

Original Research Article

Analysis of Factors and Motivations That Affect in Entrepreneurship During College (Case Study at Sahid Institute of Tourism)

ABSTRACT

Aims: Knowing the factors and motivations that affect students in doing entrepreneurship during college.

Study design: Qualitative Descriptive.

Place and Duration of Study: Sahid Institute of Tourism, Pondok Cabe, Tangerang, between February 2018 and July 2018.

Methodology: The resource persons were students of Sahid Institute of Tourism who already had businesses and numbered 18 people, consisting of 11 men and 7 women, with an average age of 21-29 years, from the hotels department of 12 persons and from tourism management majors 2 persons. They are 12 entrepreneurs in the food and beverage sector, 2 people in the entertainment sector, 1 person in the field of tourist travel services and 1 person in the field of catfish seedlings. The research method used was the survey method using a questionnaire containing closed questions, then recapitulated and described and linked using the theory used. Questionnaire distributed online.

Results: Factors that influence students to run a business during college are achieve better results than before, as many as 77.8% of respondents who choose Achievement Needs. Whereas for Subjective Norm, respondents prefer family roles at 50%. Furthermore, in Self Efficacy, the most influential factor is self confidence, which is as much as 77.8% of respondents who choose. While for the demography factor, respondents prefer experience (family business background) and for the entrepreneurial intention factor, the line of business rather than working for others is the factor considered most influential by students in running their businesses. Motivation that encourages students to run a business during college is to have their own business to motivate ambition for freedom, as many as 77.8% of respondents who choose, while for self-realization motivation is to implement ideas / innovate, which is 66.7% of respondents who choose. And the motivation for pushing factors is to get better income, which is 100%.

Conclusion: In this study the motivation to follow others and lose their jobs was not chosen at all by the respondents, meaning that the motivations did not encourage students to open a business during college, even in Gilad and Levine's Theory (in Segal, Borgia and Schoenfeld) mentioned as push theory and in the theory of Venesaar et al (2006: 104) included in the motivation that drives.

Keywords: factors and motivation, entrepreneurship, students, college

Comment [C1]: Delete the qualitative

Comment [C2]: The breakdown is 16 not 18 as the study sample

Comment [C3]: Not clear

Comment [C4]: Are 50% not at 50%

17 **1. INTRODUCTION**

Comment [C5]: Replace introduction with Background and Context

18
19 Indonesia is currently experiencing a demographic bonus, it is the opportunity (window of
20 opportunity) enjoyed by a country as a result of the high proportion of productive population
21 (age range 15-64 years) in the evolution of the population is going through. This will be very
22 helpful in encouraging rapid development for a developing country. Employment is indeed
23 very much even unlimited as long as there is high creativity and motivation, but if it is not
24 supported by funding factors, then the employment opportunity will not be explored. Only a
25 few people with steel mentality want to work patiently and tenaciously without always
26 thinking about capital issues. Not many people want to go into business without much
27 consideration. More people who think short are willing to work if there is money.
28

29 Indonesia's advantage is abundant natural resources both mining and tourism, abundant
30 and inexpensive human resources, a stable political climate marked by the implementation
31 of the 2019 elections which went smoothly, the tourism sector which is being intensified and
32 village development being encouraged and cooperation is being mobilized by the
33 government with other countries, so as to open up an increasingly growing investment
34 climate. On the other hand, infrastructure is being addressed by the construction of cross-
35 provincial and border roads, construction of reservoirs, construction of seaports and airports,
36 construction of mass rapid transportation (MRT), Light rapid transportation (LRT). In the field
37 of law enforcement, the eradication of corruption by the KPK (Corruption Eradication
38 Commission), increasingly helps the country grow healthier and faster in catching up with
39 other countries. In the field of security, the performance of the TNI (Indonesian National
40 Army) and Polri (National Police of the Republic of Indonesia) is solid in dealing with crimes
41 and riots and terror by both terrorists and KKB (armed criminal groups), so that the
42 development climate can be safeguarded including unscrupulous arrests and delivery
43 failures drugs (narcotics and illegal drugs both by local, regional and world networks).
44

45 This advantage will be a strength factor to increase the number of entrepreneurs in
46 Indonesia which is still small, which is 3.17% with a population of around 250 million
47 residents. This amount is still below Vietnam by 5%, Malaysia 6%, Thailand 7%, Singapore
48 8%, Japan and America 12%. This shows that Indonesian people prefer to work in private or
49 public companies or work for other people than opening their own businesses. This is
50 undeniable considering entrepreneurship is full of risks and far-reaching comfort. Coupled
51 with the majority of community education which is dominated by elementary and junior high
52 school graduates. It would be very difficult to instill awareness in opening a business due to
53 insufficient knowledge and skills. Even if opening a business but because it is not supported
54 by innovation and creativity, eventually many new businesses are out of business under the
55 age of 1 year.

56 Therefore, entrepreneurship education in higher education is compulsory and important,
57 considering that graduates have been equipped with knowledge and skills in their fields,
58 especially in vocational education that produces graduates who are competent in their fields
59 and certified by the Professional Certification Institute (LSP). But again, without being
60 equipped with motivation and supporting factors, this will be difficult to produce
61 entrepreneurs, considering that most graduate students prefer to work in industry. This is
62 driven by the desire of students to gain work experience and pursue a career in the industry
63 with a promising salary offer compared to opening their own business which will certainly
64 require more capital costs with income that does not necessarily guarantee much less
65 coupled with the obligation to return business capital first. But precisely in this study will
66 reveal what factors and motivations that encourage students at Sahid Institute of Tourism to
67 run a business during college.

68 Because it is recognized that dividing the student focus between college and running a
69 business is quite difficult. It takes a lot of energy to support these two activities. On one side
70 of the lecture is a priority that must be implemented, while on the other hand with
71 entrepreneurship is one step to prepare a more brilliant future. Therefore, this study aims to
72 find out what factors influence the Sahid Institute of Tourism students to involve in
73 entrepreneurship during college and find out what motivations underlie them for
74 entrepreneurship during the lecture. In the research conducted on 18 students yang telah
75 menjalankan usaha pada saat kuliah, this will reveal the phenomena that occur there which
76 are certainly linked to the theory and results of other similar studies in various countries,
77 especially among students in developing countries.

78 Sahid Institute of Tourism is one of the tourism institute that has a vision “ Being tourism
79 trendsetter which is excellent, cultured, and religious to compete nationally and
80 internationally in 2020”, in order to produce graduates who have an entrepreneurial spirit to
81 always be open and responsive to problems in the community as well as advances in the
82 field of Hospitality and Business Travel. The entrepreneurial activities that have been carried
83 out at Sahid Institute of Tourism are 1) Theory lecture activities (1 credits) and practice (1
84 credits), 1 credit theory is 50 minutes and 1 credit practice is 100 minutes; 2) 12 times
85 lectures for 1 semester, learning theory, discussion and sharing experiences in class, The
86 Study Program Unit (SAP) that is studied is the urgency of entrepreneurship education for
87 the younger generation, understanding of entrepreneurship, entrepreneurial motivation, book
88 of dream, steps to start entrepreneurship, businesses in tourism, business plans, marketing
89 mix, selling prices, financial management personal, business finance management, SWOT
90 analysis, segmentation, targeting and positioning; 3) conduct learning on line through the
91 Edmodo application, download lecture material and do assignments using dateline which is
92 then corrected and assessed; 4) the practice of selling products for hotels, designing
93 products, promoting and selling local raw material (F & B Product) products; 5)Product sales
94 practice activities for the Tourism Travel Business Department (UPW), design a tour
95 package, do marketing and run the package; 6) practice activities for organizing seminars,
96 both the Hotel and Travel Business Department design the theme of the seminar, conduct
97 marketing and organize seminars by inviting speakers of alumni who have been
98 entrepreneurs in various fields of tourism; 7) participating in the Student Creativity Program
99 and Student Entrepreneurship Exhibition, organized by Ministry of Research and Technology
100 of Higher Education/ Ristekdikti and attended by all high schools in Indonesia.



101

102 **Fig. 1. Market Day in Pondok Cabe in 2014**

103 Source : Researcher Documentation

104

2. MATERIAL AND METHODS

105

106

107

2.1 Factors Affecting Student Entrepreneurship.

108

109

110

111

112

113

114

115

116

117

118

119

120

121

122

123

In this study, according to Endi Sarwoko (2011: 131) several factors and indicators that influence student entrepreneurship are 1) the need for achievement; 2) subjective norms; 3) self-efficacy; and 4) intention of entrepreneurship. The need for achievement is a job challenge, achieving better results than before, responsibility, better than others. Subjective norms consist of family roles, support of people who are considered important and support of friends. While self-efficacy is defined as self-confidence, has leadership, mental maturity, demographic factors, gender and experience. And the intention of entrepreneurship is to choose a business path rather than work for someone else, an entrepreneurial career and planning to start a business.[6] Individuals start a business for many reasons (Birley and Westhead, 1994). In the literature, these reasons are extensively discussed as on the basis of a variety of different terms, such as “drivers” (Hessels et al, 2008), “factors” (Naude et al, 2008), “determinants” (Davidsson, 1991) or “entrepreneurial intentions” (Douglas and Shepherd, 2002; Kolvereid, 1996; Lee et al, 2011; Zhao et al, 2010). However, most often the literature refers to “entrepreneurial motivations” (Casrud and Brannback, 2011; Shane et al., 2003). [7]

Comment [C6]: Must be changed to Literature

Comment [C7]: Where is the source?

Comment [C8]: Relook at the referencing style

Comment [C9]: There is 7 where is 1 to 6. The in-text referencing is not appropriate.

Comment [C10]: Be consistent with the referencing style

124

2.2 Motivation

125

126

127

128

129

130

131

132

133

134

135

136

137

138

139

140

141

142

143

144

145

146

147

148

149

150

151

152

153

In this study, based on Gilad dan Levine (in Segal, Borgia and Schoenfeld, 2005) states two theories related to movement for entrepreneurship namely push theory dan pull theory. According to push theory, individuals are encouraged to become entrepreneurs because of negative environmental encouragement, such as dissatisfaction with work, difficulty in finding work, incompetence in working hours or inadequate salary. In other hand, pull theory argues that individuals are interested in becoming entrepreneurs because they are indeed looking for things related to the entrepreneurial characteristics themselves, such as independence or indeed because they believe that entrepreneurship can provide prosperity. According to Venesaar et al (2006: 104) states the motivation of someone to become an entrepreneur is divided into three dimensions, namely independence ambitions, self-realization and driving factors. Independence ambitions are defined as activities that are free, owning your own business, becoming more respected, leading in applying new ideas and developing hobbies in business. As for self-realization, it is characterized by gaining a better position in the community, feeling a challenge, motivating and leading others, continuing the family tradition, implementing ideas or innovating and following others. While the driving factor is losing a job, getting better income and not satisfied with the job. [8]. Entrepreneurial motivation, interpreted as a dichotomy of necessity and opportunity motivations, has been recently debated in the literature (Dawson and Henley, 2012; Eijdenberg and Masurel, 2013; Langevang et al., 2012). In this dichotomy, opportunity motivations concern the “people who choose to start their own business by taking advantage of a perceived entrepreneurial opportunity” (Hechavaria and Reynolds, 2009, p. 418). Necessity motivations concern the “people who start a business because other employment options are either absent or unsatisfactory” (Hechavaria and Reynolds, 2009, p. 418). [8]The concept of motivation has its origins in Latin. It is derived from the Latin word movere, meaning to move. In other words, motivation is something which impels (moves) someone to do something. Motivation is the dynamic system of internal motives for activity (or inactivity) by an individual, which determines his behavior and feelings. It expresses the dynamics of an individual and is dependent on changing circumstances. Motivation can be defined as a set of internal driving forces which point people in a certain direction, stimulate them to act and maintain the

Comment [C11]: Must be ‘and’

Comment [C12]: Incomplete sentence

154 resulting activity. Motivation is, therefore, expressed by the motives which people have for
155 starting their business activity and what they expect from this activity. [2]
156 Motivation is important in our daily lives. It is the core of biological, cognitive, and social
157 regulation (Ryan and Deci, 2000). This is because motivation involves energy, direction,
158 perseverance and intention. It is the core of biological, cognitive, and social regulation (Ryan
159 and Deci, 2000). This is because motivation involves energy, direction, perseverance and
160 intention. Goals and motives play a role in predicting human behavior. This indicates a link
161 exists between intentions, motivations, and behavior. Motivation drives us into actions. The
162 reason behind such actions is the orientation of the motivation. In rediscovering motivation,
163 Krueger and Carsrud (1993) reviewed that critique on entrepreneurship intention studies
164 argued that there is a lack of basis to support on intention-action linkage although intentions
165 have been centered as predictors of future actions. The link has been used loosely as
166 implied or assumed. They then argued that motivation provides the link between intention-
167 action. Edelman et al., (2010) avers that motivations could be the missing link between
168 intentions and action. It implies that the underlying attitudes and goals of entrepreneurial
169 motivation should give rise to entrepreneurship intention. Edelman et al., (2010) reiterated
170 that there is a lacking of research in this area and more work is needed. [1]

171
172 Mashayekhi et. al (2008) found in a study that students who have enough motivation show
173 tendency towards working, entrepreneurship and the development of creative works and can
174 present novel ideas more than those of students who have not enough motivation. Turnbull
175 et. al (2001) considers the main motivation of students and graduates in areas such as the
176 opportunity for entrepreneurial risk-taking, freedom, economic profitability, job security and
177 control over their lives. [9]

178 **2.3 Student Entrepreneurship Characteristics**

179
180

181 Literature stresses that success in entrepreneurship can be achieved by strengthening
182 individual traits such as achievement drive, need for control, willingness to take risk, self-
183 reliance, ability to control emotions and set values are important student entrepreneurs
184 (Zakarevicius, Zuperka, 2010). Personal characteristics as well as behaviour were identified
185 to have impact on entrepreneurial intentions (Venesaar, Kolbre, & Piliste, 2007). The
186 authors conclude that the more entrepreneurial personality traits a student has, the more
187 intention for setting up a business s/he shows, which is half way to success. However, what
188 remains a significant problem is that even though students show interest in opening a
189 company, they rarely do after graduation (Venesaar, Kolbre, & Piliste, 2007). Some authors
190 suggest that students are more likely to show entrepreneurial intention and behaviour,
191 similarly if the students' friends are entrepreneurial. Education has been recognized as one
192 of the crucial factors of creating entrepreneurial attitude and fostering it (Wang, Wong,
193 2004). [10]

194 Students often seek to gain professional experience while pursuing their education because
195 it is difficult for graduates to succeed in the labour market without experience. Consequently,
196 they often decide to enroll in part-time rather than full-time academic programs. Most young
197 people who simultaneously engage in work and study (83,3%) are extramural or part-time
198 students (GUS, 2014). The research analysis focused on the extent to which students were
199 prepared to establish their own business and the relationships between the criteria
200 associated with business readiness and student socioeconomic characteristics, such as
201 academic major and academic programs. Student readiness to start a business was based
202 on the following criteria : 1) having a specific concept for the business; 2) knowledge of the
203 extent of the financial resources needed to start the business; 3) possession of the funds

Comment [C13]: 2 after 8 is not appropriate.
Please check the in-text citation style

Comment [C14]: Replace with Entrepreneurs

204 necessary to start their own business activity; and 4) knowledge of potential sources of
205 business financing. [11]

206

207 **2.4 Entrepreneurial Intention**

208

209 The theory of planned behavior (Ajzen, 1991) has been one of the most applied theoretical
210 frameworks to describe student's entrepreneurial intentions (Fayolle et al., 2006). **Scholars**
211 argue the theory is appropriate to explain entrepreneurial intention as a conscious and
212 deliberate behavior that can be enhanced by education and training (Guerrero et al., 2008;
213 Krueger et al., 2000). According to the theory, intention to become an entrepreneur is a
214 result of dynamic interactions between attitude toward entrepreneurship (awareness of the
215 importance and positive or negative value of a new venture to perform the tasks and roles of
216 an entrepreneur and persistence in the face of problems) and subjective and social norms
217 (the value of entrepreneurship for significant people and the extent to which individuals
218 comply with the values). Entrepreneurial intention, therefore, takes shape through a
219 cognitive process of evaluating personal values and abilities as well as social support and
220 resources that guide one's motivation, emotions, thoughts and behavior throughout the
221 process of entrepreneurship and performing entrepreneurial tasks (Linan, 2008; Ajzen,
222 1991).[12]

Comment [C15]: Replaced with Scholars

223

224 Jang (2013) defined entrepreneurial intention not as psychological desire to achieve one's
225 own goal, nor as self-decision or the theory of planned behaviour, but as purposefully
226 planning to start a business. It is doubtful if intentions in fact predict the actual company
227 creation (Douglas & Shepherd, 2002), however Krueger et al (2000) believe it is more
228 precise to study intentions than personality traits. What can help developing entrepreneurial
229 intentions are student organizations acting as incubators for business by investing,
230 mentoring and supporting it (Zamcu, 2013). The author also stresses the importance of such
231 an entrepreneur's club as a business network platform for student-entrepreneurs. Intention
232 towards entrepreneurship is often correlated with entrepreneurial education and it is suppose
233 to differ significantly across countries. [10]

234

235 **2.5 Entrepreneurship Career Intention**

236

237 Is entrepreneurship an attractive career option for graduate student ? Entrepreneurship
238 offers graduate self employment opportunity. It is a career options for youth and graduates
239 (Fatoki, 2014; Beeka and Rimmington, 2011) by providing employability. It reduces social ills
240 and public policy makers are emphasizing and engaging students of higher learning
241 institution in entrepreneurship to improve employability rate (Branchet et al., 2011). This has
242 made research works on entrepreneurship phenomena very attractive, more so in how to
243 attract graduate students towards entrepreneurship. Krueger et al., (2000) envisaged that
244 entrepreneurial inclination can be better determine through entrepreneurship intention rather
245 that personality traits, demographic characteristics, or situational factors. [13]

246

247 **2.6 Methods**

Comment [C16]: Must be 3 not 2.6

248

249 **2.6.1 Research Method**

250

251 This research uses descriptive **qualitative** method, while the unit of analysis is the Sahid
252 Tourism College students who are entrepreneurs while in college.

Comment [C17]: Delete it

253

254 **2.6.2 Variable, Co-Variable, Indicators**

255

256 This study uses two variables, namely entrepreneurial factors and entrepreneurship
257 motivation. While the sub-variables used for entrepreneurial factors are the need for
258 achievement, subjective norms, self-efficacy, demographic factors and intense to
259 entrepreneurship. And the sub-variables used in entrepreneurship motivation variables are
260 ambition to be independent, self-realization and driving factors.
261

262 The next indicator is the role of the family, the support of people who are considered
263 important, and the support of friends for the subjective sub-variable norms. Furthermore, for
264 the sub-variables of self-efficacy using indicators of self-confidence, leadership and mental
265 maturity. As for the sub-variable demographic factors using gender, experience or family
266 business background as indicators. Meanwhile, the indicator of business paths rather than
267 working for others, entrepreneurial careers and business start planning are used for sub-
268 variables of entrepreneurial intentions. Furthermore, in the variable of entrepreneurship
269 motivation, indicators used include freer activity, owning a business, becoming more
270 respected, leading the way in implementing rock ideas and developing hobbies in business
271 for self-reliance ambition variables. Furthermore, for self-realization sub-variables used
272 indicators get a better position in the community, feel the challenges, motivate and lead
273 others, continue family traditions and implement ideas or innovate and follow others. And
274 finally, the driving variable sub-variable uses indicators of job loss, obtaining better income
275 and not being satisfied with work.
276

277 2.6.3 Population and Sample

278
279 The population in this study were students who were entrepreneurs while studying at the
280 Sahid College of Tourism which were known to number 18 people, so the sampling
281 technique used was saturated sampling.
282

283 2.6.4 Data Collection Procedure and Analysis Method

284
285 For primary data, data was taken from respondents using a questionnaire. The data
286 obtained is the identity of the respondents and their answers related to entrepreneurial
287 factors and entrepreneurial motivation. While secondary data were obtained through
288 bibliography and web sites related to the profile data of the Sahid Tourism College.
289

290 The analytical method used is technical triangulation, where researchers use questionnaires,
291 reference requests and library research for the same data source.
292

293 2.6.5 Time and Place of Research

294
295 This research was conducted for 5 months from March to July 2018 at the Sahid Tourism
296 College in Jakarta
297

298 3. RESULTS AND DISCUSSION

299
300 There were 18 respondents used in this study, 11 students were grouped as male and the
301 remaining 7 female students were grouped. On average they are aged from 21 years to 29
302 years. As many as 16 students came from the Department of Hospitality and the remaining 2
303 students were majoring in Travel Business. Respondents came from 3 different STP Sahid
304 subcampuses, namely Pondok Cabe, Sudirman and Roxy sub-campuses. A total of 12
305 students are entrepreneurs in the field of food and beverages, 2 students are in impressariat
306 services (management and organizing entertainment), 1 student is in fashion, 2 students are
307 in tourism travel services and the remaining 1 student is engaged in aquaculture Catfish.

Comment [C18]: Reorganise this paragraphy

Comment [C19]: Not clear

Comment [C20]: Is purposive sampling

Comment [C21]: No such evidence in the paper.
This is secondary information

Comment [C22]: The analysis was descriptive

Comment [C23]: Nothing on scale reliability on
the questionnaire

Comment [C24]: No ethical consideration



308
309 **Fig. 2. Edls_cake own to Erma Dwi Lestari business**
310 Source : Instagram edls_cake, 2018

311
312 **3.2 Factors That Influence Student Entrepreneurship In College**

313 Based on the distribution of questionnaires carried out on May 5 to June 25, 2018 against
314 the respondents related to factors that influence entrepreneurship, then the following
315 answers can be generated:

316 **Table 1. Factors influencing students in entrepreneurship at lecture based on the**
317 **results of the questionnaire questionnaire**
318

No	Factors of Entrepreneurship	%
Achievement Needs		
1	Job Challenges	38,9
2	Achieve Better Results Than Before	77,8
3	Responsible	38,9
4	Better than other	22,2
Subjective Norm		
5	Family Role	72,2
6	Support of People Considered Important	50
7	Friend Support	27,8
Self Efficacy		
8	Self Confidence	77,8
9	Have a leadership spirit	38,9
10	Mental Maturity	44,4
Demography		
11	Gender	44,4

Comment [C25]: Replace with 'were'

Comment [C26]: Must be 38.9 not 38,9

Comment [C27]: Explain how the percentage was caculated

12 Experience (Family Business Background) 66,7

Entrepreneurial Intention

13 Line of Business Instead of Working for Others 50

14 Entrepreneurial Carrier 33,3

15 Planning To Start Business 38,9

Source : Processed data, 2018

Note : Respondents can choose more than one answer choice

Comment [C28]: This is not clear

319
320
321
322

3.3 Motivation That Encourages Student Entrepreneurship In College

323 Based on the distribution of the questionnaire questionnaire conducted on May 5 to June 25,
324 2018 against respondents related to motivation that encourages entrepreneurship, then the
325 following answers can be generated:

Comment [C29]: Delete one of the questionnaire

Comment [C30]: Replaced with 'were'

326 **Tabel 2. Motivation that encourages students to become entrepreneurs at lecture**
327 **based on the results of the questionnaire**
328

No	Entrepreneurial Motivation	%
Ambition For Freedom / Ambisi Untuk Mandiri		
1	More Free Activities	38,9
2	Having Own Business	77,8
3	Become More Respected	5,6
4	Foremost in Implementing New Ideas	44,4
5	Developing a Hobby in Business	66,7
Self Realization / Realisasi Diri		
6	Getting a Better Position in the Community	27,8
7	Feel the Challenge	55,6
8	Motivate and Lead Others	55,6
9	Continuing Family Traditions	11,1
10	Implement Ideas / Innovate	66,7
11	Follow The Others	0
Pushing Factors / Faktor Pendorong		
11	Loss of a job	0
12	Earn Better Revenue	100
13	Unsatisfied with Job	27,8

Source : Processed data, 2018

Note : Respondents may choose more than 1 answer choice

329
330
331
332

3.3.1 Factors Which Influences Students Doing Entrepreneurships While Studying

333

334

3.3.1.2 Achievement Needs

335

336

337

338

339

340

341

342

343

344

345

346

347

348

349

350

351

352

353

354

355

356

3.3.1.3 Subjective Norm

357

358

359

360

361

362

363

364

365

366

As for Norm Subjective, the most influential factor in the opinion of students is Family Role. As many as 72.2% of respondents or 13 out of 18 people chose Family Role as the most influential factor in the Subjective Norm. Respondents believe that those who pay for tuition are families in this case are parents, therefore they are the most entitled and have a role in giving permission for students to open businesses. Because to the family they must account for college. This means that if the family does not allow it, they will not run the business in college. In Indonesia, it is still rare for families or parents to allow their children who are in college to start a business, they are more encouraging their children to focus on college.

Comment [C31]: Delete the as many as

367

3.3.1.4 Self Efficacy

368

369

370

371

372

373

374

375

376

377

378

379

380

381

Albert Bandura is a psychology figure who states that belief has the ability to manage and take action to achieve goals with the term self-efficacy. Self-efficacy is closely related to self-concept, self-esteem, and locus of control. [14]. In this case, Sahid Institute of Tourism students who are entrepreneurs tend to choose Self Confidence as their main reason for starting a business. Self Confidence is needed in order to manage and take action to prepare for the future. With self confidence, students become better prepared to face the challenges faced in solving problems experienced during college and doing business. Lecture is a theory learning process in the classroom, while business is implementation in the field. Entrepreneurial students feel that opening a business during college provides a sense of pride, they will feel more mature, more mature and more experienced than just just attending college. As many as 77.8% or 14 out of 18 respondents chose the most influential self confidence in the factor of self efficacy compared to mental maturity and have a leadership spirit.

Comment [C33]: Delete one of the two 'just'

382

3.3.1.5 Demography

383 In the demographic factor, respondents prefer experience (Family Business Background), as
384 much as 66.7% or 12 people out of 18 respondents who choose it over gender. This can be
385 interpreted that of the 18 respondents, most of them have a family background that runs a
386 business, so that their talents, interests, skills and family experience decreases or is
387 transmitted to them. There are those who participate in managing a family business, there
388 are those who continue a family business, there are those who open a new business that is
389 different from a family-run business, but their lifestyle and entrepreneurial characteristics are
390 inherent.

Comment [C34]: No discussion with the literature

391 392 **3.3.1.6 Entrepreneurial Intention** 393

394 In the Entrepreneurial Intention factor students prefer Business paths rather than working for
395 others. As many as 50% or 9 out of 18 people chose this rather than planning to start a
396 business and an entrepreneurial career. This shows that students are aware of and
397 understand the number of entrepreneurs who are still small in Indonesia. And agree that the
398 Indonesian people prefer to work for others rather than opening their own businesses.
399 Therefore they prefer a new paradigm, namely the importance of entrepreneurship for young
400 people. It is no longer the time to look for a job or apply for a job, but to create a job. The
401 high unemployment rate, and the lack of an Indonesian state that makes them want to
402 become entrepreneurs. This includes being influenced also by the teaching of
403 entrepreneurship courses at the Vocational High School and tertiary levels.

Comment [C35]: No discussion with the literature

404 **3.3.2 Motivation That Encourages Student Entrepreneurship In College**

405 406 **3.3.2.1 Ambition For Freedom** 407

408 For the ambition for freedom factor, 77.8% of respondents or 14 out of 18 respondents
409 chose to have their own business as the motivation that most encouraged them to open a
410 business. They argue that by owning your own business, independence can be created.
411 Independence here means not dependent on others, their destiny is determined by
412 themselves. By having their own business, they will know what to do, how and when and
413 where they should run their business. Who their market segments are and with whom they
414 will run the business including business funding. They are free to decide where they should
415 go. They become little bosses.

Comment [C36]: No discussion with the literature

416 **3.3.2.2 Self Realization** 417

418 Implementing Ideas / Innovating is the motivation that most encourages students in Self
419 Realization. There were 66.7% or 12 out of 18 respondents who chose this factor in terms of
420 Self Realization. Respondents believe that they are human beings of ideas, where a lot of
421 creativity they want to do and not only in the mind. Therefore, opening a business is a form
422 of self-realization through ideas and innovating in the fields they pursue. Making something
423 new, designing something that already exists becomes more effective and efficient and
424 making something that has been simpler for a long time is their goal of doing business.

Comment [C37]: No discussion with the literature

425 **3.3.2.3 Pushing Factors** 426

427 Getting a better income is the most chosen factor by the respondents, which is 100%,
428 meaning that 18 people all agree that the motivation that encourages them to open a
429 business is to get a better income. The students realize that through a business initiated by
430 managing funds starting from finding funding, managing expenses, they will finally enjoy the
431 benefits that they themselves receive. Is a satisfaction when the results of business profits
432 enjoyed by themselves. If there is a loss they will bear it and if they are lucky they will enjoy

433 it. Therefore, in a business, there will definitely be a loss first, capital return and finally profit
434 after a period of time. Finally, after enjoying the business benefits. Gradually they will get
435 increased profits along with increasing business scale. This is what makes business people
436 confident that their income will be better than working in an office.

Comment [C38]: No discussion with the literature

437 438 **4. CONCLUSION**

439
440 Factors that influence students to run a business during college are achieve better results
441 than before, as many as 77.8% of respondents who choose Achievement Needs. Whereas
442 for Subjective Norm, respondents prefer family roles at 50%. Furthermore, in Self Efficacy,
443 the most influential factor is self confidence, which is as much as 77.8% of respondents who
444 choose. While for the demography factor, respondents prefer experience (family business
445 background) and for the entrepreneurial intention factor, the line of business rather than
446 working for others is the factor considered most influential by students in running their
447 businesses. Other factors were also chosen by respondents but the percentage is smaller,
448 so it remains a factor that influences but is not dominant, which is between 22.2% -50%.

449
450 Motivation that encourages students to run a business during college is to have their own
451 business to motivate ambition for freedom, as many as 77.8% of respondents who choose,
452 while for self-realization motivation is to implement ideas / innovate, which is 66.7% of
453 respondents who choose. And the motivation for pushing factors is to get better income,
454 which is 100%. In this study the motivation to follow others and lose their jobs was not
455 chosen at all by the respondents, meaning that the motivations did not encourage students
456 to open a business during college, even in Gilad and Levine's Theory (in Segal, Borgia and
457 Schoenfeld) mentioned as push theory and in the theory of Venesaar et al (2006: 104)
458 included in the motivation that drives.

Comment [C39]: Conclusion is weak, make it more insightful

459
460 For the next research, it is expected that an open interview will be asked to ask what factors
461 and motivations affect students in running their business while in college, avoiding the use of
462 closed questionnaires. This is intended so that respondents are even more objective in
463 determining what factors and what motivations cause them to open a business during
464 college. For the number of respondents can be further multiplied, it would be better if done at
465 several universities, not just 1 college.

466 467 468 **COMPETING INTERESTS**

469
470
471 "Authors have declared that no competing interests exist."

472 473 474 **REFERENCES**

475
476
477 1. Sankar, P. et.al., College Student Mind-Set and Intentions Toward Entrepreneursip in
478 Chennai City, International Journal of Research-Granthaalayah, Vol.4 9(Iss.8 : SE): August,
479 2016, ISSN-2350-0530 (O) ISSN -2394-3629 (P) [Http://www.granthaalayah.com](http://www.granthaalayah.com)

Comment [C40]: No page numbers

480 2. Marinic, et al., Motivation of University Student As Future Entrepreneurs, Central
481 European Journal of Management, 2014, Vol.1, No 2, DOI : 10.5817/CEJM2014-2-4

Comment [C41]: No page numbers

482 3. Sugiarto et al., Problems That Are Faced by Students While Doing Their Entrepreneurship
483 Projects : A survey Conducted in Business School in Jabodetabek (Jakarta, Bogor, Depok,

484 Tangerang and Bekasi), International Journal of Trade, Economics and Finance, Vol.5, No.3,
485 June 2014

Comment [C42]: No title of the paper
No volume number and no page numbers

486 4. Hrehova, D., Motivation To Become An Entrepreneur, GRANT Journal, ISSN 1805-062X,
487 1805-0738 (online), ETTN 072-11-00002-09-4

Comment [C43]: No volume number and no
page numbers

488 5. Almobaireek, N. et.al., Entrepreneurial Motivations Among Female University Youth in
489 Saudi Arabia, Journal of Bussines Economics and Management, ISSN 1611-1699 print/ISSN
490 2029-4422 online, 2013 Vol. 14 (Supplement 1), p.56-75, doi :
491 10.3846/16111699.2012.711364

492 6. Sarwoko, E. Faktor yang Mempengaruhi Berwirausaha Mahasiswa, Kajian Empiris
493 Entrepreneur Intention Mahasiswa. 2011. Indonesia

494 7. Eijdenberg, E., et al. Entrepreneurial Motivation and Small Business Growth in Rwanda,
495 Journal of Entrepreneurship in Emerging Economies, Vol. 7 Iss 3 pp.212-240

496 8. Kumala, J., Analisis Faktor-Faktor yang Mempengaruhi Motivasi dalam Berwirausaha
497 pada Mahasiswa Sekolah Tinggi Pariwisata Sahid, Jurnal Sains Terapan Pariwisata, Vol.....,
498 No... Tahun 2017. Indonesia

Comment [C44]: No volume number and no
page numbers

499 9. Khanmoradi, A. et al, Factors Affecting Entrepreneurship Motivation of Students (College
500 of Agriculture, Science and Research Branch, Islamic Azad University, Teheran, Iran),
501 www.sciencejournal.in Vol 3 Iss.2, 2014

Comment [C45]: No page number

502 10. Olszewska, A., Students' Perceptions and Attitude Towards Entrepreneurship, A Cross-
503 Program and Cross-Cultural Comparison, Journal of Social Sciences, Vol 4 No 1, January
504 2015

Comment [C46]: No page numbers

505 11. Staniewski, M and Szopinski, T., Student Readiness To Start Their Own Business,
506 Economic Research-Ekonomska Istrazivanja, 28:1, 608-619, DOI :
507 10.1080/1331677X.2015.10885809

508 12. Bagheri et al., Factors influencing student's entrepreneurial intentions : The critical roles
509 of personal attraction and perceived control over behavior, The International Journal of
510 Management Science and Information Tachnology (IJMSIT), special issue : ICIE 2014(16-
511 28), NAISIT Publisher, Toronto

512 13. Kim-Soon et, al., Entrepreneurial Motivation and Entrepreneurship Career Intention :
513 Case at a Malaysian Public University, ResearchGate, November 2014

514 14. Rustika, I.M., Efikasi Diri : Tinjauan Teori Albert Bandura, Buletin Psikologi, Vol 20, No1-
515 2, 2012 hal. 18-25, Fakultas Psikologi Universitas Gadjah Mada, ISSN : 0854-7108.
516 Indonesia

517
518