreneurs. Train students in a variety of interesting and talent, science, welfare or organizational activities should also be geared towards imparting entrepreneurial skills.

The hope for a better income is one of the factors that influence whether one wants to become an entrepreneur or not. If a person hopes to earn a higher income by becoming an entrepreneur, then he or she will be more motivated to become an entrepreneur. Research conducted by (Suhartini, 2011) understands that income has an effect on interest in entrepreneurship. Someone will be carried away to become an entrepreneur because the income he gets if it exceeds the success of employees. A person with higher income expectations than work becomes an employee to become an entrepreneur.

According to (Adhitama & Arianti, 2014; Setiawan & Sukanti, 2016) Income expectations are expectations to earn higher incomes so that higher income expectations will further increase student interest in entrepreneurship. Revenue is the gross inflow of economic benefits arising from an entity's normal activities in a period if the inflow results in an increase in equity, which is not derived from investment contributions. be an entrepreneur or not. If a person hopes to earn a higher income by becoming an entrepreneur, then he will be more motivated to become an entrepreneur. The income expectations discussed in this study are purely discussing students' own income, where students open and start their own businesses which are carried out at school or continue outside of school. In addition to income from entrepreneurship such as pocket money, inheritance, and other income outside the student's own business income, they were not included or not involved in this study. Then from the student's personal income, it will be studied more deeply, whether students have higher expectations related to their income. This is of course adjusted to the type of business desired by the student or in other words according to the maximum level that can be obtained from his business

According to (Setiawan & Sukanti, 2016) creativity is a combination of innovation, flexibility, and sensitivity that makes a person able to think productively based on personal satisfaction and other satisfactions. Creative people are people who always think about novelty, difference, utility, and understandability. To produce these things, entrepreneurs must always think and reflect so that they can come up with new ideas and ideas, for example ideas on how to make something new and different, how to add value to an item, or how to add convenience to it. easy access to the value of an item. According to (Setiawan & Sukanti, 2016) innovation is the ability to apply creative problem solutions and create opportunities to develop or enrich human life, innovation is the ability to apply creative solutions to problems and opportunities to enrich people's lives. Innovation and innovation for an entrepreneur is the key to success. Innovation is an entrepreneurial act to achieve victory in the competition. Through research and development, entrepreneurs find novelty, usefulness and convenience as added value and competitiveness. (Septianingrum & Fitria, 2020)

Entrepreneurial interest in this study is defined as a situation in which students have a desire to develop a business or create a new business. Based on research conducted by (Suhartini, 2011) to measure the entrepreneurial intention variable based on the following indicators: (1) A high desire to choose entrepreneurship as a career or profession is that after receiving entrepreneurship education, students have a high desire to choose a profession as an entrepreneur. ;(2) Preferring to be an entrepreneur over working for others is that after getting entrepreneurship education, students prefer to create their own jobs rather than work for others.

According to (Suhartini, 2011)), someone who has entrepreneurial talent can develop his talent through education. Those who become entrepreneurs are people who recognize potential and learn to develop it to seize opportunities and manage businesses to realize their dreams. Students will have a strong drive for entrepreneurship if someone or students have a greater entrepreneurial interest. With this interest, it will encourage students to do something definite where there is motivation that causes doing something or activity according to the goal. Thus, with a strong drive, the aspiration or desire for entrepreneurship will be realized so that when this desire has been fulfilled, satisfaction will arise, where satisfaction itself is pleasant. The idea of innovation is also discussed in the law, namely in Law number 19 of 2002, the meaning of innovation is research, development, and/or engineering activities carried out with the aim of developing practical applications of new values and scientific contexts, or ways to apply existing science and technology to products or production processes. Meanwhile, Stephen Robbins (1994), defines innovation as a new idea that is applied to initiate or improve a product or process and service.

The following are factors that influence entrepreneurship education according to (Septianingrum & Fitria, 2020)), creativity innovation according to (Damanpour, Walker, & Avellaneda, 2009) income expectations according to (Setiawan & Sukanti, 2016) and interest in entrepreneurship according to (Sekaran & Bougie, 2019)

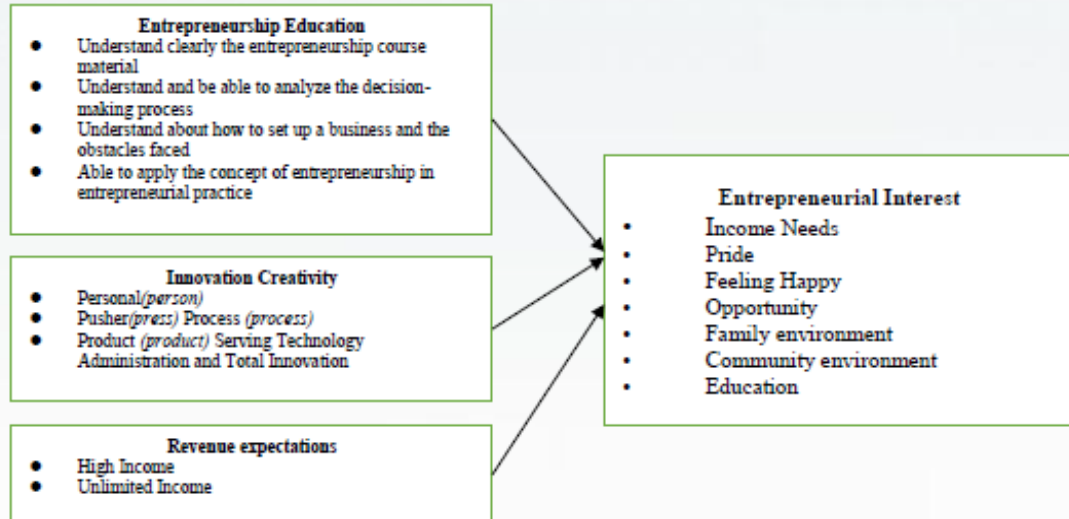


Figure 1.1. Framework

The hypotheses of this study are:

H1: The entrepreneurship education variable has a positive impact on the entrepreneurial interest of the students of the Faculty of Business Economics, Widyatama University.

H2: Variable income expectations have a positive impact on the entrepreneurial interest of students of the Faculty of Business Economics, Widyatama University.

H3: The variables of innovation and creativity have a positive impact on the entrepreneurial interest of students of the Faculty of Business Economics, Widyatama University.

## Research Methods

The research is descriptive and verification, while the method used is interviews using questionnaires with observation techniques. Data analysis used multiple linear regression analysis. The sampling technique used was proportional cluster random sampling. The population in this study were students of the Faculty of Business Economics, Widyatama University class 2017, 2018 and 2019. The selection of this population was due to the research focus on active students who had taken entrepreneurship education courses.

The sample according to (Suharti & Sirine, 2012) the sample is part of the number and characteristics possessed by the population. Sampling used in this study is non-probability with purposive sampling technique. According to (Sekaran & Bougie, 2019) purposive sampling is a limited design for specific people who can provide the necessary information because only those who have the information or meet the criteria set by the study. Field study consisting of questionnaires and interviews. In scientific research, data collection methods are intended to obtain relevant, accurate, and reliable materials according to (Indriantoro & Supomo, 2002) Collecting data using a questionnaire or also known as a questionnaire. According to (Septianingrum & Fitria, 2020) a questionnaire or questionnaire is a data collection technique that is carried out by giving a set of questions or written statements to respondents to answer.

## Results And Discussion

To find out the relationship between entrepreneurship education and interest in entrepreneurship, data processing is used using SPSS.25. The results of the calculation of the Pearson product moment correlation are:

**Table 4.1**  
Relationship of Entrepreneurship Education and Interest in Entrepreneurship.  
Model Summary<sup>b</sup>

Model	R	R Square	Adjusted R Square	Std. Error of the estimate is
1	,536 <sup>a</sup>	,286	,286	,65175

a. Predictor: (constant), X<sub>1</sub>

b. Variabel Dependen: Y

from table 4.1 shows the results of the calculation of the correlation obtained r value of 0.536. This means that entrepreneurship education has a moderate relationship with students' interest in entrepreneurship at an interval of 0.40 – 0.599. To determine the magnitude of the impact of entrepreneurship education on interest in entrepreneurship based on the r-squared value of 0.286 or 28.6%, the magnitude of the influence of entrepreneurship education on interest in entrepreneurship is 28.6% and the rest is influenced by other factors. factor. To find out whether the hypothesis is accepted or rejected, a t-test is carried out with the following hypothesis:

Ho:  $t \leq 0$ ; there is no positive effect between entrepreneurship education on interest in entrepreneurship.

Hi:  $t > 0$ ; there is no positive effect between entrepreneurship education on interest in entrepreneurship

Test Criteria:

From the calculation of the analysis obtained:

- t arithmetic t table, then Ho is rejected and Hi is accepted, there is a positive impact between entrepreneurship education in interest in entrepreneurship.
- t count < t table, then Ho is accepted and Hi is rejected, there is no positive impact between entrepreneurship education in entrepreneurship interest.

In determining the t count, it is used with the SPSS.25 program. As follows:

**Table 4.2**  
Relationship of Entrepreneurship Education and Interest in Entrepreneurship  
Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constan	1,650	,325		5,078	,000
	X <sub>1</sub>	,545	,087	,531	6,255	,000

a. Dependent Variable: Y

From table 4.2 shows that the value of t count is 6.255 > t table of 1.976, meaning that Ho is rejected and Hi is accepted. This means that entrepreneurship education has a positive effect on interest in entrepreneurship.

To find out the relationship between income expectations and interest in entrepreneurship, an analytical calculation is carried out using the SPSS.25 program. The following is the result of calculating the Pearson product moment correlation:

**Table 4.3**  
Relationship between Income Expectations and Interest in Entrepreneurship  
Model Summary<sup>b</sup>

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,610 <sup>a</sup>	,367	,371	,59878

a. Predictors: (Constant), X<sub>2</sub>

b. Dependent Variable: Y

As for the calculation results from table 4.3, the correlation r value is 0.610. This shows that income expectations have a strong relationship with student entrepreneurship interest at the interval level of 0.60 - 0.799, while the effect of income expectations on entrepreneurial interest based on the r-square value is 0.371 or 37.1%, then the effect of income expectations on entrepreneurial interest is 0.371 or 37.1%. 37.1% where the rest is influenced by other factors.

To find out whether the hypothesis is accepted or rejected, a t-test is carried  
 As for the calculation results from table 4.3, the correlation r value is 0.610. This shows that income expectations have a strong relationship with student entrepreneurship interest at the interval level of 0.60 - 0.799, while the effect of income expectations on entrepreneurial interest based on the r-square value is 0.371 or 37.1%, then the effect of income expectations on entrepreneurial interest is 0.371 or 37.1%. 37.1% where the rest is influenced by other factors.

To find out whether the hypothesis is accepted or rejected, a t-test is carried out with the following hypothesis:

Ho:  $t \leq 0$ ; there is no positive effect between income expectations and interest in entrepreneurship.  
 Hi:  $t > 0$ ; there is a positive influence between income expectations and interest in entrepreneurship.

Test Criteria:

- From the analysis calculation obtained:  $t$  arithmetic  $t$  table means Ho is rejected and Hi is accepted, income expectations affect the interest in entrepreneurship.
- From the calculation of the analysis obtained:  $t$ -count  $<$   $t$ -table, meaning Ho is accepted and Hi is rejected, income expectations do not affect the interest in entrepreneurship.

To determine the  $t$  count, the SPSS.25 program is used as follows:

**Table 4.4**  
 Relationship Between Income Expectations and Interest in Entrepreneurship  
 Coefficients<sup>a</sup>

Unstandardized Coefficients		Standardized Coefficients	T	Sig.
B	Std. Error	Beta		
1,587	,275		5,362	,000
,581	,077	,609	7,596	,000

a. Dependent Variable: Y

As for the calculation results from table 4.4 as follows, it can be seen that the value of  $t$  count is 7.596  $>$   $t$  table 1.976, which means Ho is rejected and Hi is accepted. This means that income expectations have a positive effect on entrepreneurial interest.

The Influence of Locus of Control on Entrepreneurial Interest of Widyatama University Students.

To find out the relationship between creativity and innovation with interest in entrepreneurship, the SPSS.25 program was used. The following is the result of calculating the Pearson product moment correlation:

**Table 4.5**  
 Relationship Between Creativity and Innovation With Entrepreneurial Interest  
 Model Summary<sup>b</sup>

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,558 <sup>a</sup>	,312	,305	,61839

a. Predictors: (Constant), X<sub>2</sub>

b. Dependent Variable: Y

As for the calculation results from table 4.5 as follows, the correlation r value is 0.558. this means that creativity and innovation have a moderate relationship with students' interest in entrepreneurship in the interval 0.40 – 0.599.

To determine the magnitude of the influence of creativity and innovation on entrepreneurial interest based on the value of r square of 0.312 or 31.2%. locus of control has an effect of 31.2% on the interest in entrepreneurship and the rest is influenced by other factors. To find out whether the hypothesis is accepted or rejected, a t-test is carried out with the following hypothesis:

H0:  $t \leq 0$ ; shows that there is no positive impact between creativity and innovation on entrepreneurial interest.

H1:  $t > 0$ ; shows a positive impact between creativity and innovation on entrepreneurial interest.

Test Criteria:

- From the calculation of the analysis obtained:  
 $t$  arithmetic  $t$  table means Ho is rejected and Hi is accepted, creativity and innovation affect the

interest in entrepreneurship.

- From the calculation of the analysis obtained:
- $t\text{-count} < t\text{-table}$ , it means  $H_0$  is accepted and  $H_1$  is rejected, creativity and innovation have no effect on interest in entrepreneurship.

To determine the  $t$  count, the SPSS.25 program is used as follows:

**Table 4.6**

The Relationship Between Creativity and Innovation With Entrepreneurial Interest Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1,587	,297		5,354	,000
	X3	,535	,080	,558	6,664	,000

a. Dependent Variable: Y

As for the calculation results from table 4.6, it can be seen that the  $t$ -count value is  $6.664 > t\text{-table } 1.976$ , which means  $H_0$  is rejected and  $H_1$  is accepted. This means that creativity and innovation have a positive effect on interest in entrepreneurship.

The influence of Entrepreneurship Education, Income Expectations and Innovation Creativity on Entrepreneurial Interest of Widyatama University Students Simultaneously

## 1. Multiple Linear Regression

The results show the regression coefficient values for the magnitude of the influence of entrepreneurship education, income expectations and innovation creativity as independent variables, entrepreneurial interest as the dependent variable (Y), as follows:

**Table 4.7**

Multiple Linear Analysis.

Coefficients<sup>a</sup>

B	Std. Error	Beta	t	Sig.
,759	,317		2,391	,019
,201	,096	,200	2,087	,040
,333	,096	,348	3,472	,001
,244	,092	,252	2,624	,010

a. Dependent Variable: Y

From the above calculation, it can be formulated in the following equation model:

$$Y = 0.759 + 0.201X_1 + 0.333X_2 + 0.244X_3$$

The multiple regression equation above can be interpreted for each variable its influence on students' interest in entrepreneurship as follows:

1. The constant 0.759 shows the variables of entrepreneurship education, income expectations and innovation creativity are equal to zero, then a positive constant value (+) indicates an interest in entrepreneurship of 0.759. This shows that entrepreneurship education, income expectations and innovation creativity do not increase, so it will not change students' interest in entrepreneurship.
2. The entrepreneurship education variable has a positive regression coefficient of 0.201, indicating that the regression coefficient of the other independent variables remains constant, meaning that every time entrepreneurship education is increased it will increase interest in entrepreneurship by 0.201. This shows that entrepreneurship education is able to explain changes in students' interest in entrepreneurship.
3. The income expectation variable has a positive regression coefficient of 0.333, this shows that the regression coefficient value of the other independent variables remains constant, meaning that every time the income expectation is increased it will increase the interest in entrepreneurship by 0.333. This shows that income expectations are able to explain changes in students' interest in entrepreneurship.

- The innovation creativity variable has a positive regression coefficient of 0.244, meaning that if the regression coefficient value of the other independent variables remains constant, it means that every time innovation creativity is increased it will increase interest in entrepreneurship by 0.244. This shows that innovative creativity is able to explain changes in student interest in entrepreneurship.

## 2. Multiple Correlation Analysis

In determining the degree of closeness between the variables of income expectations, entrepreneurship education and innovation creativity with entrepreneurial interest, the researchers tested the effect of variables X1, X2 and X3 on Y with several correlation analyzes. By using SPSS.25 software, the correlation value between entrepreneurship education, income expectation and innovation creativity with entrepreneurial interest is obtained as follows:

**Table 4.8**  
Correlation Test Analysis. Correlation Analysis Test  
Summary Model

Model	R	R Square	Ajusted R. Square	Std. Error in Estimate
1	.677 <sup>a</sup>	.459	.442	.55419

- Predictors: (constant), X3, X1, X2
- Variabel Dependen: Y

Based on the table above, the calculation result of the multiple correlation coefficient (R) is 0.677. This shows the close relationship between the variables of income expectations, entrepreneurship education and innovation creativity with entrepreneurial interest, including strong criteria which are in the interval 0.600 - 0.799.

## 3. Coefficient of determination

The calculation of the coefficient of determination is intended to determine the magnitude of the contribution of the variables of entrepreneurship education, income expectations and innovation creativity on interest in entrepreneurship. The coefficient of determination is the square of the correlation coefficient. The results of the determination coefficient analysis can be seen in table 4:8. The coefficient of determination  $R^2 = 0.459$  or 45.9%, which means that entrepreneurial interest at Widyatama University is influenced by entrepreneurship education, income expectations and innovation creativity by 45.9%, where the rest can be caused by the influence of other factors such as education and training.

## 4. Simultaneous Testing (F Test)

Values that give a strong influence or relationship between two or more variables together are determined by simultaneous testing. We can test simultaneously whether the multiple regression is significant (real or not). In other words, we will test whether the multiple regression results show that the variables of entrepreneurship education, income expectation and innovation creativity with entrepreneurial interest together affect interest in entrepreneurship or not. The following is a table of simultaneous test results / F statistical tests:

**Tabel 4.9**  
ANOVA

	Model	Sum of squares	Df	Mean Square	F	Sig.
1	Regression	24,876	3	8,325	27,250	,000 <sup>a</sup>
	Residual	29,587	96	,310		
	Total	54,457	99			

- Predictors: (constant), X3, X1, X2
- Variabel Dependen: Y

Testing is carried out by statistical tests, with the following steps:

1. Determine statistical hypotheses

$H_0: r_1 = r_2 = 0$ : indicates that two independent variables simultaneously have no effect on the dependent variable.

$H_0$ : there is at least one  $r_1 \neq 0$ : it means that the two variables are independent simultaneous effects on the dependent variable

2. Determine the level of significance = 5% with degrees of freedom ( $df = n - k + 1$ ) =  $100 - (1 + 3) = 96$  tentukan tingkat signifikansi  $\alpha = 5\%$  dengan derajat kebebasan ( $df = n - k + 1$ ) =  $100 - (1 + 3) = 96$

Where:  $R$  = partial correlation coefficient;  $n$  = number of samples;  $k$  = number of independent variables

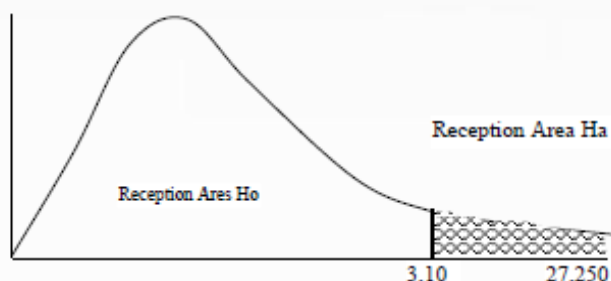
3. Looking for the  $F_{count}$  value, the value can be seen from the ANOVA output table above, which is 27,108

4. Determine the acceptance and rejection of the allegations of the proposed hypothesis, with the test criteria:

$H_0$  is rejected if  $F_{count} \geq F_{table}$ ;  $H_0$  is accepted if  $F_{count} < F_{table}$

Based on the results obtained from the comparison of  $F_{count}$  with  $T$  Tables,  $H_0$  was rejected because:  $F_{count} 27.250 > F_{table} 3.10$ .

Or Decision making based on significance



## Conclusion and Suggestions

From the results of data processing and discussion, it can be concluded that the entrepreneurial interest of students of the Faculty of Business Economics is very high and from the results of statistical tests, several factors that influence it are entrepreneurship education factors, innovation creativity, and income expectations. When viewed from the factor of entrepreneurship education, entrepreneurship education has a positive effect on interest in entrepreneurship, this is because the  $t$ -count value is 6.255 which is greater than the  $t$ -table value of 1.976. When viewed from the innovation creativity factor, innovation creativity has an effect of 31.2% on interest in entrepreneurship, so it can be concluded that innovation creativity is quite influential on one's interest in entrepreneurship but is not the main one. Although other factors such as income expectations have a positive but not significant effect, because the  $t$ -statistic value is below the critical value  $\pm 1.96$ .

From the results of this study, in developing entrepreneurial interest in students of the Faculty of Business Economics, students should be facilitated with infrastructure and technology to develop innovation and creativity by making extra student self-development as entrepreneurs or business people. In higher education, entrepreneurship education is carried out over a long period of time, through a gradual and continuous learning process.

## Reference

- Adhitama, P. P., & Arianti, F. (2014). Faktor-faktor yang mempengaruhi minat berwirausaha (Studi kasus mahasiswa Fakultas Ekonomika dan Bisnis UNDIP, Semarang).
- Alma, B., & Buhari, D. (2010). *Kewirausahaan* (edisi revisi). Bandung: CV Alfabeta.
- Dadvar, R., Mohamadrezaii, M., & Fathabadi, M. H. (2012). The relationship between emotional intelligence and creativity of female high school students in Baft city. *Journal of Basic and Applied Scientific Research*, 2(4), 4174-4183.

- Damanpour, F., Walker, R. M., & Avellaneda, C. N. (2009). Combinative effects of innovation types and organizational performance: A longitudinal study of service organizations. *Journal of management studies*, 46(4), 650-675.
- Indriantoro, N., & Supomo, B. (2002). Metodologi penelitian bisnis untuk akuntansi dan manajemen.
- Kasmir, S. P., Thomas, A. P., & Scalisi, J. F. (2016). Doorbell communication systems and methods. In: Google Patents.
- Sekaran, U., & Bougie, R. (2019). *Research methods for business: A skill building approach*: John Wiley & sons.
- Septianingrum, E. R., & Fitria, S. (2020). PENGARUH INTELLECTUAL CAPITAL TERHADAP KINERJA PERBANKAN SYARIAH (Studi pada Bank Syariah di Asia Tenggara Tahun 2014-2018).
- Setiawan, D., & Sukanti, S. (2016). Pengaruh Ekspektasi Pendapatan, Lingkungan Keluarga dan Pendidikan Kewirausahaan Terhadap Minat Berwirausaha. *Jurnal Profita: Kajian Ilmu Akuntansi*, 4(7), 1-12.
- Suharti, L., & Sirine, H. (2012). Faktor-faktor yang berpengaruh terhadap niat kewirausahaan (entrepreneurial intention). *Jurnal manajemen dan kewirausahaan*, 13(2), 124-134.
- Suhartini, Y. (2011). Analisis Faktor-faktor yang mempengaruhi minat mahasiswa dalam berwiraswasta. *Jurnal Akmenika UPY*, 7(1), 24.
- Timmons, J. A., Spinelli, S., & Tan, Y. (2004). *New venture creation: Entrepreneurship for the 21st century* (Vol. 6): McGraw-Hill/Irwin New York.
- Zhang, H., & Zhang, Y. (2013). Psychological characteristics of entrepreneurship of College students in China. *Psychology*, 4(03), 159.