

Analysis of Motivating Factors of Students Desire to Become Entrepreneurs in Pekanbaru, Riau

Analisis Faktor-Faktor yang Memotivasi Mahasiswa Berkeinginan Menjadi Wirausaha Di Pekanbaru, Riau

Endrianto Ustha

Universitas Islam Negeri Sultan Syarif Kasim Pekanbaru

endrianto.ustha@uin-suska.ac.id

ABSTRACT

The purpose of this study was to analyze the effect of success themselves, would risk tolerance, freedom of work, need for achievement, and the readiness of the instrumentation in Soweto against the student wishes to become entrepreneurial. Types of data used is primary data. Methods the research was survey with inductive analysis approach to look at ways that are generally used in a tested factors influencing students ' desire to become entrepreneurs. Method of data collection using the questionnaire with the number of respondents as many as 100 people. Sampling techniques used are simple random techniques (Random Sampling Method). The data is processed and analyzed by using SPSS application assistance. Analytical tools used in this study is testing the validity, reliability, and multiple linear regression. The results of this study indicate that the variable Self Success, freedom of work and the need for achievement is dominant in the variables affect the desire of the Students in Soweto to become Entrepreneurs.

Keywords: *The Success Of The Self, Will Risk Tolerance, Freedom Of Work, Need For Achievement, The Readiness Of The Instrumentation*

ABSTRAK

Tujuan dari penelitian ini adalah untuk menganalisis pengaruh keberhasilan diri, toleransi akan resiko, kebebasan dalam bekerja, kebutuhan akan prestasi, dan kesiapan instrumentasi terhadap keinginan mahasiswa di Pekanbaru menjadi wirausaha. Jenis data yang digunakan merupakan data primer. Metode penelitian adalah survei dengan pendekatan analisis induktif untuk melihat caracara yang di pakai secara umum dalam menguji faktor-faktor yang mempengaruhi keinginan mahasiswa menjadi wirausahawan. Metode pengumpulan data menggunakan kuesioner dengan jumlah responden sebanyak 100 orang. Teknik pengambilan sampel yang digunakan adalah teknik acak sederhana (Random Sampling Method). Data diolah dan dianalisis dengan menggunakan bantuan aplikasi SPSS. Alat analisis yang digunakan dalam penelitian ini adalah uji validitas, reliabilitas, dan regresi linier berganda. Hasil penelitian ini menunjukkan bahwa variabel Keberhasilan Diri, Kebebasan Dalam Bekerja, dan Kebutuhan Akan Prestasi yang merupakan variabel dominan dalam mempengaruhi Keinginan Mahasiswa di Pekanbaru Menjadi Wirausahawan.

Kata Kunci: *Keberhasilan Diri, Toleransi Akan Resiko, Kebebasan Dalam Bekerja, Kebutuhan Akan Prestasi, Kesiapan Instrumentasi*

1. Introduction

Unemployment in Indonesia is increasing day by day as time goes by. Job seekers, whether they have a bachelor's degree or not, have to compete for jobs in limited employment. The cause of the problem of educated unemployment is that many graduates aim only to find work, not to create jobs. even though being an entrepreneur is one of the supporters that determines the progress of the economy, because the entrepreneurial field has the freedom to work and be independent. Entrepreneurs are able to create new jobs in order to be able to absorb labor.

The tendency that occurs in students who are currently in college is that most of them prefer a well-established job with a respectable status and generate a lot of income after completing their education. the tendency is that most students, including final year students, as well as recently graduated scholars, do not have an entrepreneurial plan. Generally they prefer to become workers in large companies and government agencies (to become civil servants) in order to secure their future. Therefore, university graduate graduates need to be directed and supported to not only be oriented as job seekers but to be able and ready to become job creators as well. The main thing that causes a person to do entrepreneurial activity is because of the desire to do entrepreneurship.

Syam et al., (2018) suggests, several motivations that can encourage a person to become an entrepreneur are the desire to experience free work, achieved personal success, and tolerance for risk. The point here is that freedom in work is a work model in which a person does little work but gets great results. Going to work without being bound by rules or formal working hours, or doing business is rare but once you get a profit, moreover the profit is enough to be enjoyed for months or enough for the next few weeks. Meanwhile, self-success achieved is the achievement of expected work goals, which include job satisfaction and work comfort. and Tolerance for risk, is how much a person's ability and creativity in solving the size of a risk taken to get the expected income. The greater a person's self-efficacy, the greater his belief in his ability to get results from his decisions and the greater his belief in trying what others see as risky.

In addition, entrepreneurs must be able to determine the amount of capital needed to start a business, an entrepreneur must first determine the minimum amount of each resource needed. Some resources are needed in a higher quantity and quality than others (Brydges & Hracs 2019).

The availability of business information is also an important factor that drives a person's desire to open a new business and is a critical factor for business growth and sustainability (Shastri et al., 2019). The interference of others can determine the success or failure of a person in the business world. Business relations have a principle of direct proportion, meaning that the more the number of business relations, the faster a person achieves success in business, and vice versa (Ratten 2020).

The availability of capital, the availability of information, and the availability of business relations are called the instrumentation readiness of an entrepreneur (Jarrodi et al., 2020). The readiness of the instrumentation affects one's interest in entrepreneurship, because if the readiness of the instrumentation has been fulfilled it will increase one's self-confidence to become an entrepreneur.

The need for achievement can be interpreted as a unified character that motivates a person to face challenges to achieve success and excellence. The need for achievement can also encourage decision-making abilities and the tendency to take risks as an entrepreneur (Ratten 2020). The need for achievement affects the interest in entrepreneurship for someone who wants to achieve the desired career path in accordance with the hard work done.

In order for students to be motivated and have a desire for entrepreneurship it is necessary to analyze the factors that can influence students' desire to become entrepreneurship with the hope that later this can become a consideration for the tertiary institution in developing courses, especially in the field of entrepreneurship. The first of these factors is self-efficacy, the second is risk tolerance, the third is freedom in work, the fourth is the need for achievement, and the fifth is instrumentation readiness to become an entrepreneur.

Entrepreneurial Motivation

According to Apriana et al., (2019) motivation is a psychological factor that indicates individual interest in work, satisfaction and responsibility for the activity or work performed. Meanwhile, Tunio et al. (2021) stated that motivation is a factor whose presence can lead to job satisfaction and increase productivity or work results and cause various human behaviors.

The drive for entrepreneurship as a career choice

Jarrodi et al. (2020) propose two theories that are closely related to the motivation to become an entrepreneur. The "push" theory and the "pull" theory. The "drive" theory argues that individuals are driven into entrepreneurship by negative external forces, such as job dissatisfaction, difficulty finding work, and unsatisfactory pay, or inflexible work schedules. The "pull" theory argues that individuals are drawn into activities related to employers in search of freedom, self-fulfillment, well-being, and other desired outcomes.

Entrepreneurial Desire

According to Tien & Manh (2021) intention or desire has synonyms with plans, goals, hopes, designs, directions, or objects, where there is a desire to do something through self-expression and with independence. Meanwhile, according to Smith et al., (2020), desires are needed based on how people interpret their physical and social environment, as well as how they anticipate future outcomes from their behavior.

Smith et al., (2020) argues that the characteristics of someone who has an entrepreneurial desire include:

- Think carefully and creatively with a constructive imagination,
- Have a mental attitude to absorb and create opportunities,
- Familiarize yourself with a positive mental attitude to move forward and always be passionate in every job,
- Having initiative,
- Accustomed to build self-discipline,
- Mastering salesmanship (ability to sell), has leadership and is able to calculate risks,
- Tenacious, diligent, purposeful, honest and responsible.
- Have a forward character, smart and believe in yourself.

Entrepreneurial Characteristics

According to Izedonmi and Okafor (2012), individuals with entrepreneurial characteristics have the ability to identify opportunities and mobilize resources to achieve their goals. According to Koh (2001) as cited in Izedonmi and Okafor (2012), entrepreneurial characteristics are identified as the main core of the behavior and performance of an entrepreneur. The two experts then recorded some of the opinions of previous experts regarding the characteristics possessed by an entrepreneur, as follows:

1. The need (motivation) for achievement (McClelland, 1961),
2. Focus control (Rotter, 1966),
3. Risk taking (Brockhaus, 1980),
4. Proactive (Crant, 1996)
5. Tolerance of uncertainty (Betaman and Grant, 1993),
6. Creativity (Drucker, 1985)

According to Wang et al., (2019) an entrepreneur must be able to take moderate risks, meaning that the risks taken are not too high and not too low. The courage to face risks, supported by a strong commitment, will encourage an entrepreneur to keep fighting for opportunities until he gets results. The results must be real or clear, and provide feedback for the smooth running of its activities. Willingness and ability to take risks is one of the main values in entrepreneurship. Entrepreneurs who do not want to take risks will find it difficult to start and take the initiative. According to Apriana et al., (2019) an entrepreneur who dares to take risks is someone who always wants to be a winner and win in a good way.

Self success from entrepreneurship

Tien et al. (2021) explained use self-success as one of the representatives of motivation to become entrepreneurs because they believe that people may be motivated to become entrepreneurs if they believe that entrepreneurship has a greater probability of being successful than working for other people to get good results. valuable. Tiwari et al., (2022) states that one of the important factors and a driving force for someone to become an entrepreneur is his desire to meet his needs to succeed and avoid failure. If someone has a high need to succeed, then that person will work hard and study hard.

The research results of Wardana et al., (2020) prove that self-efficacy significantly influences the desire for entrepreneurship. Yeh et al., (2021) also states that self-success has a positive and significant influence on students' desire to become entrepreneurs. Because the higher a student's self-confidence in his ability to be able to try, the greater the desire for entrepreneurship. With Thus, based on the research findings, it is hypothesized that:

H1: Self-efficacy has a positive effect on the desire to become an entrepreneur.

Tolerance of risk

In making decisions a business person or an entrepreneur should consider the level of tolerance for risk. An entrepreneur can be said to be risk averse (avoiding risk) where they only want to take opportunities without risk, and an entrepreneur is said to be a risk lover (likes risk) where they take opportunities with a high level of risk. According to Andini et al., (2019) an entrepreneur must be able to take moderate risks, meaning that the risks taken are not too high and not too low. The courage to face risks, supported by a strong commitment, will encourage an entrepreneur to keep fighting for opportunities until he gets results. The results must be real or clear, and provide feedback for the smooth running of its activities. Willingness and ability to take risks is one of the main values in entrepreneurship. Entrepreneurs who do not want to take risks will find it difficult to start or take the initiative. Meanwhile, Syed et al., (2019) argues that an entrepreneur who dares to take risks is someone who always wants to be a winner and win in a good way.

Syed et al., (2019) proved that perceived risk tolerance significantly influences the desire to become an entrepreneur, as well as the results of research by Bonella et al., (2022) also shows that the variable risk tolerance has a positive and significant effect on student entrepreneurial desires. This is because a person's motivation to become an entrepreneur is influenced by individual characteristics which must have a high sense of responsibility, dare to take risks and like challenges. Therefore,

H2: Tolerance for risk has a positive effect on students' desire to become entrepreneurs.

Desire to feel freedom in work

The freedom to run a business is another advantage for an entrepreneur. The survey results in small-scale business in 1996 showed that 38% of people left their jobs in other companies because they wanted to be the boss of their own company. Some entrepreneurs use their freedom to flexibly structure their personal life and work behavior. In fact, many entrepreneurs do not prioritize flexibility on one side only. However, they value freedom in an entrepreneurial career, such as doing their own business, collecting their own profits and managing their own schedules (Elnadi & Geith 2021).

This is evident from Wu et al., (2022) which shows that there is a positive and significant relationship between the desire to feel freedom at work and the desire for entrepreneurship, a person wants to feel freedom at work or in other words not to be under supervision. For some people, the freedom to work will make that person feel comfortable. With this comfort, he will be more creative and more productive than under supervision. Therefore,

H3: The desire to feel free at work has a positive effect on students' desire to become entrepreneurs.

The Need for Achievement

The need for achievement shows a person's desire to make something or work better, or faster than other people's achievements or past achievements. Ratten (2020) argues that the need for achievement is related to brilliance, namely the achievement to be achieved by someone who is diligent in working or trying to achieve the goals that have been set. The need for achievement relates to a desire to perfect something difficult, to excel, and to do better than others to achieve a sense of personal achievement (Syam et al., 2018)

From the results of Tunio et al. (2021) it shows that the need for achievement has the most significant influence so that it jointly influences students' desire to become entrepreneurs. Because someone who has a need for achievement will pursue entrepreneurial work more than other types of work. Therefore,

H4: *The need for achievement has a positive effect on students' desire to become entrepreneurs.*

Instrumentation Readiness

Availability of capital is very important. Likewise the availability of other resources, including human resources (HR) with the appropriate experience and skills, information resources such as data sources, and infrastructure resources such as the right location. Media attention is also important, especially as a means to publish stories about appropriate role models and stories about the successes achieved (Susanto, 2014). Instrumentation readiness are three environmental factors that are believed to influence entrepreneurs, namely their access to capital, information and the quality of their social networks (Indarti, 2013: 18).

The results of (Agustina's research, 2016) prove that Instrumentation Readiness has a positive and significant effect on students' desire to become entrepreneurs. Because Readiness instrument is good seen in the availability of capital, social networks, and access to information that supports the entrepreneurial spirit. Thus it can be hypothesized that:

H5: *Instrumentation readiness has a positive effect on students' desire to become entrepreneurs.*

2. Methods

Research sites

This research was conducted at four major universities in Pekanbaru, namely Sultan Syarif Riau State Islamic University (UIN SUSKA Riau), Riau University (UR), Riau Islamic University (UIR) and Muhammadiyah University of Riau (UMRI).

Research design

This research is an explanatory research which will prove a causal relationship between the independent variables, namely the self-efficacy factor variable, the risk tolerance factor variable, and the freedom factor variable at work; and the dependent variable (the dependent variable) is the factor of the desire to become an entrepreneur. As well as correlational research, which is research that seeks to see whether or not there is a relationship between two or more variables, and how big the relationship is and how the direction of the relationship is.

Research Variables and Indicators

The variables in this study consist of:

- a. Variable X1, namely Self Success Factor.
- b. Variable X2, namely the Risk Tolerance Factor.
- c. Variable X3, namely the Freedom Factor at Work.
- d. Variable X4, namely the Need for Achievement Factor
- e. Variable X5, namely Instrumentation Readiness Factor.
- f. Variable Y, namely the Desire Factor to Become an Entrepreneur

Research indicators can be seen in the table below:

Table.1. Research Variables and Research Indicators	
Variables	Indicators
The Desire to Be an Entrepreneur (Y)	Confident Innovative and creative Have a leadership spirit Effective and efficient Oriented to the future
Self success (X1)	Enthusiasm at work Orientation to the goal Optimistic Diligent or tenacious Competent
Tolerance of risk (X2)	Collective Responsibility Like challenges Be patient Self-control
Freedom at work (X3)	Don't like being controlled Likes to take the initiative Stubborn Personal freedom Intuitive
Need for achievement (X4)	Study and work

	Work performance Responsibility Personal advantage
Readiness of instrumentation (X5)	Availability of capital Information Social network Ability to manage capital

Population and Sample

The population of this study were all students of four tertiary institutions in Pekanbaru, namely UIN SUSKA Riau, UR, UIR and UMRI. The number of students from the four universities is 86,782 people. The number of samples (size of samples) is determined based on calculations from the Slovin formula with a tolerated error rate of 10%.

$$n = \frac{N}{1 + Ne^2}$$

Where,

n = number of samples

N = total population

e = percentage of tolerable error rate is 10%.

By using the above formula, a total sample of 100 respondents will be obtained, namely:

$$n = \frac{86782}{1 + (86782)(0,1)^2} = 99,88$$

The sampling technique used is cluster random sampling. Cluster random sampling is used to maintain the representation of each university in the same proportion.

Research Model

From the theoretical basis that has been developed, the model to be used in this study can be illustrated in Figure 1.

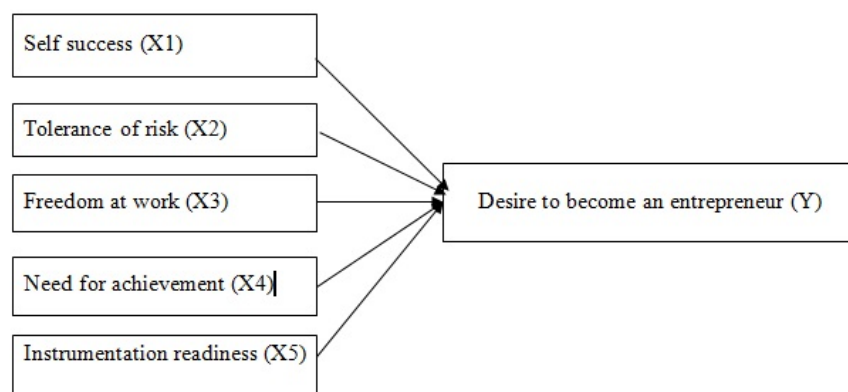


Figure 1. Schematic Framework of the Research Model

From the development of the schematic framework of the research model, several tests will be carried out:

a. Validity test

Validity test is used to measure whether or not a questionnaire is valid. A questionnaire is said to be valid if the questions on the questionnaire are able to reveal something that will be measured by the questionnaire (Ghozali, 2010).

To find out this validity test using product moment correlation. If r count is greater than r table, then there will be a real correlation between the two variables so that this measuring tool is valid for validity and vice versa.

b. Reliability Test

Reliability test is a test to measure a questionnaire which is a variable / construct. A questionnaire is said to be reliable or reliable if one's answers to statements are consistent or stable from time to time. To find out this test uses the Cronbach Alpha value, if according to Nunnally the Cronbach Alpha value is greater than 0.6 then the questionnaire is said to be reliable (in Ghozali, 2008).

c. Normality test

The normality test aims to test whether in a regression model, the dependent variable, independent variable or both have a normal distribution or not. A good regression model is a normal or close to normal data distribution. To test the distribution by looking at the spread of data (points) on the diagonal axis of the graph. If the data spreads around the diagonal line and follows the direction of the diagonal line, then the model regression meets the assumption of normality. And if the data spreads away from the diagonal line and/or does not follow the direction of the diagonal line, then the regression model does not meet the normality assumption (Santoso, 2009).

d. Classic assumption test

In the multiple regression equation there are several classical assumptions underlying the regression equation with the aim that the model presented can be analyzed and provide representative results.

The data analysis method used in this study is a quantitative analysis method. Where to achieve the first goal, namely to analyze the influence of self-success, risk tolerance, and freedom in working on the desire of entrepreneurial students is to use multiple regression analysis.

Regression is carried out to determine the extent to which the independent variable affects the dependent variable. In multiple regression there is one dependent variable and more than one independent variable. In this study, the dependent variable is the student's desire to become an entrepreneur, while the independent variables are self-efficacy, risk tolerance, and freedom in work.

The relationship model of these variables can be arranged in a function or equation as follows:

$$Y = b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4 + b_5X_5 + e$$

Where :

Y = Desire of student entrepreneurship

b = Regression coefficient of the independent variable

X1 = Self success

X2 = Tolerance for risk

X3 = Freedom in work

X4 = Need for achievement
 X5 = Instrumentation readiness
 e = Errors

1. Autocorrelation Test

Autocorrelation is the correlation between the sequences of observations over time. According to Pratisto (2004: 161), autocorrelation problems often arise in time series data. The autocorrelation test aims to test whether in the linear regression model there is a correlation between the confounding errors in the t period and the confounding errors in the t-1 period (previously). Autocorrelation arises because successive observations over time are related to one another. This problem arises because the residuals (confounding errors) are not independent from one observation to another. This is often found in time series data. To test for autocorrelation, the Durbin Watson test is used with the following formula:

$$DW = \frac{\sum_{t=2}^{t=n} (e_t - e_{t-1})^2}{\sum_{t=2}^{t=n} e_t^2}$$

Information :

e1 = residual (difference between Y observations and Y predictions)

et-1 = residual one previous period

Decision making conditions:

- If $DW > \text{upper limit (dU)}$, then there is no correlation
- If $DW < \text{lower limit (dL)}$, then autocorrelation occurs
- If $dL < DW < dU$, it cannot be known whether there is autocorrelation or not

Multicollinearity Test

The multicollinearity assumption test means that there should be no correlation between the independent variables. To test for collinearity, the Variant Inflation Factor (VIF) or Tolerance test is used. To see the multicollinearity is formulated as follows:

$$VIF = \frac{1}{(1 - R^2)} = \frac{1}{\text{Tolerance}}$$

Where R^2 is the coefficient of determination. If the result of the calculation of the value (VIF) is below 10% and the tolerance for the independent variable is above 10%. So it can be concluded that there is no multicollinearity in this assumption (Ghozali, 2005).

Heteroscedasticity Test

The heteroscedasticity assumption test means that the independent variable does not change from one sample to another, because the independent variable will measure its effect on the dependent variable. To test whether there is heteroscedasticity, it can be seen from the scatter plot graph that the dots spread randomly and are spread both above and below the number 0 on the Y axis. It is concluded that there is no heteroscedasticity in the regression model (Ghozali, 2005).

Research Hypothesis

Based on the literature review and research framework above, several hypotheses were formulated to be tested in this study:

- a. Hypothesis 1: Self-efficacy factors influence students' desire to become entrepreneurs.
- b. Hypothesis 2: The risk tolerance factor influences students' desire to become entrepreneurs.
- c. Hypothesis 3: The freedom factor at work influences students' desire to become entrepreneurs.
- d. Hypothesis 4: The need for achievement factor influences students' desire to become entrepreneurs.
- e. Hypothesis 5: The instrumentation readiness factor influences students' desire to become entrepreneurs.

Variable Measurement

In this study, primary data was obtained through direct interviews in the field using a structured research questionnaire, which is divided into 4 parts: self-success factors, risk tolerance factors, work freedom factors, and desire factors to become entrepreneurs.

Overall, for self-efficacy factors, risk tolerance factors, freedom factors at work, and the desire to become entrepreneurs, statements are measured using a 5-point Likert scale, where respondents are asked to answer with a choice of numbers between 1-5 (1 = very not agree, and 5 = strongly agree)

3. Results and Discussion

Multicollinearity Test

Testing whether there are symptoms of multicollinearity is carried out by paying attention to the VIF (Variance Inflation Factor) value of the independent variable not exceeding a value of 10, namely self-success of 1.867, tolerance for risk of 1.182, freedom in work of 1.747, need for achievement of 1.085, and readiness of instrumentation of 1.038. So, it can be concluded that there is no multicollinearity between independent variables and the tolerance is greater than 0.10, namely for self-success of 0.535, for risk tolerance of 0.846, for freedom in work of 0.573, for the need for achievement of 0.922, and for instrumentation readiness of 0.963. The VIF value is below 10 and the Tolerance value is close to 1, so it is concluded that the regression model has no multicollinearity problem (Singgih Santoso, 2000).

Heteroscedasticity Test

The heteroscedasticity test is carried out by looking at the scatterplot graph between the predicted value of the dependent variable and its residual value. To find out whether there are heteroscedasticity symptoms, it can be done by using heteroscedasticity graphs between the predicted values of the dependent variable and the independent variable. From the scatterplots below, it can be seen that the points spread randomly and are scattered both above and below the number 0 and the Y axis. It can be concluded that there is no heteroscedasticity in the regression model, so the regression model is feasible to use in conducting tests. For more details, see the following image.

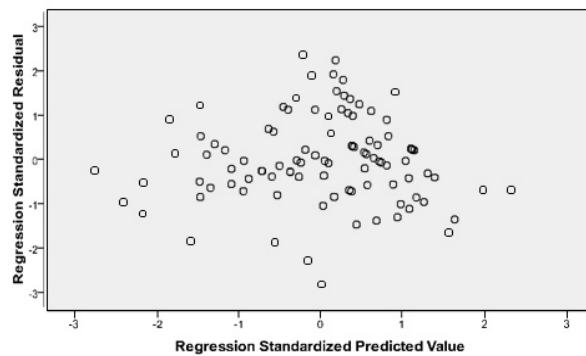


Figure 2. Scatter plots

Data Normality Test

To test whether the data collected is normally distributed or not, it can be done with a histogram graph.

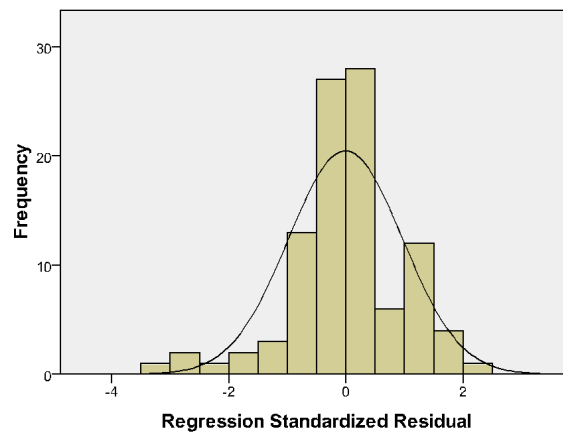


Figure 3. Histogram

From the histogram graph, it can be seen that the residual values are normally distributed and are in the form of a symmetrical line, neither sloping to the left nor to the right.

Multiple Regression Analysis

The data analysis method used in this study is a quantitative analysis method. Where to achieve the first goal of analyzing the influence of self-success, risk tolerance, freedom in work, need for achievement, and instrumentation readiness on students' entrepreneurial desires is to use multiple regression analysis.

Regression is carried out to determine the extent to which the independent variable affects the dependent variable. In multiple regression, there is one dependent variable, namely the student's desire to become an entrepreneur, while the independent variables are self-efficacy, risk tolerance, freedom in work, need for achievement, and instrumentation readiness.

Statistical calculations in the multiple linear regression analysis used in this study are by using the SPSS for Windows version 17.0 computer program. The results of data processing using the SPSS program are as follows:

Table 2. Results of Data Processing Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
1 (Constant)	1.488	3.151			.472	.638
x1	.602	.115	.504		5.249	.000
x2	.211	.142	.113		1.484	.141
x3	.306	.119	.239		2.576	.012
x4	.399	.087	.337		4.600	.000
x5	.053	.127	.030		.414	.680

a. Dependent Variable: y

The regression equation model that can be written from these results in the form of the regression equation is as follows:

$$Y = 1.488 + 0.602X1 + 0.211X2 + 0.306X3 + 0.399X4 + 0.053X5 + e$$

It was found that the five variables have a regression coefficient with a positive direction. It's just that the variables X2 and X5, namely the risk tolerance variable, and instrumentation readiness have no significant effect. This means that the increase in self-efficacy, the higher the freedom to work, and the higher the need for achievement will increase the spirit of an entrepreneur in students.

Simultaneous Significance Test (F Test)

The F test shows whether all the independent variables included in the model have a joint effect on the dependent variable. The results of the calculation of the F test are as follows:

Table 3. ANOVA ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	898.062	5	179.612	21.721	.000 ^a
	Residual	777.298	94	8.269		
	Total	1675.360	99			

a. Predictors: (Constant), x5, x1, x4, x2, x3

b. Dependent Variable: y

The test results are based on the ANOVA test or F statistical test, the model shows an F value of 21.721 with a probability of 0.000. The significance value is less than 0.05. This means that the desire to become an entrepreneur can be explained by the variables of self-efficacy, risk tolerance, freedom in work, need for achievement, and instrumentation readiness.

Partial Effect Significance Test (t test)

The t test shows how far the influence of one independent variable individually explains the variable variation dependent. Based on the table coefficients, it can be seen that each of the independent variables of self-success (X1), freedom at work (X3), and need for achievement (X4) have a significance level of less than 0.05. This means that each independent variable has a positive and significant effect on the dependent variable, but the risk tolerance variable (X2) and

instrumentation readiness (X5) have a positive but not significant effect, this is because the significance value is still more than 0.05.

Coefficient of Determination (R²)

The coefficient of determination measures how far the model's ability to explain the variation in the dependent variable. The following is a table of the coefficient of determination produced in the study:

Table 4. Coefficient of Determination

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.732a	.536	.511	2.876
a.	Predictors: (Constant), x5, x1, x4, x2, x3			
b.	Dependent Variable: y			

The results of the regression calculation show that the coefficient of determination (R Square) is 0.536. This means that 53.6% of the dependent variable, namely the desire to become an entrepreneur, can be explained by the independent variables, namely self-efficacy, tolerance for the risk of freedom at work, need for achievement and readiness for instrumentation. while 46.4% of the desire to become an entrepreneur can be explained by other variables not included in this study.

Based on the SPSS test, the results of testing the effect of self-efficacy on the desire to become an entrepreneur show a t value of 5.249 with a probability of 0.000. The significance value is less than 0.050. This means that self-efficacy has a significant positive influence on students' desire to become entrepreneurs. Means Hypothesis 1 is accepted. The results of this hypothesis are in accordance with previous studies conducted by Andini & Engriani (2019); Enaldi & Geith (2021) based on regression analysis standardized by the first hypothesis which states that there is a significant influence between the variables of self-efficacy on the desire to become an entrepreneur, it is proven and the hypothesis is accepted. This shows students have enthusiasm work high in running their business and have an optimistic spirit for the expected goals for their future.

Based on testing with SPSS, the results of testing the effect of tolerance for risk on the desire to become entrepreneurs show a t value of 1.484 with a probability of 0.141. The significance value is greater than 0.050. This means that tolerance for risk does not have a significant effect on students' desire to become entrepreneurs, meaning that Hypothesis 2 is rejected. The results of this hypothesis are not in accordance with previous studies conducted by Bonilla et al., (2022); Syed et al., (2019) which states that the variable tolerance for risk has a positive and significant effect on students' entrepreneurial desires, this is because not all students like challenges and like to take existing opportunities.

Based on testing with SPSS, the results of testing the effect of freedom in working on the desire to become an entrepreneur show a t value of 2.576 with a probability of 0.012. The significance value is less than 0.050. This means that freedom in work has a significant positive influence on students' desire to become entrepreneurs. Means Hypothesis 3 is accepted. The results of this hypothesis are in accordance with previous research conducted by Tunio et al., (2021) based on regression analysis standardized on the third hypothesis which states that there is a significant influence between the variables of freedom at work on the desire to become an

entrepreneur, proven and hypothesis is accepted. With entrepreneurship, students will be able to create jobs after graduation and have the freedom to choose the job they want.

Based on the SPSS test, the results of testing the effect of the need for achievement on the desire to become an entrepreneur show a t value of 4.600 with a probability of 0.000. The significance value is less than 0.050. This means that the need for achievement has a significant positive influence on students' desire to become entrepreneurs. Means Hypothesis 4 is accepted. The results of this hypothesis are in accordance with previous research conducted by Tiwari et al., (2022) based on standardized regression analysis of the fourth hypothesis which states that there is a significant influence between the variable need for achievement on the desire to become an entrepreneur, it is proven and the hypothesis is accepted. Because someone who has a need for achievement will pursue entrepreneurial work more than other types of work and tend to do well on the job.

Based on testing with SPSS, the results of testing the effect of instrumentation readiness on the desire to become an entrepreneur show a t value of 0.414 with a probability of 0.680. The significance value is greater than 0.050. This means that instrumentation readiness has no significant effect on students' desire to become entrepreneurs, meaning that Hypothesis 5 is rejected. The results of this hypothesis are not in accordance with previous research conducted by Wang et al., (2019) which states that Instrumentation Readiness has a positive and significant effect on students' desire to become entrepreneurs. This is because not all students feel that they have good instrument readiness, the lack of availability of capital, information and social networks that each individual has needs to be prepared if they wish to become entrepreneurs.

4. Conclusions

From the discussion that has been described, it can be concluded as follows:

1. The independent variables (self-success, risk tolerance, freedom in work, need for achievement, and readiness for instrumentation) have a positive and significant influence on students' aspirations to become entrepreneurs.
2. Independent variables (self-success, freedom to work, and need for achievement) partially or individually have a positive and significant influence on students' desire to become entrepreneurs. While the independent variables (risk tolerance, and instrumentation readiness) have no significant effect, this is because there are still many students who have not carried out entrepreneurial activities and tend to avoid risks in decision making, and their access to capital, known information, and social networks that each student has is still limited.
3. Self-Success Factors have the greatest influence on Student Desires to Become Entrepreneurs. This can be seen from the coefficient value of 0.602 which is greater than risk tolerance (0.211), freedom in work (0.306), need for achievement (0.399) and instrument readiness (0.053).

Suggestions that can be given as a follow-up to the research results are as follows:

1. Regarding the self-efficacy factor, the competence aspect at work seems to be the thing that students pay the most attention to. For this reason, in many ways linking competence to compete with others in lectures as an initial part of cultivating an entrepreneurial spirit seems to be a student's initial training.
2. With regard to risk tolerance, preferences in taking the opportunities that students have can minimize the risk tolerance that is fostered. For this reason, various self-learning in taking the opportunities that exist must always be owned by students.

3. With regard to freedom in work, the aspect of taking initiatives or initiatives must be one of the efforts to obtain opportunities and create new business opportunities. Thus this must be trained in learning on campus.
4. Regarding the need for achievement, efforts to do better than others must be developed within students as part of fostering an entrepreneurial spirit.

Regarding instrumentation readiness, access to capital, information, and social networks owned by students need to be improved as an effort to open up business opportunities for students. This can be done by opening cooperation between students, alumni and the university. So that later graduates can channel and develop their entrepreneurial potential

References :

- Andini, D. P., & Engriani, Y. (2019). Pengaruh Self-Efficacy, Tolerance for Risk, dan Kebebasan dalam Bekerja terhadap Minat Entrepreneurship Mahasiswa Universitas Negeri Padang. *Jurnal Kajian Manajemen Dan Wirausaha*, 1(4), 34-47.
- Apriana, D., Kristiawan, M., & Wardiah, D. (2019). Headmaster's competency in preparing vocational school students for entrepreneurship. *International Journal of Scientific & Technology Research*, 8(8), 1316-1330.
- Bonilla, C. A., Vergara, M., & Watt, R. (2022). Changes in risk and entrepreneurship. *Risk Management*, 24(4), 367-385.
- Brydges, T., & Hracs, B. J. (2019). What motivates millennials? How intersectionality shapes the working lives of female entrepreneurs in Canada's fashion industry. *Gender, Place & Culture*, 26(4), 510-532.
- Elnadi, M., & Gheith, M. H. (2021). Entrepreneurial ecosystem, entrepreneurial self-efficacy, and entrepreneurial intention in higher education: Evidence from Saudi Arabia. *The International Journal of Management Education*, 19(1), 100458.
- Jarrodi, H., Byrne, J., & Bureau, S. (2020). A political ideology lens on social entrepreneurship motivations. In *Organizational Entrepreneurship, Politics and the Political* (pp. 29-50). Routledge.
- Ratten, V. (2020). Coronavirus (covid-19) and entrepreneurship: changing life and work landscape. *Journal of Small Business & Entrepreneurship*, 32(5), 503-516.
- Shastri, S., Shastri, S., & Pareek, A. (2019). Motivations and challenges of women entrepreneurs: Experiences of small businesses in Jaipur city of Rajasthan. *International Journal of Sociology and Social Policy*, 39(5/6), 338-355.
- Smith, S., Hamilton, M., & Fabian, K. (2020). Entrepreneurial drivers, barriers and enablers of computing students: gendered perspectives from an Australian and UK university. *Studies in Higher Education*, 45(9), 1892-1905.
- Syed, A. M., Alaraifi, A., & Ahmad, S. (2019). Entrepreneurs in Saudi Arabia: Risk attitude and predisposition towards risk management. *Journal of Entrepreneurship Education*, 22(4), 1-18.
- Syam, A., Akib, H., Yunus, M., & Sitti Hasbiah, S. H. (2018). Determinants of entrepreneurship motivation for students at educational institution and education personnel in Indonesia. *Journal of Entrepreneurship Education*, 21(2), 1-12.
- Tunio, M. N., Chaudhry, I. S., Shaikh, S., Jariko, M. A., & Brahmi, M. (2021). Determinants of the sustainable entrepreneurial engagement of youth in developing country—An empirical evidence from Pakistan. *Sustainability*, 13(14), 7764.

- Tien, N. H., & Manh, N. H. (2021). Solutions to Enhance Working Motivation in International High School Education in Vietnam. *Journal of Critical Reviews*, 8(2), 167-176.
- Wang, S., Hung, K., & Huang, W. J. (2019). Motivations for entrepreneurship in the tourism and hospitality sector: A social cognitive theory perspective. *International Journal of Hospitality Management*, 78, 78-88.
- Tiwari, P., Bhat, A. K., & Tikoria, J. (2022). Mediating role of prosocial motivation in predicting social entrepreneurial intentions. *Journal of Social Entrepreneurship*, 13(1), 118-141.
- Wardana, L. W., Narmaditya, B. S., Wibowo, A., Mahendra, A. M., Wibowo, N. A., Harwida, G., & Rohman, A. N. (2020). The impact of entrepreneurship education and students' entrepreneurial mindset: the mediating role of attitude and self-efficacy. *Heliyon*, 6(9).
- Wu, L., Jiang, S., Wang, X., Yu, L., Wang, Y., & Pan, H. (2022). Entrepreneurship education and entrepreneurial intentions of college students: The mediating role of entrepreneurial self-efficacy and the moderating role of entrepreneurial competition experience. *Frontiers in psychology*, 12, 727826.
- Yeh, C. H., Lin, H. H., Wang, Y. M., Wang, Y. S., & Lo, C. W. (2021). Investigating the relationships between entrepreneurial education and self-efficacy and performance in the context of internet entrepreneurship. *The International Journal of Management Education*, 19(3), 100565.