

The Influence of Entrepreneurship Knowledge and Self-Concept on The Entrepreneurial Interest Among Students of Social And Political Sciences Faculty at Sangga Buana University YPKP

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ABSTRACT

The University of Sangga Buana (USB) through its vision of entrepreneurial university is closely linked to student entrepreneurial interests through entrepreneurship knowledge both actively in both the curriculum and facilities on campus. The purpose of this study was to know the influence of entrepreneurship knowledge and self-concept on the entrepreneurial interest among students of social and political sciences faculty (FISIP) at USB Bandung. The study used an ex post facto approach. The research population was students of FISIP USB Bandung from both the business administration and communication sciences. The research sample was the responders who were active students who were prescribed using an intermediate sampling technique with a kind of simple random sampling. Data collected with questionnaire instrument. Data analysis were using descriptive analysis, prerequisite tests, and hypothetical tests. Studies are expected to indicate that entrepreneurship knowledge and self-concept separately have significantly positive influence on entrepreneurial interests. Also entrepreneurship and self-concept together make a significant positive influence on entrepreneurial interests.

Keyword: *Entrepreneurship Knowledge, Self-Concept, Entrepreneurial Interest*

ABSTRAK

Universitas Sangga Buana (USB) Bandung melalui Visinya yang bertujuan menjadi *entrepreneurial university* sangat erat kaitannya dengan minat wirausaha yang ditumbuhkan pada mahasiswa melalui pengetahuan kewirausahaan baik secara aktif dalam kurikulum maupun fasilitas yang tersedia di kampus. Tujuan penelitian ini dilakukan untuk mengetahui pengaruh pengetahuan kewirausahaan dan konsep diri terhadap minat berwirausaha pada mahasiswa Fakultas Ilmu Sosial dan Politik (FISIP) di USB Bandung. Penelitian ini menggunakan pendekatan *ex post facto*. Populasi penelitian ini adalah mahasiswa FISIP USB Bandung baik dari Prodi Administrasi Bisnis maupun Ilmu Komunikasi. Sampel penelitian adalah responden yang merupakan mahasiswa aktif FISIP yang ditentukan menggunakan teknik *probability sampling* dengan jenis *simple random sampling*. Data dikumpulkan dengan instrumen angket. Analisis data menggunakan analisis deskriptif, uji prasyarat, dan uji hipotesis. Hasil penelitian diharapkan menunjukkan bahwa pengetahuan kewirausahaan dan konsep diri secara sendiri-sendiri berpengaruh signifikan positif terhadap minat berwirausaha. Kemudian pengetahuan kewirausahaan dan konsep diri secara bersama-sama memberikan berpengaruh signifikan positif terhadap minat berwirausaha.

Kata Kunci: Pengetahuan kewirausahaan, Konsep diri, Minat berwirausaha mahasiswa

Introduction



The Indonesian government through the work program of President Joko Widodo seeks to increase the number of young Indonesian entrepreneurs. Apart from the unemployment rate caused by the lack of jobs that will be a burden for the community, the creation of young entrepreneurs can help create new jobs. The courage to open new businesses or entrepreneurship can reduce the increasing number of unemployed, especially during the current Covid-19 pandemic. The Central Statistics Agency (BPS) noted that the unemployment rate in Indonesia in August 2020 was 7.07 percent, an increase of 1.84 percent compared to the previous year. This shows that in Indonesia the number of unemployed is still relatively high, this is exacerbated by the increase in unemployment which is affected by the Covid-19 Pandemic

The development of the world of education, especially universities, has entered the digital era which is marked by the increase in innovations that are influenced by the development of the internet and technology. Higher education must be able to reflect the process of actualizing the potential possessed by students into abilities that can be utilized in everyday life in the wider community. Sangga Buana University as one of the universities that has a vision to become an entrepreneurship-based university, so that students are able to provide benefits to the wider community.

Entrepreneurship knowledge is the basis for realizing the vision of Sangga Buana University. The higher the student's knowledge of entrepreneurship, the more open his insight about entrepreneurship will be. Campuses ideally can help provide learning tools and the formation of students' interest in entrepreneurship. In addition, not only focusing on learning aspects of knowledge in the form of courses, the campus is also expected to be able to foster students' interest in entrepreneurship.

Students' interest in entrepreneurship will help develop resources, both in the formulation of the university's vision, curriculum development, and improving the quality of lecturers and students themselves through the development of learning about entrepreneurship knowledge. Another important thing that can optimize the potential to grow students' interest in entrepreneurship is by knowing the self-concept of the students themselves. A positive self-concept will be able to know himself both his weaknesses and strengths so that he can design appropriate and realistic goals, so that he will be wiser in determining his future career, including having the courage to become an entrepreneur.

From the descriptions above, this research was conducted with the aim of knowing the influence of entrepreneurship knowledge and self-concept on the entrepreneurial interest among students at Sangga Buana University, Bandung.

Literature Review

Entrepreneurship is a lifestyle and certain principles that will influence your career strategy. Interest in entrepreneurship is the tendency of the heart to be interested in creating a business which then organizes, regulates, takes risks and develops the business it creates (Meredith G. Geoffrey, 2002: 5).

Entrepreneurship as a process of applying creativity and innovation in solving problems and finding opportunities to improve life. To create something requires a high creativity and innovator spirit. Someone who has these traits will think to find and create new opportunities to be better than before (Kasmir, 2011: 20-21).

Interest is a force, motivation that causes a person to focus on other people, certain objects or activities. Interest has a very close relationship with attitude, both are the driving force for one's actions. Attitudes and interests are more influenced by the environment, both are personal and developed since childhood (Nana, 2007: 117).

Interest in entrepreneurship is the willingness to work hard and diligently to achieve business progress, the willingness to bear various risks related to the business actions he does, the willingness to take new paths and ways, the willingness to live frugally, and the willingness to learn. An entrepreneur must have the ability to be creative and innovative in finding and creating various ideas.

According to Wasty Soemanto (1996: 43), entrepreneurial people are people who have the potential to excel. He always has great motivation to go forward and excel. With the strength that is in him, the entrepreneur is able to try to fulfill every need of his life.

Another important thing that can optimize the potential to grow students' interest in entrepreneurship is by knowing the self-concept of the students themselves. Someone who wants to be an entrepreneur needs to understand his self-concept. Self-concept is seeing himself will be able to control others, sociable, fun, willing to take risks, unscientific, funny (often unable to delay the urge to get satisfaction), subject to submission to parents, good self-acceptance, stable and wants status. high (Dewa Ketut Sukardi, 1993: 36).

There are two kinds of self-concept, namely positive self-concept and negative self-concept. Students who have a positive self-concept will be able to know themselves both their weaknesses and strengths so that they can design appropriate and realistic goals, so that they will be wiser in determining their future careers, including having the courage to become entrepreneurs. Students who have a negative self-concept will be pessimistic about competition so they are reluctant to try to take advantage of their strengths and weaknesses.

Research Methods

The type of research used is *ex post facto*. The variables in this study consisted of two independent variables which were given the symbols X1 and X2, namely Entrepreneurship Knowledge and Self-Concept. The dependent variable is given the symbol Y, namely Entrepreneurial Interest.

The research was carried out by giving a questionnaire instrument to the research sample. The population in this study were active FISIP students in the even semester of 2020/2021. The sample in this study was determined by using *probability simple random sampling technique*.

The data collection method used in this research is the method of documentation and questionnaires. The data collection instrument used in the study was compiled based on library references and expert lecturer recommendations. The reliability of this instrument is calculated by *Cronbach's Alfa* formula, because the instrument score is a range of several values.

The data analysis technique in this study used descriptive analysis, prerequisite tests and hypothesis testing. Descriptive is used to provide an overview of the data obtained, namely the *mean, median, mode* and standard deviation. Prerequisite analysis tests carried out include normality test, linearity test, and multicollinearity test. Hypothesis testing in this study uses regression analysis, because it wants to know, predict and predict how far the change in the dependent variable will be when the independent variable is manipulated.

To obtain research results in accordance with the method used, the stages of research work are carried out as shown in the research work flow diagram below. The data collection and questionnaire stages will be carried out by members of the research proposer, then analysis and testing of the results will be carried out jointly by the entire research proposer team.

Result And Discussion

This research is quantitative where the data generated is in the form of numbers. From the data obtained, analysis was performed using SPSS software. This study aims to analyze the effect of entrepreneurial knowledge and self-concept on entrepreneurial interest in FISIP students at Sangga Buana University YPKP.

Data were collected by questionnaire as many as 135 respondents whose targets were FISIP students at Sangga Buana University YPKP. The questionnaire was distributed in a closed manner using a *Likert* scale of 1-5.

This study uses 2 independent variables consisting of entrepreneurial knowledge and self-concept and the dependent variable, namely entrepreneurial interest.

The research was carried out by giving a questionnaire instrument to the research sample. However, before conducting the research, the questionnaire instrument was tested on 30 respondents first. To obtain relevant and accurate research data, an instrument is needed to retrieve reliable data, namely valid and reliable instruments.

Data Analysis

1. Validity Tests and Reliability Tests

a. Validity Test

The first step is to test the validity of each variable. The instrument in this study has been tested through validity testing using SPSS in the following table:

Table 1. Entrepreneurship Knowledge Validity Results

Item-Total Statistics				
Variable	Indicator	R count	R table	Description
Entrepreneurship Knowledge	X1.01	0.425	0.361	Valid
	X1.02	0.444	0.361	Valid
	X1.03	0.506	0.361	Valid
	X1.04	0.631	0.361	Valid
	X1.05	0.432	0.361	Valid
	X1.06	0.550	0.361	Valid
	X1.07	0.436	0.361	Valid
	X1.08	0.590	0.361	Valid
	X1.09	0.499	0.361	Valid
	X1.10	0.580	0.361	Valid
	X1.11	0.628	0.361	Valid
	X1.12	0.372	0.361	Valid
	X1.13	0.762	0.361	Valid
	X1.14	0.595	0.361	Valid
	X1.15	0.623	0.361	Valid
Self-Concept	X2.1	0.372	0.361	Valid
	X2.2	0.457	0.361	Valid
	X2.3	0.375	0.361	Valid
	X2.4	0.429	0.361	Valid
	X2.5	0.419	0.361	Valid
	X2.6	0.588	0.361	Valid
Entrepreneurial Interests	Y.1	0.752	0.361	Valid
	Y.2	0.788	0.361	Valid

	Y.3	0.841	0.361	Valid
	Y.4	0.479	0.361	Valid
	Y.5	0.821	0.361	Valid
	Y.6	0.803	0.361	Valid
	Y.7	0.894	0.361	Valid
	Y.8	0.451	0.361	Valid
	Y.9	0.913	0.361	Valid

Source: SPSS results, 2021

From the results of the validity test, it is stated that each question item is declared valid if the value of r count is greater than r table. From Table 1 it is known that each question item of r count is greater than r table so that each question item is declared valid.

b. Reliability Test

The next step is to test the reliability after the data needed is valid.

Table 2. Reliability Test Results of Entrepreneurial Knowledge, Self-Concept and Interest in Entrepreneurship

Reliability Statistics	
Cronbach's Alpha	N of Items
.917	30

Source: SPSS results, 2021

From the results of the reliability test carried out, it was stated that each question item was declared reliable if the *Cronbach's alpha value* was above 0.6. From table 2 it is known that the value of *Cronbach's alpha* is above 0.6 so that the questionnaire can be trusted for further analysis.

Prerequisite Test

After the data collected is valid and reliable, the next step is to test the hypothesis.

a. Normality Test

Used to test whether in the regression model, the confounding or residual variables have a normal distribution. The test method used is Kolmogorov-Smirnov (KS).

Table 3. Normalist Test Result

One-Sample Kolmogorov-Smirnov Test		
N		135
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	36.02745
		567
Most Extreme Differences	Absolute	.057
	Positive	.057
	Negative	-.026
Test Statistic		.057
Asymp. Sig. (2-tailed)		.200 ^{c,d}

Source: SPSS results, 2021

Based on table 3 shows that the resulting *value for asymp.sig* is 0.200, which can be said *asymp.sig* value of 0.200 is more than 0.05, so it can be said to be normally distributed.

b. Multicollinearity Test

Used to test whether the regression model found a correlation between the independent variables. A good regression model should not have a correlation between the independent variables. To determine the existence of multicollinearity in the regression can be seen from the value of the *Variance Inflation Factor (VIF)*.

Table 4. Multicollinearity Test Result

Model		Unstandardized Coefficients		Std. Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	2.563	5.422		.473	.637		
	Entrepreneurship Knowledge	.421	.084	.409	4.986	.000	.845	1.184
	Self-Concept	.376	.181	.171	2.080	.039	.845	1.184

Source: SPSS results,, 2021

Based on table 4 shows that both entrepreneurial knowledge and self-concept have a *tolerance* value of less than 1 and VIF has a value of less than 10, it can be said that the data does not experience multicollinearity.

Hypothesis Test

This test is carried out to prove the hypothesis based on the existing one. This test includes t test, f test and determinant coefficient.

Table 5. Hypothesis Test Result

Variable	t	Sig.	Desc
Entrepreneurship Knowledge	4.986	0.000	Significant
Self-Concept	2.080	0.039	Significant
F	22.115	R	.501 ^a
Sig.	.000 ^b	R Square	0.251

Source: SPSS results,, 2021

- Model Accuracy Test (F Test)

This test aims to determine the extent to which the independent variables used are able to explain the dependent variable.

In this study, namely Entrepreneurship Knowledge (X1) and Self-Concept (X2), simultaneously related to the dependent variable, namely Entrepreneurial Interest (Y), and whether the model is appropriate or not. The results obtained in this study are: Based on table 5, the calculated F value is 22.115 with F sig. 0.000 where F sig. 0.000 is less than 0.05 then Ho is rejected.

It can be interpreted that simultaneously Entrepreneurship Knowledge (X1) and Self-Concept (X2) have a significant influence on Entrepreneurial Interest (Y).

- Significant Test (t Test)

The purpose of this test is to determine the effect of the independent variables individually in explaining the variation of the dependent variable. To provide an interpretation of the t-test can be explained in Table 5 are:

The calculated t value for the entrepreneurial knowledge variable is 4.986 with a sig of 0.000. The results of the analysis sig. 0.000 is smaller than 0.05, which means that the

entrepreneurial knowledge variable individually has a significant effect on the interest in entrepreneurship. The calculated t value for the self-concept variable is 2.080 with a sig of 0.039. The results of the analysis of sig. 0.039 is smaller than 0.05, which means that individually the self-concept variable has a significant effect on purchasing decisions.

Discussion

The Influence of Entrepreneurship Knowledge on Entrepreneurial Interest

Entrepreneurship knowledge has a positive and significant influence on Entrepreneurial Interest. Based on the results of multiple regression analysis obtained rcount of 0.501 which is positive. Therefore, Entrepreneurship Knowledge has a positive relationship with Entrepreneurial Interest.

Entrepreneurship knowledge can contribute significantly to interest in entrepreneurship. When students feel they have great entrepreneurship knowledge, they will feel ready and able to become entrepreneurs. Students who have entrepreneurship knowledge will try to prepare themselves for entrepreneurship according to their skills and abilities. Students' entrepreneurship knowledge cannot be separated from several factors that support it, such as education about entrepreneurship obtained at the university and from outside the university, and students have soft skills for entrepreneurship and creating jobs.

The Influence of Self-Concept on Entrepreneurial Interest

Knowledge of Entrepreneurship and Self-Concept together have a positive and significant influence on Entrepreneurial Interest. Based on multiple regression analysis, it was obtained that rcount of 0.332 showed a positive value, so it can be seen that Entrepreneurship Knowledge and Self-Concept together have a positive influence on Entrepreneurial Interest. Because the correlation coefficient is positive, the regression coefficient for Entrepreneurship Knowledge is 0.476 and Self-Concept is 0.332, both of which show positive values, so it can be seen that Entrepreneurship Knowledge and Self-Concept have a positive effect on students' Entrepreneurial Interest.

The results of this study are in line with research conducted by Untang Teddy (2014) on the relationship between entrepreneurial knowledge and self-concept on the interest in entrepreneurship of class XII students of SMK PIRI 1 Yogyakarta. In this study, it was concluded that there was a positive and significant influence between entrepreneurship knowledge and self-concept on interest in entrepreneurship.

Conclusions

1. There is a positive and significant influence of entrepreneurship knowledge on the entrepreneurial interest among active FISIP students in the even semester 2020/2021 at Sangga Buana University YPKP.
2. There is a positive and significant influence of self-concept on the entrepreneurial interest among active FISIP students in the even semester 2020/2021 at Sangga Buana University YPKP.
3. There is a positive and significant influence of entrepreneurship knowledge and self-concept together on the entrepreneurial interest among active FISIP students in the even semester of 2020/2021 Sangga Buana University YPKP.

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