

Factors Influencing the Entrepreneurial Interest of the Young Generation: An Empirical Review on Student Entrepreneurs

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ABSTRACT

In facing the era of global development and increasingly complex market demands, entrepreneurial interest among students is an important concern. The purpose of this research is to analyze the factors that influence student entrepreneurial interest. This study uses a qualitative approach that is descriptive analysis. The data collection techniques used are observation, interview, and documentation techniques. The research subjects amounted to 5 people consisting of students who are active and have a business. The results showed that there are five factors that can affect entrepreneurial interest, namely, income factors, family environment, community environment, entrepreneurship education and motivational factors. But of the five factors the most influential is the income factor. Entrepreneurship can provide an opinion that can be used to meet the needs of his life, the desire to earn income that can lead to a person's entrepreneurial interest. The results of this study contribute relevant empirical thinking in understanding the factors driving entrepreneurial interest among students. Thus, this research is expected to be the basis for the development of strategies and supporting policies to increase entrepreneurial interest in the college environment.

Keywords: *entrepreneurial interest, young generation, entrepreneurial students*

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1. INTRODUCTION

During the era of free markets and global competition, creating adequate young entrepreneurs both in terms of quantity and quality can be one of the strategic steps to overcome Entrepreneurship is not just an alternative, but a necessity in facing the dynamics of an economy that continues to grow the complexity of these problems (Asyafiq, 2019). Looking at the economic challenges faced by Indonesia, including poverty, social inequality, and unemployment of productive age, it is necessary to realize that innovative and creative solutions are needed.

Basically, entrepreneurship also has a significant impact on the economy of a developing nation. The existence and role of entrepreneurs has the potential to catalyze economic progress or vice versa. Through the initiative and courage of entrepreneurs, people can explore new opportunities, create jobs, and increase productivity and competitiveness (Munawar & Yulia, 2017). Therefore, research that addresses the factors that influence young people's interest in entrepreneurship, as conducted in this study, is not only academically relevant but also has fundamental practical implications in addressing economic and social challenges in Indonesia.

Entrepreneurship, as a process of creativity and innovation, involves the ability to see opportunities amidst challenges and risks. It involves identifying unmet markets, developing new ideas, and managing risks. The process requires the courage to take unconventional steps, creating value-added products or services that can provide tangible benefits to society. The

success of entrepreneurs in creating innovations that are relevant to market needs will bring prosperity, both for themselves and for the communities they serve.

Entrepreneurship is not a talent limited to a few individuals, although there are those who have a natural instinct or inclination for entrepreneurship. Entrepreneurship can be learned and developed through education and practical experience (Sumarno et al., 2018). Entrepreneurship education can provide the knowledge base, skills and mentality needed to become a successful entrepreneur. By understanding the basic principles of entrepreneurship, one can gain a better view of how to manage risks, build effective business models and adapt to market changes.

The diversity of individual talents and backgrounds suggests that entrepreneurial potential can grow across the board (Insana et al., 2022). Therefore, efforts to promote entrepreneurship should involve an inclusive approach that provides opportunities and support to all individuals, regardless of social or economic background. Initiatives such as entrepreneurship training, mentorship and access to business resources can play an important role in helping individuals develop and realize their entrepreneurial potential, so that they can contribute positively to economic growth and community development.

Entrepreneurship is not only a solution to overcome economic problems at the micro level, but also has a significant positive impact on the macro level of the Indonesian economy (Khamimah, 2021). By stimulating the spirit of innovation and increasing productivity, entrepreneurship can be a driver of overall economic growth. Successful entrepreneurs not only create added value for their own businesses, but also create jobs, increase community income, and support industrial development in various sectors (Mopangga, 2015). Therefore, entrepreneurship development not only has a positive impact on individual businesses, but also on the national economy as a whole.

A definition of entrepreneurship that encompasses a person's spirit, attitude, behavior and skills in facing business challenges highlights the importance of a holistic approach in understanding entrepreneurship. It includes the ability to seek opportunities, innovate and manage risks, as well as strong management skills. Higher education, especially universities that offer entrepreneurship programs, plays a crucial role in preparing students to become successful entrepreneurs (Marhaban, 2017). By providing theoretical knowledge and practical experience, higher education provides the necessary provisions to develop the skills and leadership required in the world of entrepreneurship.

The importance of higher education in the context of entrepreneurship is especially relevant for students interested in a career in business. Entrepreneurship-focused study programs not only provide an academic foundation, but also facilitate the development of practical skills, including business planning, marketing strategies, and business finance. Thus, the role of universities in supporting and shaping aspiring entrepreneurs is becoming increasingly vital, as the role of entrepreneurship increases in the face of changing economic dynamics.

The high unemployment rate, especially among graduates, creates a paradox in the world of work. A bachelor's degree, which is supposed to be a ticket to a promising job market, currently does not guarantee access to jobs that match the skills and education possessed. This suggests that other factors, such as entrepreneurship skills, are becoming increasingly important in improving competitiveness in the job market. Graduates need to engage in the development of additional skills, such as leadership, innovation and business management, to be able to compete in a competitive environment.

The impact of the mismatch between education and the resulting job is a decrease in the quality of work and job dissatisfaction in the individuals involved. Job seekers who are forced to accept jobs that do not match their educational background and expertise tend to experience a gap between expectations and reality (Maryam et al., 2020). In addition, the tendency to choose to be unemployed is also increasing due to the difficulty of finding suitable jobs. Therefore, there is an urgent need to emphasize the importance of education that not only focuses on academic

knowledge, but also provides entrepreneurship skills that can help individuals seize opportunities in the dynamic and competitive world of work.

The phenomenon of low interest and motivation of Indonesian youth for entrepreneurship is a serious issue that triggers the attention of various parties, including the government, the world of education, the world of industry, and the general public. This condition raises an urgent need to change the paradigm and mindset of the younger generation regarding their career choices. Currently, there is still a tendency among youth to prioritize becoming job seekers when completing their education, without considering the potential and opportunities that can be created through entrepreneurship (Nuraeni, 2022). Therefore, there is a significant challenge for educational institutions, especially schools and universities, which are responsible for producing graduates, to change this paradigm and provide a deeper understanding of the value and benefits of entrepreneurship. Such thinking has triggered efforts from various sectors, especially the government, to foster an entrepreneurial spirit among youth. Entrepreneurship training programs, seminars and workshops are one of the strategies to motivate and provide practical knowledge to the younger generation (Komara, 2014). In addition, collaboration between education and industry is also key in providing a more contextual understanding of the needs and demands of the job market, so that youth can see entrepreneurship opportunities as an attractive and potentially successful alternative (Maulinda, 2019).

The importance of changing the mindset of youth regarding entrepreneurship also creates a huge task for society. Support and appreciation from society for individuals who choose the entrepreneurial path can be a significant motivating factor (Yitshaki & Kropp, 2016). Therefore, there is a need for wider campaigns and socialization of the benefits of entrepreneurship, not only in economic terms, but also in building character, increasing independence, and creating a positive impact on the surrounding environment. Public awareness of the importance of the role of entrepreneurs in building a sustainable economic ecosystem can be the key to changing the trend of interest and motivation of Indonesian youth in facing the dynamic world of work.

The role of universities in shaping and motivating aspiring entrepreneurs is crucial in facing the challenging realities of the business world. Universities are not only tasked with delivering academic knowledge, but also have the responsibility to build entrepreneurial character and mentality in students (Biswas & Verma, 2021). Through curricula that support the development of entrepreneurial skills, such as business planning, innovation and risk management, universities can help students to understand the dynamics of the business world and respond to them proactively.

The importance of motivating students to choose the entrepreneurial path also requires universities to provide support in the form of mentoring and coaching (Boldureanu, 2020). Entrepreneurship development programs, both through lectures and extracurricular activities, can help students hone the necessary skills and build confidence in running a business. In addition, an emphasis on understanding that failure is part of the business development process also needs to be instilled, so that students are not afraid to take risks and innovate. Thus, universities can be an important stage in shaping a young generation that is not only ready to face risks, but also able to create new opportunities in the entrepreneurial world.

Universities play an important role in fostering entrepreneurial interest among students. One strategy that universities can implement is to create a learning environment that facilitates the development of entrepreneurial attitudes and skills (Rasmussen & Wright, 2015). This involves providing entrepreneurship facilities, such as business incubators, innovation centers, and entrepreneurship training. With these facilities in place, students can more easily access the resources and support needed to develop their business ideas. In addition, universities can integrate entrepreneurship materials into the academic curriculum, teaching students about business planning, marketing strategies, and risk management.

In addition to the facilities and curriculum aspects, universities can also present successful entrepreneurial role models. Organizing seminars, workshops, or discussions with

successful entrepreneurs can provide inspiration and motivation to students. Through direct interaction with those who have successfully started a business, students can understand the challenges and benefits of being an entrepreneur. Thus, universities can shape students into individuals who have the interest, knowledge and skills to start and manage their own businesses. The main challenge for universities is to focus on the holistic development of students, build a strong foundation for entrepreneurial interest, and integrate elements of entrepreneurship into various aspects of campus life.

Analyzing the factors that influence students' interest in entrepreneurship is an important step in gaining a deeper understanding of these dynamics. One of the main factors to consider is the educational environment. Universities can create a favorable atmosphere for entrepreneurship development by providing relevant curricula, entrepreneurship training, and opportunities to engage in practical projects (Bauman & Lucy, 2021). In addition, internal factors such as motivation, self-confidence, and knowledge of the business world also need to be taken into account. Colleges can build initiatives that increase student motivation, provide psychological support, and provide necessary knowledge resources. By understanding these factors, universities can design more effective strategies to foster entrepreneurial interest among students.

Universities also have a responsibility to formulate career development programs that can provide students with an understanding of the opportunities and challenges in the world of entrepreneurship. By presenting successful entrepreneurs as guest speakers, organizing entrepreneurship seminars and workshops, and providing internship opportunities in industry, universities can provide real-life experience and a clear view of entrepreneurial life. Universities can also establish partnerships with industries to facilitate the transfer of knowledge and practical experience. Thus, students not only gain theoretical knowledge but can also develop the practical skills required in entrepreneurship. Through these initiatives, universities can play an active role in molding students into individuals with entrepreneurial interests and skills.

2. METHOD

This research uses a qualitative approach with a type of case study research using a qualitative approach that is descriptive analysis in the form of written words that explain the factors that influence student entrepreneurial interest. Qualitative research is an inquiry strategy that emphasizes the search for meaning, understanding, concepts, characteristics, symptoms, symbols, and descriptions of a phenomenon; focus and multimethod, natural and holistic; prioritize quality, use several methods, and are presented narratively. From the other side and in simple terms it can be said that the purpose of qualitative research is to find answers to a phenomenon or question through the application of scientific procedures systematically using a qualitative approach.

The data collection techniques used are observation techniques, interviews, and documentation. observation techniques can be used to directly observe the behavior and interactions of students who have been involved in the entrepreneurial world. Observations can be made of daily activities, participation in entrepreneurship training, or other aspects that reflect interest and involvement in entrepreneurial activities. Observation can provide contextual and situational understanding that cannot be accessed through other methods.

In this study, interview techniques are used to gain in-depth insights from student entrepreneurs. Interviews can focus on the factors that influence their interest in entrepreneurship, their experiences in starting and running a business, and their perceptions of the challenges and opportunities in the entrepreneurial world. Information obtained through interviews can provide personal nuances and individual views on these factors, complementing the qualitative data obtained from observations.

Meanwhile, documentation techniques can be used to collect written data related to students' educational background, academic achievements, and entrepreneurial track record.

Relevant documents include academic records, entrepreneurship notebooks, or entrepreneurship-related course materials. This technique can provide an understanding of the institutional context, such as the role of universities or entrepreneurship programs in shaping students' entrepreneurial interest. Documentation can also provide historical data that is useful in assessing changes in entrepreneurial interest over time.

With the combination of these three data collection techniques, the research was able to generate a more thorough understanding of the factors that influence the entrepreneurial interests of young university students. The integration of observations, interviews and documentation provided a wealth of in-depth and contextualized data, supporting the analysis of the empirical review in order to identify and understand significant influences.

Meanwhile, the research subjects amounted to 5 people consisting of students who have a business. 5 research subjects who are students who are already involved in the entrepreneurial world are very relevant. Data collection techniques such as observation can be done by directly observing their entrepreneurial activities, whether in the aspects of marketing, business management, or interactions with business stakeholders.

Interviews with the five student entrepreneurs can provide in-depth insights into their experiences, the factors that motivated them to engage in entrepreneurship, and the barriers and challenges they may have faced. In this way, the research can be more detailed in exploring these factors from the direct perspective of students who have taken the bold step of running a business while pursuing higher education. Documentation of the businesses run by the five students can also provide historical data and the development of their businesses over a period of time. This data can enrich our understanding of how entrepreneurial interests evolve over time, as well as how certain factors influence the development of their businesses.

By linking the number of research subjects who are students who are already involved in the entrepreneurial world, the research can focus more empirical reviews on the concrete experiences of the group. The combination of data collection techniques will provide a holistic analysis of the factors that influence entrepreneurial interest in the younger generation who are students.

3. RESULTS AND DISCUSSION

a. Overview of Research Informants

The first research informant with the initials AF, is a student of the Faculty of Economics, Economics Education Study Program. Starting to become an entrepreneur since sitting in junior high school until now. The first business he did was selling pulses and game vouchers then AF offered pulses and game vouchers to his school friends. The capital to start his business was Rp.2,500,000 which came from his own savings. When he was in high school, the first informant, AF, started a business with his parents, namely Retail, which sells various products such as Korean glue, akteko glue, tissue, and many other products. The products sold by AF are not only marketed in the area around his home, namely in Makassar, but also receive orders from outside the region such as Palu and Kendari and even Papua. After opening a retail business with his parents, the first informant, AF, still continues to run his first business, namely selling pulses and gemas vouchers. The reason for running an entrepreneurship is because to get their own income, what else their parents have educated since childhood if they want to get money they have to work first. And AF also wants to be an entrepreneur like his parents.

The second research informant, SS, is also a student of the Faculty of Economics who opened a cosmetics business since February 2018. Before opening his own business, the second informant, SS, first worked in a company and that's where he collected capital to create his cosmetic business. From the results of his work, Rp.3,000,000 was collected and then that became the initial capital of the cosmetic business. The products sold by the first informant such as scrubs, creams, soaps, and hand bodies, these products are marketed online, the marketing of these products is not only in the Makassar area but has reached outside the region. SS also

accepts cetering orders, and also opens make-up services. The reason for becoming an entrepreneur is not only to get a salary but to help the family economy and want to finance his own college until completion.

The third research informant is NAR, a student of the Faculty of Economics whose type of business is selling headscarves online. Being an entrepreneur has been her dream for a long time but only now is it realized. NAR works together with friends to manage his business which was established in May 2018. The reason for becoming an entrepreneur is to get their own income to increase pocket money.

The fourth research informant, MF, is also a student of the Faculty of Economics who has a business selling headscarves and clothes online. MF started his business since he became a student. Being an entrepreneur, according to him, can get his own income, what's more, he is still a student who needs a lot of ordinary so he is encouraged to become an entrepreneur. The capital used for entrepreneurship is his own savings, encouragement from his friends who make him enthusiastic about entrepreneurship.

The last or fifth informant is HS who is also a 2014 batch student who chose entrepreneurship, the type of business chosen is culinary products, namely jalangkote and popcorn. This business is run together with her parents, Haeriyati chose to sell jalangkote because according to her it is a specialty food from Makassar and this business has been running for approximately 5 years. The capital used to run this business is around Rp. 250,00 to buy ingredients to make the jalangkote, while popcorn only capitalizes on cellphones and cellular data because the product is made by others and resold by Haeriyati.

b. Factors Affecting Student Entrepreneurial Interest

Entrepreneurial interest can be seen from the availability to work hard and diligently to achieve business progress, willingness to bear various kinds of risks associated with the action of trying to do it, willing to take the path in a new way, willing to live frugally, willingness to learn themselves experienced, because entrepreneurial interest is the desire, interest, the same willingness to work hard or have the willpower to open a business with as much as possible to meet the needs for yourself or even to help the family economy. Entrepreneurial interest is not under born but develops according to the factors that influence it.

In this study, we will explain several factors that are considered to influence student entrepreneurial interest, but not all factors can influence student entrepreneurial interest, these factors are:

1) Income

Income is the amount that a person gets in the form of money or goods. Entrepreneurship can provide income that can be used to meet their needs, the desire to earn income is what can generate a person's entrepreneurial interest (Acs et al., 2016). If someone hopes to get a higher income by becoming an entrepreneur, then someone will be encouraged to become an entrepreneur, but the income from cannot be predicted, sometimes it can be above the expected income, sometimes it can also be outside of the expected income. A person with higher income expectations than working as an employee is an attraction to becoming an entrepreneur. Therefore, the opinion factor is considered capable of influencing student entrepreneurial interest.

As is the case with the first informant, AF, the income factor can affect his entrepreneurial interest because getting his own income can give a different taste AF said that when we get the results of our own efforts, we will think that our sweat is not wasted. Moreover, since childhood AF was educated by his parents if you want money you have to work first. This is in accordance with the results of AF's interview which states:

"Yes, income is very influential because if we already have money it feels like we are very happy that the results of our work are not wasted, and we will try again and again to get

more, especially since I was a child if I asked for money, I had to work first and then get money".

Similarly, the second informant, SS, also said that the income factor also influenced his entrepreneurial interest because by earning an income, SS can pay for his own tuition and can help his family's economy and try not to burden his parents anymore. This is in accordance with the results of the SS interview, which states:

"It's not actually just because of the income figures, but because of the economic factor, because the family economy is inadequate so I have the awareness to no longer be a burden on my parents if I can help, I can help, if I personally have a lot of friends who say from the old gayanu to now there have been many changes".

The same opinion is also expressed by the third informant that the income factor is also very influential because NAR thinks that even though he is still a student, he can get his own income from selling jilbab online. This is in accordance with the results of the NAR interview which states:

"Yes, because if we try, we will get results even though I am still a student but already have my own income".

According to the fourth informant, MF, the income factor also influences interest in entrepreneurship, because of the desire to earn their own income so that they ventured into entrepreneurship. What's more, being an entrepreneur according to him is the right choice because he can earn even more income than being an employee or civil servant. This is in accordance with the results of the MF interview which states:

"What is certain is that you want to have your own income, what else can you understand for yourself that if you are an entrepreneur, your opinion is more than if you are an employee or civil servant. What's more, we are still students, so we can increase our pocket money too".

The fifth informant, HS, also believes that the income factor can also affect her entrepreneurial interest. Because with entrepreneurship Haeriyati can get profits that can be an addition to pay for themselves. This is in accordance with the results of the HS interview which states:

"Yes, income can also have an effect if, for example, from sales we can get a profit of, say, 20% of the profit capital can be used for snacks. I don't ask my parents anymore".

Having interest will encourage students to carry out certain activities, because interest contains an element of encouragement that causes them to carry out activities in accordance with their goals. Someone will become an entrepreneur because they want to earn their own income, as stated by Septianti (2016) that entrepreneurship can provide income that can be used to meet their daily needs, the desire to earn income is what can give rise to their interest in entrepreneurship. Moreover, someone who is still a student and becomes an entrepreneur will be able to help pay for college and can help the family's economy.

Based on the research that has been conducted, researchers found that each informant believes that one of the factors for entrepreneurship is to earn income, therefore the income factor greatly influences their interest in entrepreneurship. Similarly, previous research from Suarjana & Wahyuni (2017), also found that income has a big influence on students' interest in entrepreneurship at universities, entrepreneurship can provide income that can be used to meet their living needs. It is the desire to earn income that can arouse students' interest in entrepreneurship.

2) Family Environment

The family environment is the smallest community group consisting of father, mother, children and other family members. The family is the foundation for the growth and development of children, this is where it has the initial influence on the formation of a person's personality (Dweck, 2017). In the family environment, parents will influence their children in determining their future, for example in choosing a job. An entrepreneur cannot be separated

from the support of parents, if the family provides support and has a positive influence on interest in entrepreneurship then a person will have an interest in entrepreneurship, but if the family does not support a person in entrepreneurship, then the interest in entrepreneurship will be smaller or there will be no interest in entrepreneurship. Usually someone will choose to become an entrepreneur because they see their parents as entrepreneurs.

As was the case with the first informant who had parents who were entrepreneurs, so that since childhood his parents had taught him to be an entrepreneur, therefore AF already had an interest in entrepreneurship, so his interest in entrepreneurship made him want to follow in his parents' footsteps as an entrepreneur. This is in accordance with the results of AF's interview which said:

"It's true that family environmental factors really influence my interest in entrepreneurship, especially since my parents are entrepreneurs."

Likewise, the fifth informant, namely HS, also has parents who are entrepreneurs, so his interest in entrepreneurship is influenced by family environmental factors. This is in accordance with the results of the HS interview which said:

"The influencing factor was the family environment because my parents were entrepreneurs. Continue to be entrepreneurial from within yourself."

In contrast to the second informant, namely SS, who was not born as an entrepreneur, his interest in entrepreneurship grew naturally along with his desire to help his family's economy and only to earn a lot of income to pay for his own studies so that he no longer burdened his parents, but his choice was to become an entrepreneur. always fully supported by his family and his family never demanded anything from the second informant, namely Samsinat, in the future, whether it was to become an entrepreneur or as an employee. His family really gave full support to SS for entrepreneurship which made him even more enthusiastic about carrying out his business. This is based on the results of SS's interview which said:

"I am not someone who was born to entrepreneurial parents, but this is my own will, the desire to help my parents and not be a burden anymore, but my family has always supported me in becoming an entrepreneur."

Likewise, the three informants, family environmental factors, also did not influence their interest in entrepreneurship, because they were not born to parents who were entrepreneurs, but Aulia's parents worked as civil servants. His interest in entrepreneurship arose from within himself because entrepreneurship has been his dream for a long time, but only now has he achieved it. This is based on the results of the NAR interview which said:

"No, because my parents are employees, so it came from me to do a business, because I had always wanted to be an entrepreneur, but only now can it be realized."

The fourth informant also stated the same thing, namely MF, even though he was not born to entrepreneurial parents, his parents always supported whatever he did. So family environmental factors are not too influential. This is in accordance with the results of MF's interview which stated:

"No, my parents are employees and are not entrepreneurs. Becoming an entrepreneur is a desire from within yourself. "I just wanted to become an entrepreneur because I wanted to have my own income and my parents still support whatever I do as long as it's positive."

Based on research activities carried out by the researcher, it was found that the first and fifth informants' interest in entrepreneurship was influenced by family environmental factors, while the second informant, third informant and fourth informant were not born to entrepreneurial parents which made them become entrepreneurs because they only wanted to help their family's economy and dreams that have long been and have only now been achieved, however, the decision to become an entrepreneur received support from the parents of each informant.

One of the factors that motivate a person to become an entrepreneur is the family environment, where usually a person has a lot of education and business experience built by their parents, which greatly influences a person's interest in entrepreneurship. The family environment will be the first to provide support for someone to become an entrepreneur. However, there are still many parents who expect their children to only become employees.

According to Lindquist et al. (2015), the family is an environment that can foster children's entrepreneurial mentality. While Tarling et al. (2016) argue that parents who work as entrepreneurs are believed to be role models (entrepreneurial role models) who will shape their children's interest in entrepreneurship in the future. Anderson et al. (2016) also argue that the family environment influences interest in entrepreneurship. The more conducive the surrounding family environment is, the more it will encourage someone to become an entrepreneur. If the family environment is supportive, a person's intention to become an entrepreneur will be higher than if they do not have support from the family environment.

3) Community Environment

The family's high level of support for someone to become an entrepreneur is not comparable to the encouragement shown by the community environment in which students interact. Community support, which is described through encouragement by the community, is only mediocre. The usual encouragement has an impact on not maximizing the growth of student inspiration, this is also shown by the lack of maximum appreciation from society for the entrepreneurial profession (Saeed et al., 2018). This condition cannot yet describe the complete support felt by students from the community, so it is quite natural that students do not yet have high motivation for entrepreneurship. However, students' interest in entrepreneurship is growing because they see people around them who are entrepreneurs and can earn income themselves, that's where someone is usually influenced to become an entrepreneur.

As with the third informant who thought environmental factors could also influence her interest in entrepreneurship, Auliah saw that her friends had their own businesses from there. Auliah had the desire to start an online hijab entrepreneurship. This is based on the results of the NAR interview which said:

"Yeah, sis, it's also influential because I saw that my friend has a business and can have his own income, so that's why I want to be an entrepreneur too."

Likewise, with the two informants, environmental factors in society greatly influence their interest in entrepreneurship. This is based on the results of SS's interview which said:

"Yes, Sis, the social environment is very influential."

Community environmental factors also influence the interest in entrepreneurship of the fourth informant, namely that many MFs in their environment have businesses, which makes them brave enough to become entrepreneurs. Their friends also give many suggestions for selling products that are easy to market. This is in accordance with the results of MF's interview which said:

"Environmental factors could also influence my interest in entrepreneurship because I started entrepreneurship because of encouragement from my friends to become an entrepreneur. For example, he suggested selling products that are currently selling well among students, because my marketing target is students."

However, this was different from the first informant who started his business in class VIII of junior high school and at that time environmental factors in society did not really influence his interest in entrepreneurship because in his environment no one had the courage to start entrepreneurship, therefore AF dared to start entrepreneurship by selling credit and vouchers. echoed his friends. This is based on the results of AF's interview which said:

"Perhaps this environmental factor did not really influence my interest in entrepreneurship because at that time I started a business based on my own discoveries and encouragement from my parents. And when I started entrepreneurship, no one in my surrounding environment had an interest in entrepreneurship."

Community environmental factors are the same as family environmental factors where a person will become an entrepreneur when the influence of his environment greatly influences him to become an entrepreneur. Based on the research activities carried out by the researcher, it was found that the second informant, namely SS and the third informant, namely NAR, environmental factors greatly influenced their interest in entrepreneurship, they saw that the surrounding environment was full of entrepreneurship, therefore they also had the desire to become entrepreneurship. However, it is slightly different from the first informant, namely AF, that environmental factors do not really influence his interest in entrepreneurship because the first informant, namely AF, has started his business since he was in junior high school, where none of his friends or the surrounding environment had the courage to become an entrepreneur.

This research shows that the role of environmental factors in shaping entrepreneurial interest can vary between individuals, and this is reflected in the different views of the informants involved. According to Trivedi (2016), family and community environmental factors are crucial in shaping a person's perception and desire to be involved in the world of entrepreneurship. The second and third informants indicated that having examples of entrepreneurship around them had a significant positive influence. An environment that supports entrepreneurship, where people around them have succeeded in their ventures, creates encouragement and inspiration for informants to pursue the same path. According to research from Nowiński & Haddoud (2019), this condition reflects that the existence of positive role models in the social environment can increase interest in entrepreneurship, create a sense of self-confidence and belief that entrepreneurship is a viable and possible choice.

4) Entrepreneurship Education

The educational knowledge gained during college is the basic capital used for entrepreneurship, as well as the skills gained during lectures, especially in entrepreneurship courses. If education is adequate, a person will be ready to become an entrepreneur and lead his subordinates. Education also functions to shape a person's personality to be stronger against challenges. A strong personality is one of the assets for becoming an entrepreneur. The influence of entrepreneurship education greatly influences students' entrepreneurial interest (Vodă & Florea, 2019).

As was the case with the first informant who said that entrepreneurship courses could help him run his business, previously AF only thought about profits and did not think about management, but after studying entrepreneurship courses AF thought that management in a business was really needed. The first informant, namely AF, thought that the entrepreneurship course factor (education) greatly influenced his interest in entrepreneurship. This is in accordance with the results of AF's interview which said:

"Yes, it has an effect, we can focus more on management, in the past I was not very interested in management which was important to make a profit, after that I thought about managing the management, the record keeping, in the past it was the normal record keeping which was important, the important thing was profit, that's enough, now that's enough there are complete records."

Likewise with the second informant, the entrepreneurship course factor (education) greatly influenced his interest in entrepreneurship. By studying entrepreneurship, SS gained a lot of knowledge about how to run a business well, how to manage his business finances so that he can make a profit. This is in accordance with the results of SS's interview which stated:

"It was very influential yesterday on entrepreneurship from the way we manage finances, and also how to ensure that the business we run runs well. There will also be another SKB course. If the two are combined orally, if this much capital is spent then the profit obtained will be this much, even if it decreases, it will definitely be there are benefits."

As with the informants, the three entrepreneurship courses can provide more knowledge to become a good entrepreneur and know how to run a business well. So the third informant, namely NAR, thought that the entrepreneurship course factor could influence his interest in entrepreneurship. This is in accordance with the results of the NAR interview which said:

"It was very influential, sis, because while taking the course I gained knowledge about how to be a good entrepreneur, how to run a business."

Entrepreneurship courses can also influence the fourth informant's interest in entrepreneurship because entrepreneurship courses can increase their knowledge about how to run a business well. This is in accordance with the results of MF's interview which said:

"Yes, entrepreneurship, that's why courses can provide more knowledge about what good entrepreneurship is like, running a business is like just starting out as an entrepreneur."

Likewise with the fifth informant, namely HS, the entrepreneurship course factor can also provide more knowledge about good entrepreneurship and how to run a business so that it can develop even better. This is in accordance with the results of the HS interview which said:

"What's more, it is very influential because there you can get more knowledge about entrepreneurship, including how to run a business well."

This entrepreneurship course is considered to be able to influence students' interest in entrepreneurship. By studying entrepreneurship courses, students gain knowledge about how to start a business so that it can run well and how to manage finances well. According to Ratten & Usmanij (2021) to become a successful entrepreneur you need more direction in running your business, this knowledge is obtained through entrepreneurship education. Education aims to increase students' entrepreneurial knowledge, namely through attitudes, knowledge and skills to navigate the complexity embedded in entrepreneurial tasks (Sousa et al., 2019). In fact, education increases students' entrepreneurial success by providing mastery experiences, role models, social persuasion and support by involving them in learning activities, developing business plans, and running small businesses or real simulations (Malebana & Zindiye, 2017).

According to research from Apriana et al., (2019) to become a successful entrepreneur, the main requirement that you must have is an entrepreneurial spirit and character. The soul and character are influenced by skills, abilities and competencies. Competency itself is determined by business knowledge and experience. An entrepreneur must be able to interact and innovate. This creative and innovative ability is actually reflected in the ability and willingness to start a business (start up), the ability to do something new (creative), the ability and willingness to look for opportunities (opportunity) and the ability and courage to bear risks (risk bearing). The abilities acquired by an entrepreneur are obtained through entrepreneurship education. Entrepreneurship education can provide more knowledge for entrepreneurship. This is in accordance with the research results, each informant thinks that entrepreneurship education can influence students' interest in entrepreneurship.

In line with previous research by Sirait & Setyoningrum (2022) who argue that entrepreneurship education also fosters a high interest in entrepreneurship, the knowledge gained during college is the basic capital used for entrepreneurship, the skills gained during lectures are especially in practical courses. So, in This research and previous research found that entrepreneurship education factors can influence students' interest in entrepreneurship because they can provide knowledge and courage to start a business.

5) Motivation

Motivational factors influence a person's interest in taking action or achieving goals. These motivational factors help someone to become an entrepreneur, namely the desire to experience free work, achieved personal success and tolerance for risk (Setiawati & Kartini, 2018). Freedom in work is a work model where someone does a little work but gets big results. This motivation factor is also considered capable of influencing.

As with the first informant, namely AF, motivational factors are also considered to influence his interest in entrepreneurship. Because AF was motivated by his parents who were entrepreneurs and there was also encouragement from his parents to become an entrepreneur, then he was also focused on continuing this business, therefore from now on have been taught how to manage a business well, this is in accordance with the results of AF's interview which stated:

"I was also motivated to start the first business because of my parents, the second was because I was given a job to continue my parents' business, which was the reason I became an entrepreneur."

The same thing with the second informant, motivational factors can also influence his interest in entrepreneurship because he is motivated to help the family economically, so that makes him become an entrepreneur. By becoming an entrepreneur, SS does not want to burden his parents. This is in accordance with the results of SS's interview which stated:

"The motivation factor is also because I was born to parents who couldn't afford it, then I was motivated to try to realize myself, I didn't want to burden my parents, I didn't want to be a parasite on my family, so I started my own business."

The fourth informant also said that motivation factors can also influence his interest in entrepreneurship because with the motivation to become an entrepreneur he can earn his own income, what's more, according to him, living in the city of Makassar requires more money to meet his needs. Therefore, he was motivated to become an entrepreneur. This is in accordance with the results of Muflian's interview which said:

"Motivation could be because when we become entrepreneurs we can have our own income, I also saw friends who are entrepreneurs can have their own income, so that's where the motivation to become an entrepreneur arises. Same with life in Makassar which requires extraordinary costs."

Motivational factors are considered to also influence students' entrepreneurial interest. Someone will be interested in becoming an entrepreneur because they are motivated to earn their own income. What's more, a student will certainly be even more motivated to become an entrepreneur because earning their own income can pay for their studies and no longer depend on their parents. Apart from income, students are usually also motivated to become young entrepreneurs because they see their parents or their environment so they are also interested in becoming an entrepreneur. Based on the research activities carried out by the researchers, it was found that each informant said that apart from the four factors, there were other factors

that influenced their interest in entrepreneurship, namely the motivation factor for a student's interest in entrepreneurship.

However, becoming an entrepreneur, let alone still being a student, is not an easy thing to do. A person must be smart in dividing time between managing a business and studying, both of which must go hand in hand well. However, usually someone no longer thinks about what college they will go to if the business they are running has earned a fairly profitable income, they are more focused on managing their business and their studies are neglected.

Similarly, the first informant was more focused on being an entrepreneur so that his studies did not go well, when he was on campus AF thought more about his business, especially as AF did not have any staff so the first informant found it difficult to divide his time between studying and running a business. This is based on the results of AF's interview which said:

"Actually, it's delayed because when I go to college I think my parents will have a job and I won't have anything else, I don't have employees yet and I think I can still afford it and it's easy, so I don't really need employees."

Just as the second informant had difficulty dividing his time between studying and business, which hampered his studies, the second informant, SS, also thought about quitting college and focusing more on entrepreneurship. Moreover, the income you get from being an entrepreneur can help your family's economy, but again, the first reason to become an entrepreneur is to pay for your own studies and not burden your own parents. This is in accordance with the results of the SS interview which stated:

"I've had it happen, what's more, there's a lot of orders and my assignments are also a bit neglected, so I said it's normal to my mother, I'm lazy about going to college, so I'm used to thinking correctly that if people study while working, the environmental factor is very influential, how can I support it if it can be balanced, and That's what I like the most when my friends say to me that in the beginning you work for what you need, to get used to your studies, you don't work to get money, but to finish your degree you get money to earn money to become a successful person."

Slightly different from the third informant, becoming an entrepreneur does not have much influence on the lecture process. For the time being, the business that is being run can still be balanced with the busy lecture process, what's more, the business that is being run is still in partnership with friends so that you can share your time. This is in accordance with the results of the NAR interview which said:

"So far, I have been able to balance studying with selling hijabs, especially since I run this business with friends."

Based on the research activities carried out by the researcher, it was found that the first informant, namely AF and the second informant, namely SS, had difficulty dividing their time between studying and running a business and even had the intention of not continuing their studies, but this was slightly different from the third informant, namely NAR, who said that during the process of becoming an entrepreneur the lectures are not dependent at all. So, time management is necessary for an entrepreneur, especially if the entrepreneur is still a student, to manage his time between running his business well and continuing to follow the lecture process well.

As an entrepreneur who still has the status of a student, it is not easy to open a business, it is difficult to divide your study time, let alone the three and many coursework assignments. In line with this, Ries (2017) in his research stated that an entrepreneur must be smart in

managing his own time so that both can run well. Moreover, the main aim of starting a business is to be able to get your own income and not burden your parents any more.

4. CONCLUSIONS AND SUGGESTION

a. Conclusions

Based on the results of the research and discussion, a conclusion can be drawn, that the income factor greatly influences students' interest in entrepreneurship. Entrepreneurship can provide opinions that can be used to fulfill their life needs, the desire to earn income is what can give rise to someone's interest in entrepreneurship. Family environmental factors, not all research informants are born to entrepreneurial parents, but support from each informant's parents for entrepreneurship can influence their interest in entrepreneurship.

Meanwhile, community environmental factors, the first informant, AF, did not influence the community environment to become an entrepreneur, which made him become an entrepreneur because he was motivated by his parents who were entrepreneurs, however, for the second and third informants, community environmental factors could influence his interest in entrepreneurship. Then, regarding the entrepreneurship education factor, each informant believes that entrepreneurship education provides knowledge about how to run a business well. Lastly, motivational factors also include factors that can influence students' interest in entrepreneurship.

b. Suggestion

Based on the conclusions that have been obtained, suggestions can be made, including: 1) After graduating, students should not only be oriented towards finding work, but also try to create jobs so they can help the government in reducing unemployment. 2) Parents are expected to always support and motivate their children to become entrepreneurs. This is because parents have a big role in shaping children's interest in entrepreneurship. 3) There needs to be improvement for the campus in providing understanding and training to students so that they are interested in entrepreneurship.

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