



## Social Support And Student Entrepreneurship Interest Reviewed from Gender

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### ABSTRACT

Increasing the economy of a country can be increased by at least 4% of its people to become entrepreneurs. Interest in doing entrepreneurship is not easy to increase because Indonesian people apply the principle that being an employee is a very respected thing rather than entrepreneurship. Entrepreneurship interest can be increased by the willingness of the individual and support from the environment. Entrepreneurship interest is defined as a psychological aspect that supports individuals to perform or carry out their duties properly according to their wishes. This research was conducted to determine and obtain data related to social support with student entrepreneurship interests. The number of samples in this study were 125 people. This study aims to determine the relationship between social support and entrepreneurship interest in students and using the product moment statistical analysis test. This study also compared male and female students' interest in entrepreneurship. The results showed that there is a very significant positive correlation with an rxy score of 0.681 with a p value of 0.000 ( $p < 0.01$ ) which means very significant. While the comparative test results with the independent sample T-test technique obtained  $t = 0.507$  with a significance value of 0.21 ( $p > 0.05$ ), so there is no difference between male and female students' entrepreneurship interest. The effective contribution in this study was 46%, which means that social support is proven to affect interest in entrepreneurship. Meanwhile, 54% interest in entrepreneurship is influenced by other factors.

**Keywords :** Entrepreneurship Interest, Social Support, Student Interest

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### INTRODUCTION

The economy of a country can be said to have increased if there is growth from time to time, this is influenced by the fact that economic growth is one indicator of development. Economic development can be said to be good if the community is prosperous. Based on BPS regarding 2018 people's welfare indicators, it explains that the welfare of the community consists of population, health and nutrition, education, employment, levels and patterns of consumption, housing and environment, poverty, and social life that supports the improvement of quality of life.

Manpower is one of the fields to support the welfare of society which affects the fulfillment of welfare in other fields. However, the large number of job markets in Indonesia such as in the fields of business in agriculture, industry and services have not been able to meet the demand for many job applicants. This has an impact on the number of unemployed at this time. The results obtained from the BPS regarding the state of employment in Indonesia in February 2019 showed that the number of unemployed people in Indonesia with a diploma education level and above was 12.57% higher than the SMK graduates of 11.31%.

The characteristics of the work chosen by the population are the same as has been explained above that the chosen occupations include agriculture, industry and services. The results obtained

from BPS show that the most occupational statuses are employees with a total of 50.62 million people in February 2019 and the number of employees is increasing day by day. Furthermore, in the main job status, doing business on their own, trying to be assisted by temporary workers, and trying to be assisted by permanent workers, has a small number. According to Joni in (Putra 2016) states that the Indonesian state is still 2% who are entrepreneurs, while to make the Indonesian economy strong it takes at least 4% of the total population according to standards. In 2018 the Ministry of Industry of the Republic of Indonesia stated that Indonesian entrepreneurs had increased to 3.1%. However, this has not met the standards set by the World Bank, so Indonesia needs another 4 million entrepreneurs to meet World Bank standards.

The entrepreneurial student program is one of the places provided by the Directorate of Higher Education to facilitate students who already have entrepreneurial skills and as an attraction for students who want to try entrepreneurship. The ideal of a student as a generation of change is to be able to create innovations that are needed by society, with this innovation it is hoped that students will be able to create opportunities to become new jobs for the environment or their peers. Interest is a way to maximize the potential that is owned by taking advantage of existing opportunities (Syamsudin et al., 2019). Meanwhile, according to Hurlock (in Widnyana, 2018) interest is a psychological aspect that supports individuals to do or do their job well. Entrepreneurship interest is an individual's desire to become entrepreneurs and carry out time, skills and financial management activities to advance a business that is being managed. There are two factors that influence, namely internal factors and external factors. Internal factors are factors that are in the individual's person while external factors are factors that come from the environment, including family and the environment.

According to Primadanu (2017), there are three things that affect entrepreneurship interest, including internal locus of control, social support, and need for achievement. According to Smet (in Aristya & Rahayu, 2018) social support is a reciprocal relationship that is done to help other individuals. Meanwhile, according to Sarafino and Smith (in Chaerani & Rahayu, 2016) defines that social support is to foster a sense of security, attention, appreciation, or assistance provided to support individuals and groups. Social support is a source of strength for a person in overcoming a problem faced by an individual. The social support that students get in doing entrepreneurship is external support that can provide support or a source of strength to realize their desires. The high level of social support is able to encourage students to do entrepreneurship, the support provided can be in the form of enthusiasm, motivation, or with capital to support establishing a business. In addition to being influenced by social support, male and female entrepreneurship interests are involved. As research conducted by Azhar, et al (in Yuhendri, LV (2015) which states that gender is positively correlated with interest in entrepreneurship, as stated by Vilathuvahna and Nugroho (2015) that in general the entrepreneurial sector is a sector where the majority of which are engaged male genital.

Based on the explanation above, the aim of the research was to find out and obtain data whether there was a relationship between social support and entrepreneurship interest in students at a private university in the city of Surabaya. In addition, this study also aims to see whether there are differences between male students' interest in entrepreneurship and female students. The results of this study are expected to be able to develop psychological science, especially in the field of industrial and organizational psychology.



## METHOD

### Participants

The subject criteria in this study were found in the 2016 class of students totaling 181 students. The data was obtained from the academic section. Then those who have met the requirements as subjects amounted to 125 obtained from simple random sampling. **Definisi Operasional**

The variables used are: Dependent variable (Y) interest in entrepreneurship and independent variable (X) social support. Social support is an encouragement given by other individuals or groups to assist in solving the problem of the definition put forward by Sarafino (1990).

Entrepreneurship interest is an individual willingness to run entrepreneurship by maximizing his or her potential, focusing fully on preferred individual objects or activities, being able to read business opportunities, and being innovative in developing business. The operational definition above is taken from the definition put forward by Hurlock (1980) which contains aspects, namely cognitive and affective aspects.

### Data Analysis Techniques

The data analysis technique used is the product moment analysis technique with the help of Statistic Product and Service Solution (SPSS) for Windows version 20. A normality test was conducted to determine the distribution of data and the results were obtained that this study was normally distributed. Then carried out the linearity test and the results obtained that this study is linear. Furthermore, to test the differences in entrepreneurship interest between male and female students, the analysis technique used is the comparative independent sample T-Test technique.

## RESULT

The research was conducted from June 1 to June 5, 2020 using the Google Forms tool. Subjects in this study consisted of 125 subjects classified as 93 female subjects and 32 male subjects with 125 students as subjects.

This prerequisite test consists of normality and linearity tests. The normality test used the One Sample Kolmogorov Smirnov test using SPSS 20 for Windows. The significant level at normality or p value > 0.05 means that the variable is normally distributed and the results of the normality test of the variable data for social support and interest in entrepreneurship are described as follows:

Table 1 Normality Test of Social Support and Entrepreneurship Interest Variables

Variabel	Kolmogorov Smirnov			
	Statistic	Df	p	Explanation
Social Support	0,065	125	0,200	Normal
Entrepreneurship Interests	0,060	125	0,200	Normal

Source : SPSS 20 for Windows

In the linearity test used is to see the F and p coefficients where if  $p > 0.05$  then the relationship is linear and vice versa. The variable linearity test is described as follows:

Table 2 Linearity Test Results

Variabel	F	p	Explanation
Sosial Support - Entrepreneurship Interests	1.005	0,477	Linier

Source: SPSS 20 for Windows

The results of the study were calculated using SPSS 20 for windows with the product moment. Product moment analysis is an analysis used to examine the relationship between two variables at an interval or ratio scale. The calculation result states that the rxy coefficient score is 0.681 with a p value of 0.00 ( $p < 0.01$ ) which means it is very significant.

Table 3 Product Moment Correlation

rxy	p	Explanation
0,681	0,000	$p < 0,01$ Very Significant

Source : SPSS 20 for Windows

The results of this study indicate that there is a very significant positive relationship between social support and interest in entrepreneurship. Effective contribution in the amount of 46% which means that social support is proven to affect interest in entrepreneurship. Meanwhile, 54% interest in entrepreneurship is influenced by other factors.

The differences in interest in entrepreneurship between men and women were tested using a known comparative technique to determine the difference between the Y variable (interest in entrepreneurship) in terms of gender. Based on calculations using SPSS 20 for windows, it was obtained  $t = 0.507$  with  $p = 0.21$  ( $p > 0.05$ ), it was said that there was no significant difference between male and female participants. The results of the comparative analysis of the independent sample T-Test are listed in the following table:

Table 4 Results of the Comparative Analysis of the Independent Sample T-Test

	t	df	p
Entrepreneurship Interests	0.507	0.613	0.21

Source : SPSS 20 for Windows

Based on the results of the descriptive analysis, the average score of entrepreneurship interest in female participants was 97.13, while for male participants it was 96.05 based on the results, indicating that there was a difference of only 1.07, so the difference was very small.

## DISCUSSION

Based on the results of data analysis that has been carried out by social support with the interest in entrepreneurship variable, it has a very significant positive relationship so that the hypothesis "there is a positive relationship between social support and interest in entrepreneurship in students" has been proven acceptable. The result of this research states that the rxy coefficient score is 0.681. If students who get high social support have a high interest in entrepreneurship as well, on the other hand, if students lack social support, their interest in entrepreneurship is also low.



Students who have an interest in entrepreneurship are characterized by students who are confident and know their potential. For students who know their potential, it will be easier to recognize their strengths and weaknesses, so that students can find out what abilities should be improved. Students who are full of confidence, will be more willing to take challenges in taking risks. An entrepreneur needs the ability to make quick decisions, take risks, be creative, and be innovative. Other factors that influence students' interest in entrepreneurship such as: self-efficacy, personality, need for achievement

Social support is a form of appreciation for caring to help students. Social support can be obtained from the environment such as friends, family, coworkers or the community that the student has. Social support is divided into emotional support, instrumentalk, appreciation, and information. Apart from being a support to make students confident in their potential, social support can be a motivation for students who are entrepreneurial. Students will continue to be motivated to develop their business if the environment supports them. If students experience failures in running a business, the environment as a motivator for students to rise from their failures, students will try to get up and return to running the business that has been built. The existence of social support can make students feel meaningful and useful when students are experiencing difficult times in their lives

Social support aspects are one of the factors as motivation for students in determining their choice of interests. Interest has increased followed by social support. Social support is also needed by students in determining their job interest in what field to choose. One of the interests in the field of work that requires social support is the interest in entrepreneurship. Entrepreneurship can not only be done when students have finished their studies, but students can do entrepreneurship while being students. This can be proven by a survey that has been conducted that there are 29 students who are already entrepreneurs or the equivalent of 16% of the total 181 students in class 2016.

Student social support when becoming an entrepreneur can be in the form of emotional support such as motivation to run a business from parents or the environment, instrumental support such as facilities for running a business or even capital to start a business, then information support, namely support obtained by students as additional knowledge to run a business. So that social support has an important enough effect for students who are starting a business. The effective contribution in this study was 46%, which means that social support is proven to affect interest in entrepreneurship. Meanwhile, 54% interest in entrepreneurship is influenced by other causes such as the need for achievement, experience, education, self-efficacy, and so on.

This research supports research by Sururi, M. M. A., & Muslikah, M. (2020) The support that individuals get from peers is concrete support. The intended concrete support includes positive rewards for individuals, providing needed information, and assisting in carrying out a task. Farradina (2019) shows that family support has a significant positive effect on the desire to start a business for students.

Kimura and Achmad (2017) conducted a study on social support and entrepreneurship interest with the title of the relationship between parental social support and entrepreneurship in UKM research n business at Diponegoro University and the results of the study showed that there was a significant positive relationship from this study. It can be concluded that there is a relationship between support. social parent with entrepreneurship. Entrepreneurial activity in the family is also an effort to increase the entrepreneurial ability of individuals. This is in line with the opinion of Herdijono, et al (in Setiabudi, K. J. 2019) which states that family support has a positive effect on individual entrepreneurship interest, support serves as a way to foster individual self-confidence and become enthusiastic in realizing individual will. The results of the study are similar to those of Shen, T., & Osorio, A. E. (2017) which have positive results between family support and interest in entrepreneurship.

According to Marini, C. K., & Hamidah, S. (2014) the family environment is able to inspire and support individuals in entrepreneurship. Support is provided in the form of opportunities to learn entrepreneurship, capital, facilities, and modeling from family or parents. In addition to support from family, there is support from peers in helping individuals to develop their interests. Emotional support is needed by individuals in developing interest in entrepreneurship. In this aspect, support is a trigger for the emergence of enthusiasm and feelings of pleasure to carry out activities. Apart from being a spirit in starting a business, this aspect also applies if individuals are faced with problems and are able to rise up with emotional support from the environment. Instrumental support is a real support provided by the environment to individuals, this support is as supporting facilities and financially as an entrepreneur who is just starting a business. This research is supported by the results of research by Koranti (2013) that social support from the family becomes an external encouragement for individuals who will realize their wishes.

In the analysis, it is known that the empirical mean of the social support variable shows a score of 92.10 is greater than the theoretical mean score of 78 which means that social support in the research subject is high. As well as the empirical mean on the variable interest in entrepreneurship is 96.86 and the theoretical mean score is 81 which means that the interest in entrepreneurship in the subject in this study is also high.

Table 5 Results of Calculation of Empirical Mean and Theoretical Mean

	Empirical mean	Theoretical Mean	Explanation
Dukungan Sosial	92,10	78	High
Minat Berwirausaha	96,86	81	High

The empirical mean data and the theoretical mean data show that the social support students have is high. The same thing was obtained in the interest in entrepreneurship variable. The two variables of this study have a very significant positive relationship, meaning that social support can be a determinant of students' interest in entrepreneurship. Based on the results of the calculation of the empirical mean and the theoretical mean, it can be concluded that students who have high social support make students tend to have high interest in entrepreneurship as well. Conversely, if students have low social support, it makes students tend to have low interest in entrepreneurship.

Based on the results of the description above, it can be concluded that an environment that is able to motivate individuals to work independently and innovatively can increase student interest in entrepreneurship. Therefore, it is quite important for the environment to provide support to individuals who already have entrepreneurship skills, the support provided can be in the form of enthusiasm, facilities, and providing advice in solving problems encountered during entrepreneurship.

The results of this study also indicate that there is no difference in entrepreneurship interest between male students and female students. This means that male and female students have the same interest in entrepreneurship. These results can be influenced by several factors, one of which is due to the influence of increasingly advanced technology that makes it easier for everyone to do entrepreneurship online, so that even women who generally play the role of housewives can still do entrepreneurship online without having to leave the house and still be able to do business. carry out her role as a housewife.

This research is in line with research conducted by Adha et al. (2020) which also shows that there is no difference in entrepreneurship interest between male and female students. In modern life like today, women can work freely and compete with men, including in entrepreneurship. Women who do entrepreneurship today can be a driving force for the economies of developing countries to increase



income through their efforts. So that it is possible for a woman to realize her business interests. (Veena & Nagaraja, 2013).

## CONCLUSION

This study contained 125 research subjects consisting of 25.6% male subjects and 74.4% female subjects to students. Statistical analysis in this study used the product moment. The product moment results show the coefficient of  $r_{xy} = 0.681$  at  $p = 0.000$  ( $p < 0.01$ ) so it is very significant. This means that there is a positive and very significant relationship between social support and student interest in entrepreneurship. This shows that the higher the social support obtained by students, the higher the students' interest in entrepreneurship. However, on the other hand, if the social support obtained by individuals is low, then the interest in entrepreneurship in students will be low, thus the hypothesis proposed in this study can be accepted. Furthermore, the results of this study indicate that there is no difference between male students' interest in entrepreneurship and female students.

As for the suggestions that can be given from the research that has been done, namely, this research student can be used as one of the considerations for doing entrepreneurship, preferably from an early age, not after completing the study period. In addition, students who want to develop their entrepreneurial skills are advised to increase their knowledge and experience by attending seminars or training, and joining communities or organizations related to entrepreneurship, so that they can further develop the ability to read entrepreneurial opportunities, maintain creativity and be more innovative.

For further researchers, referring to the effective contribution in this study by 46% which means that social support is proven to affect interest in entrepreneurship. Meanwhile, 54% interest in entrepreneurship is influenced by other factors. So that further researchers are advised to develop research by looking at other influencing factors. Furthermore, other researchers can conduct research on early semester students.

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