

**Intentions and Motivations of Entrepreneurship
Towards Sahid Institute of Tourism Students
Who are Entrepreneurs)**

ABSTRACT

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

Study design: 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 is an entrepreneur in the field of clothing. 2 persons 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: Intentions that affect students to run a business during college is achieving better results than before, as many as 77.8% of respondents who choose Achievement Needs. Whereas for Subjective Norm, respondents prefer family roles are 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: Linked to Theory Push and Pull Factors which states that "Push" Entrepreneurs are those who are dissatisfied with their positions, for reasons unrelated to their entrepreneurial characteristics, pushes them to start a venture. "Pull" entrepreneurs are those who are lured by their new venture idea and initiate venture activity because of the attractiveness of the business idea and its personal implications, so student entrepreneurs at Sahid Institute of Tourism are classified as 'Pull' entrepreneurs and according to Muller's research (1995)), reveals that "pull" entrepreneurs are more successful than "push" entrepreneurs.

Keywords: factors and motivation, entrepreneurship, students, college

16

17 **1. INTRODUCTION**

18 Recently there has been a growing interest in undertaking and intensifying actions promoting
19 and supporting the idea of entrepreneurship as an attractive alternative to wage employment
20 among students. There are several reasons for this interest. Firstly, well-educated
21 entrepreneurs are expected to create ventures that grow faster than their counterparts. The
22 importance of education to successful performance of new ventures is well recognized by
23 management parishioners and researchers. Secondly, due to process of restructuring in
24 organizations following intensified competition in the market worldwide, previous advantages
25 with wage employment in large established enterprises, such as job security or reward for
26 loyalty have lost on their actuality, thus increasing the desirability of self-employment.[1]
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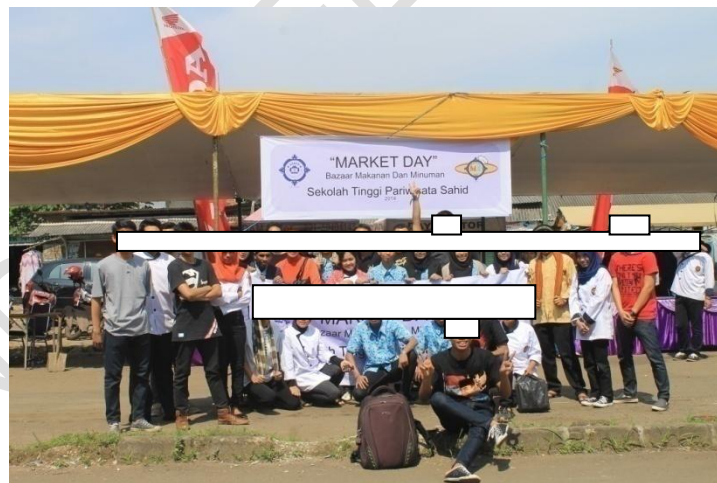
28 Based on the European Commission, entrepreneurship is the mindset and process to create
29 and develop economic activity by blending risk-taking, creativity and/or innovation with
30 sound management, within a new or an existing organization. Global Entrepreneurship
31 Monitor add the definition of entrepreneurship as any attempt to establish a new business or
32 expanding an existing one, carried out by an individual, a team of individuals or an
33 established company. The concept of motivation has its origins in Latin. It is derived from the
34 Latin word *movere*, meaning to move. In other words, motivation is something which impels
35 (moves) someone to do something. Motivation is the dynamic system of internal motives for
36 activity (or inactivity) by an individual, which determines his behavior and feelings. It
37 expresses the dynamics of an individual and is dependent on changing circumstances.
38 Motivation can be defined as a set of internal driving forces which point people in a certain
39 direction, stimulate them to act and maintain the resulting activity. Motivation is, therefore,
40 expressed by the motives which people have for starting their business activity and what
41 they expect from this activity. An entrepreneur is considered to be someone who
42 independently carries out gainful activity on his own account and liability under a trade
43 license or with the intention of systematically pursuing this activity to make a profit, based on
44 §420 Civil Code. An entrepreneur is a person who takes a decision to employ himself to be
45 the innovator and creator of new enterprises and a new economic activity. Besides that, the
46 act of entrepreneurship doesn't only consist of constructing a new business or firm but also
47 in organizing the capital and other needs in the business. [2]
48

49 A lot of empirical research done on education enhances entrepreneurial efficacy of students
50 as well as motivation, encouraging and supporting them to start-up their own business.
51 Proper motivation is important for new business owners or future entrepreneurs to go into
52 business. Understanding what's driving an individual to start a business is an important
53 component of assessing oneself and his/her knows if this is the right time to start a business.
54 Motivation is regarded as the inner state the energizes activities and directs or channels
55 behavior towards the goal. It can also be seen as a process that arouses action, sustains the
56 activity in progress and that regulates the pattern of activity. [3]

57 Economists differentiate between two types of motivations to start a new venture :
58 opportunity-based and necessity-based (Minniati et al.2004; Acs 2006). As defined by the
59 Global Entrepreneurship Monitor (GEM), necessity-based entrepreneurship occurs when
60 individuals participate in entrepreneurial activities because all other employment options are
61 either absent or unsatisfactory (Reynolds et al. 2002). This concept is similar in nature to the
62 negative, or "push" factors that force people into self-employment because of
63 unemployment, underemployment, job dissatisfaction, blocked opportunities, or no
64 opportunities at all (Sadi, Al-Ghazali 2010). Necessity-based entrepreneurship, when the
65 entrepreneur is driven by the achievement of success through exploiting an opportunity for
66 some form of gain, most often economic (Acs et al.2004). Necessity motives play a major
67 role in developing countries, and , to a lesser extent, in developed countries (Grilo, Thurik

68 2008). Generally, the GEM studies find that, compared to men, many more women are
69 pushed into entrepreneurship because of the lack of alternative job opportunities (Minniti et
70 al. 2004; Langowitz, Minniti 2007; Elam 2008). [4]

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



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

96 Source : Researcher Documentation

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98 **2. LITERATURE REVIEW**

99 **2.1 Factors Affecting Student Entrepreneurship.**

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101 In this study, according to Sarwoko (2011:131) several factors and indicators that influence
102 student entrepreneurship are 1) the need for achievement; 2) subjective norms; 3) self-

103 efficacy; and 4) intention of entrepreneurship. The need for achievement is a job challenge,
104 achieving better results than before, responsibility, better than others. Subjective norms
105 consist of family roles, support of people who are considered important and support of
106 friends. While self-efficacy is defined as self-confidence, has leadership, mental maturity,
107 demographic factors, gender and experience. And the intention of entrepreneurship is to
108 choose a business path rather than work for someone else, an entrepreneurial career and
109 planning to start a business.[5]

110 Individuals start a business for many reasons [6]. In the literature, these reasons are
111 extensively discussed as on the basis of a variety of different terms, such as “drivers” [7],
112 “factors” [8], “determinants” or “entrepreneurial intentions” [9]; [10]. However, most often the
113 literature refers to “entrepreneurial motivations” [11][12].

114 **2.2 Motivation**

115 In this study, based on Gilad and Levine [13] states two theories related to movement for
116 entrepreneurship namely push theory and pull theory. According to push theory, individuals
117 are encouraged to become entrepreneurs because of negative environmental
118 encouragement, such as dissatisfaction with work, difficulty in finding work, incompetence in
119 working hours or inadequate salary. In other hand, pull theory argues that individuals are
120 interested in becoming entrepreneurs because they are indeed looking for things related to
121 the entrepreneurial characteristics themselves, such as independence or indeed because
122 they believe that entrepreneurship can provide prosperity. According to Venesaar et al
123 (2006: 104) states the motivation of someone to become an entrepreneur is divided into
124 three dimensions, namely independence ambitions, self-realization and driving factors.
125 Independence ambitions are defined as activities that are free, owning your own business,
126 becoming more respected, leading in applying new ideas and developing hobbies in
127 business. As for self-realization, it is characterized by gaining a better position in the
128 community, feeling a challenge, motivating and leading others, continuing the family
129 tradition, implementing ideas or innovating and following others. While the driving factor is
130 losing a job, getting better income and not satisfied with the job. [14].

131
132 Entrepreneurial motivation, interpreted as a dichotomy of necessity and opportunity
133 motivations, has been recently debated in the literature [15];[16]. In this dichotomy,
134 opportunity motivations concern the “people who choose to start their own business by
135 taking advantage of a perceived entrepreneurial opportunity”. Necessity motivations concern
136 the “people who start a business because other employment options are either absent or
137 unsatisfactory” [17].

138
139 Motivation is important in our daily lives. It is the core of biological, cognitive, and social
140 regulation [18]. This is because motivation involves energy, direction, perseverance and
141 intention. Goals and motives play a role in predicting human behavior. This indicates a link
142 exists between intentions, motivations, and behavior. Motivation drives us into actions. The
143 reason behind such actions is the orientation of the motivation. In rediscovering motivation,
144 Krueger and Carsrud (1993) reviewed that critique on entrepreneurship intention studies
145 argued that there is a lack of basis to support on intention-action linkage although intentions
146 have been centered as predictors of future actions. The link has been used loosely as
147 implied or assumed. They then argued that motivation provides the link between intention-
148 action. [19].Edelman et al., (2010) avers that motivations could be the missing link between
149 intentions and action. It implies that the underlying attitudes and goals of entrepreneurial
150 motivation should give rise to entrepreneurship intention. Edelman et al., (2010) reiterated
151 that there is a lacking of research in this area and more work is needed. [20]

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153 Mashayekhiet. al (2008) found in a study that students who have enough motivation show
154 tendency towards working, entrepreneurship and the development of creative works and can
155 present novel ideas more than those of students who have not enough motivation. Turnbull
156 et. al (2001) considers the main motivation of students and graduates in areas such as the
157 opportunity for entrepreneurial risk-taking, freedom, economic profitability, job security and
158 control over their lives. [21]

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2.3 Student Entrepreneurship Characteristics

162 Literature stresses that success in entrepreneurship can be achieved by strengthening
163 individual traits such as achievement drive, need for control, willingness to take risk, self-
164 reliance, ability to control emotions and set values are important student entrepreneurs
165 (Zakarevicius, Zuperka, 2010). Personal characteristics as well as behaviour were identified
166 to have impact on entrepreneurial intentions (Venesaar, Kolbre, &Piliste, 2007). The authors
167 conclude that the more entrepreneurial personality traits a student has, the more intention for
168 setting up a business s/he shows, which is half way to success. However, what remains a
169 significant problem is that even though students show interest in opening a company, they
170 rarely do after graduation (Venesaar, Kolbre, &Piliste, 2007). Some authors suggest that
171 students are more likely to show entrepreneurial intention and behaviour, similarly if the
172 students 'friends are entrepreneurs. Education has been recognized as one of the crucial
173 factors of creating entrepreneurial attitude and fostering it (Wang, Wong, 2004). [22]

174 Students often seek to gain professional experience while pursuing their education because
175 it is difficult for graduates to succeed in the labour market without experience. Consequently,
176 they often decide to enroll in part-time rather than full-time academic programs. Most young
177 people who simultaneously engage in work and study (83,3%) are extramural or part-time
178 students (GUS, 2014). The research analysis focused on the extent to which students were
179 prepared to establish their own business and the relationships between the criteria
180 associated with business readiness and student socioeconomic characteristics, such as
181 academic major and academic programs. Student readiness to start a business was based
182 on the following criteria : 1) having a specific concept for the business; 2) knowledge of the
183 extent of the financial resources needed to start the business; 3) possession of the funds
184 necessary to start their own business activity; and 4) knowledge of potential sources of
185 business financing. [23]

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2.4 Entrepreneurial Intention

189 The theory of planned behavior (Ajzen, 1991) has been one of the most applied theoretical
190 frameworks to describe student's entrepreneurial intentions (Fayolle et al., 2006). Scholars
191 argue the theory is appropriate to explain entrepreneurial intention as a conscious and
192 deliberate behavior that can be enhanced by education and training (Krueger et al., 2000).
193 According to the theory, intention to become an entrepreneur is a result of dynamic
194 interactions between attitude toward entrepreneurship (awareness of the importance and
195 positive or negative value of a new venture to perform the tasks and roles of an entrepreneur
196 and persistence in the face of problems) and subjective and social norms (the value of
197 entrepreneurships for significant people and the extent to which individuals comply with the
198 values). Entrepreneurial intention, therefore, takes shape through a cognitive process of
199 evaluating personal values and abilities as well as social support and resources that guide
200 one's motivation, emotions, thoughts and behavior throughout the process of
201 entrepreneurship and performing entrepreneurial tasks (Linan, 2008; Ajzen, 1991).[24]
202

203 Jang (2013) defined entrepreneurial intention not as psychological desire to achieve one's
 204 own goal, nor as self-decision or the theory of planned behaviour, but as purposefully
 205 planning to start a business. It is doubtful if intentions in fact predict the actual company
 206 creation (Douglas & Shepherd, 2002), however Krueger et al (2000) believe it is more
 207 precise to study intentions than personality traits. What can help developing entrepreneurial
 208 intentions are student organizations acting as incubators for business by investing,
 209 mentoring and supporting it. [25]
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211 **2.5 Entrepreneurship Career Intention**

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 213 Is entrepreneurship an attractive career option for graduate student ? Entrepreneurship
 214 offers graduate self employment opportunity. It is a career options for youth and graduates
 215 (Fatoki, 2014; Beeka and Rimmington, 2011) by providing employability. It reduces social ills
 216 and public policy makers are emphasizing and engaging students of higher learning
 217 institution in entrepreneurship to improve employability rate (Branchet et al., 2011). This has
 218 made research works on entrepreneurship phenomena very attractive, more so in how to
 219 attract graduate students towards entrepreneurship. Krueger et al., (2000) envisaged that
 220 entrepreneurial inclination can be better determine through entrepreneurship intention rather
 221 that personality traits, demographic characteristics, or situational factors. [26]
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223 **3. Methods**

224 **3.1 Research Method**

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 226
 227 This research uses descriptive method, while the unit of analysis is the Sahid Tourism
 228 College students who are entrepreneurs while in college.
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230 **3.2 Variable, Co-Variable, Indicators**

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 232 **Table 1. Variable, Sub Variable and Indicator**
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Variable	Sub Variable	Indicator
Entrepreneurial Intentions	Need for Achievement	Job Challenges Obtaining Better Outcome than Before Responsibility Being Better than other
	Subjective Norms	The Role of Family Support of People Who are Considered Important Support of Friends
	Self Efficacy	Self Confidence Leadership Mental Maturity
	Demographic Factors	Gender Experience or Family Business Background
	Entrepreneurial Intension	Business Path rather than Working for Others Entrepreneurial Career Planning To Star Business
Entrepreneurial Motivations	Ambition for Freedom	Be More Free Activity Having Own Business

	Being More Respected
	Leading the Way in
	Implementing New Idea
	Developing Hobby in
	Business
Self Realization	Getting Better Position in
	Society
	Feel the Challenges
	Motivate and Lead Others
	Continue Family Traditions
	Implementing Ideas or
	Innovate
	Follow Others
Push Factors	Job Loss
	Obtaining Better Income
	Not Being Satisfied with
	Work

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236 3.3 Population and Sample

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238 The population in this study were students who were entrepreneurs while studying at the
 239 Sahid College of Tourism which were 18 people, so the sampling technique used was
 240 purposive sampling.

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242 3.4 Data Collection Procedure and Analysis Method

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244 For primary data, data was taken from respondents using a questionnaire. The data
 245 obtained is the identity of the respondents and their answers related to entrepreneurial
 246 factors and entrepreneurial motivation. While secondary information were obtained through
 247 bibliography and web sites related to the profile data of the Sahid Tourism College.

248

249 The analysis was descriptive.

250

251 3.5 Time and Place of Research

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253 This research was conducted for 5 months from March to July 2018 at the Sahid Tourism
 254 College in Jakarta

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256 3. RESULTS AND DISCUSSION

257

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



266
267 **Fig. 2. Edls_cake own to Erma Dwi Lestari business**
268 Source :Instagramedls_cake, 2018
269

270 **3.2 Factors That Influence Student Entrepreneurship In College**

271 Based on the distribution of questionnaires carried out on May 5 to June 25, 2018 against
272 the respondents related to factors that influence entrepreneurship, then the following
273 answers were

274 generated:

275 **Table 1. Factors influencing students in entrepreneurshipat lecture based on the**
276 **results of the questionnaire questionnaire**
277

No	<u>Factors of Entrepreneurship</u>	%
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
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

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3.3 Motivation That Encourages Student Entrepreneurship In College

282 Based on the distribution of the questionnaire conducted on May 5 to June 25, 2018 against
283 respondents related to motivation that encourages entrepreneurship, then the following
284 answers were be generated:

285 **Tabel 2. Motivation that encourages students to become entrepreneurs at lecture**
286 **based on the results of the questionnaire**
287

No	<u>Entrepreneurial Motivation</u>	%
<i>Ambition For Freedom</i>		
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
<i>Self Realization</i>		
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
<i>Pushing Factors</i>		
11	Loss of a job	0
12	Earn Better Revenue	100
13	Unsatisfied with Job	27.8

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Source : Processed data, 2018

Note : Respondents may choose more than 1 answer choice

291 **3.3.1 Factors Which Influences Students Doing Entrepreneurships While Studying**

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3.3.1.2 Achievement Needs

Related to the factors that influence students in entrepreneurship during college such as the results of the questionnaire shown in table 1, then achieving better results than before is the most influencing in achievement needs factor. 77.8% of respondents voted, meaning that 14 out of 18 people chose this factor which caused them to become entrepreneurs. This shows that students feel the results they have achieved are not better and therefore they want to be different, not give up on the current conditions, namely by achieving better results. They believe that if they have to wait until graduating from college it will be too long and they believe that they are able to work on two obligations at once which is to open a business and study. This means that respondents feel more confident about their future if the effort to start a business has started since college, so that when graduating from college they already have a business that has been run, there is no need to search anymore or even apply for uncertain jobs. The next factor was responsible and Job Challenges, which were chosen 38.9% or 7 people out of 18 respondents. Students feel that they will become more responsible when they have started to prepare for their future by opening a business early, namely in college. They feel they have to take responsibility for the education costs incurred by their parents. On the other hand they also have to go through college well and graduate on time. They believe that if the lecture is only used for learning in class, reading books and doing college work, there is still plenty of time left and if the remaining time is not used to open a business then it can be used for negative things. Therefore, this form of sense of responsibility is demonstrated by starting a business in college.

3.3.1.3 Subjective Norm

As for Norm Subjective, the most influential factor in the opinion of students is the Role of Family. As many as 72.2% of respondents or 13 out of 18 people chose the Role of Family 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 towards 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. So that's way in this study the role of family is having important factor to encourage student to have a business while study. This is support by Pant (2014) which found that family has some impact in people to become entrepreneurship but it was not strongly substantiated by statistical tests. It was found that entrepreneur's parental profession plays some role in entrepreneurship development in Nepal which was similar to some findings that parental profession plays vital role in the choice of profession in children. [27] Then another same opinion is stated by Meek (2010) which has conclusion of his study about the role of family member support in entrepreneurial entry, continuance, and exit : an autoethnography which state that by telling a story based on his experience, he had embraced the idea of building new theory from storytelling and provided further evidence that the linkage between family and entrepreneurship is stronger than what most previous research has suggested. [28]

3.3.1.4 Self Efficacy

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. [29]. In this case, Sahid Institute of Tourism

343 students who are entrepreneurs tend to choose Self Confidence as their main reason for
344 starting a business. Self Confidence is needed in order to manage and take action to
345 prepare for the future. With self confidence, students become better prepared to face the
346 challenges faced in solving problems experienced during college and doing business.
347 Lecture is a theory learning process in the classroom, while business is implementation in
348 the field. Entrepreneurial students feel that opening a business during college provides a
349 sense of pride, they will feel more mature, more mature and more experienced than just
350 attending college. As many as 77.8% or 14 out of 18 respondents chose the most influential
351 self confidence in the factor of self efficacy compared to mental maturity and have a
352 leadership spirit.

353 **3.3.1.5 Demography**

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355 In the demographic factor, respondents prefer experience (Family Business Background), as
356 much as 66.7% or 12 people out of 18 respondents who choose it over gender. This can be
357 interpreted that of the 18 respondents, most of them have a family background that runs a
358 business, so that their talents, interests, skills and family experience decreases or is
359 transmitted to them. There are those who participate in managing a family business, there
360 are those who continue a family business, there are those who open a new business that is
361 different from a family-run business, but their lifestyle and entrepreneurial characteristics are
362 inherent. This result is supported by the study of Oluwafunmilayo and Grace (2018)
363 which have findings about the significance of the family business as a source of
364 entrepreneurial role model for venture creation as exposure and experience from family
365 business background have a significant impact on the perceived desirability, feasibility and
366 entrepreneurial self efficacy of intending entrepreneurs. [30] Ayuni (2018) also indicated that
367 the important role is of prior business family exposure, as it could affect both student's
368 entrepreneurial intention and attitude. However, entrepreneurship education is found to have
369 no effect on student's entrepreneurial intention, despite its effect on improving student's
370 entrepreneurial attitude. [31]

371 372 **3.3.1.6 Entrepreneurial Intention**

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374 In the Entrepreneurial Intention factor students prefer Business Paths rather than Working
375 for Others. As many as 50% or 9 out of 18 people chose this choice rather than Planning to
376 Start a Business and an Entrepreneurial Career. This shows that students are aware of and
377 understand the number of entrepreneurs who are still small in Indonesia. And agree that the
378 Indonesian people prefer to work for others rather than opening their own businesses.
379 Therefore they prefer a new paradigm, namely the importance of entrepreneurship for young
380 people. It is no longer the time to look for a job or apply for a job, but to create a job. The
381 high unemployment rate, and the lack of an Indonesian state that makes them want to
382 become entrepreneurs. This includes being influenced also by the teaching of
383 entrepreneurship courses at the Vocational High School and tertiary levels.

384 **3.3.2 Motivation That Encourages Student Entrepreneurship In College**

385 386 **3.3.2.1 Ambition For Freedom**

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388 For the ambition for freedom factor, 77.8% of respondents or 14 out of 18 respondents
389 chose to have their own business as the motivation that most encouraged them to open a
390 business. They argue that by owning your own business, independence can be created.
391 Independence here means not dependent on others, their destiny is determined by
392 themselves. By having their own business, they will know what to do, how and when and
393 where they should run their business. Who their market segments are and with whom they

394 will run the business including business funding. They are free to decide where they should
395 go. They become little bosses. This statement is supported by Hisrich (1985) who found that
396 one of the prime motivations for starting a business was a desire for independence. And
397 Shane et. al.(2000, p. 260) also stated that because they clearly knew something that they
398 were even forced to do things that they even did not like, they want to be independent and
399 work for their own, this is one of the most important motivation factors behind
400 entrepreneurs.[32]

401 **3.3.2.2 Self Realization**

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403 Implementing Ideas / Innovating is the motivation that most encourages students in Self
404 Realization. There were 66.7% or 12 out of 18 respondents who chose this factor in terms of
405 Self Realization. Respondents believe that they are human beings of ideas, where a lot of
406 creativity they want to do and not only in the mind. Therefore, opening a business is a form
407 of self-realization through ideas and innovating in the fields they pursue. Making something
408 new, designing something that already exists becomes more effective and efficient and
409 making something that has been simpler for a long time is their goal of doing business. This
410 is supported by who conclude from his study that in general, a psychological features and
411 principles of ensuring student's self-realization, can be identified as directions of the
412 humanitarian activity of small enterprises, that stimulate the students' active participation in
413 an innovative-productive activities, the realization of their abilities and internal resources,
414 and social cooperation in the innovation. [33]

415 **3.3.2.3 Pushing Factors**

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417 Getting a better income is the most chosen factor by the respondents, which is 100%,
418 meaning that 18 people all agree that the motivation that encourages them to open a
419 business is to get a better income. The students realize that through a business initiated by
420 managing funds starting from finding funding, managing expenses, they will finally enjoy the
421 benefits that they themselves receive. Is a satisfaction when the results of business profits
422 enjoyed by themselves. If there is a loss they will bear it and if they are lucky they will enjoy
423 it. Therefore, in a business, there will definitely be a loss first, capital return and finally profit
424 after a period of time. Finally, after enjoying the business benefits. Gradually they will get
425 increased profits along with increasing business scale. This is what makes business people
426 confident that their income will be better than working in an office. This is supported by
427 another study such as profit search relates to rent-seeking tendencies of individuals. Extant
428 literature has demonstrated the pursuit of profit in terms of earning big money, increasing
429 income, building equity or personal wealth as antecedents of entrepreneurial intentions with
430 inconsistent results. [34]

431 432 **4. CONCLUSION**

433
434 Based on the discussion above about the results of a survey of the selection of factors and
435 motivations that most influence them so that running a business when running college using
436 Theory Planned Behavior (Ajzen, 2011) [35] about the intention of entrepreneurship, it can
437 be concluded that for the Achievement Needs factors, Sahid Institute of Tourism
438 Entrepreneurs prefer Achieving Better Results Than Before factors. Next to the Subjective
439 Norm factor, the Role of Family factor has the most influence on them. As for the Self
440 Efficacy factor, entrepreneurial students prefer Self Confidence as the goal why they are
441 entrepreneurs. Next in the Demography factor, Experience or Family Business Background
442 plays a role in them. And for the Entrepreneurial Intention factor, Entrepreneur students at
443 the Sahid Institute of Tourism prefer Business Path rather than working for others. Related to
444 the above results, this is in accordance with the theory (Gonzales and Kobylinska, 2019)

445 which states that the factors of the greater intention of Spanish students compared to the
446 polishing can be explained by the weight of certain contextual factors linked to the existing
447 entrepreneurs in both countries, which could include aspects such as tradition and
448 entrepreneurial history, the existing norms, infrastructure and bureaucracy, and even issues
449 related to religion. [36]

450
451 While the ambition for freedom motivation that causes entrepreneur students to run a
452 business when they are in college is To Have their own business. As for the motivation of
453 Self Realization is Implementing Ideas or Innovate. For the motivation of push factors is
454 Obtaining better income. Whereas 2 motivations that were not chosen by them were Follow
455 Others and Job Loss. If related to Theory Push and Pull Factors which states that "Push"
456 Entrepreneurs are those who are dissatisfied with their positions, for reasons unrelated to
457 their entrepreneurial characteristics, pushes them to start a venture. "Pull" entrepreneurs are
458 those who are lured by their new venture idea and initiate venture activity because of the
459 attractiveness of the business idea and its personal implications, so student entrepreneurs at
460 Sahid Institute of Tourism are classified as 'Pull' entrepreneurs and according to Muller's
461 research (1995)), reveals that "pull" entrepreneurs are more successful than "push"
462 entrepreneurs. [37]

463
464 Recommendation for the next research, it is expected that an open interview will be asked to
465 ask what factors and motivations affect students in running their business while in college,
466 avoiding the use of closed questionnaires. This is intended so that respondents are even
467 more objective in determining what factors and what motivations cause them to open a
468 business during college. For the number of respondents can be further multiplied, it would be
469 better if done at several universities, not just 1 college. And use quantitative study by using
470 statistical hypothesis.

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472

473

474 **COMPETING INTERESTS**

475

476 "Authors have declared that no competing interests exist."

477

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UNDER PEER REVIEW