



THE INFLUENCE OF NEED FOR ACHIEVEMENT AND RISK TAKING PROPENSITY ON STUDENTS' ENTREPRENEURIAL INTENTION.

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Article Info

Article history:

Received:

Accepted:

Published:

Keywords:

Entrepreneurial intention; Need for achievement; Risk taking propensity; Students.

Abstract

The public unemployment rate in Indonesia decreased in February as the nation's economic recovery continued. One action that can be taken is for the government to assist in funding young entrepreneurs. recognizing how much of an impact the desire for success and tendency for taking risks have on students' entrepreneurial intents at Jakarta State University. This quantitative descriptive research methodology provides all study data in numerical form. In this study, the survey methodology and the regression procedure are combined. This study involved 237 students that were enrolled in the Cooperative Economics Study Program at Jakarta State University between 2017 and 2019. Data was gathered via a questionnaire. The concept is accepted since having an entrepreneurial ambition is linked to both a need for success and a propensity for taking risks.

Abstrak

Tingkat pengangguran publik di Indonesia menurun pada bulan Februari seiring berlanjutnya pemulihan ekonomi negara. Salah satu tindakan yang bisa dilakukan adalah pemerintah membantu pendanaan pengusaha muda. menyadari seberapa besar pengaruh keinginan untuk sukses dan kecenderungan untuk mengambil risiko terhadap niat kewirausahaan mahasiswa di Universitas Negeri Jakarta. Metodologi penelitian deskriptif kuantitatif ini menyajikan seluruh data penelitian dalam bentuk numerik. Dalam studi ini, metodologi survei dan prosedur regresi digabungkan. Penelitian ini melibatkan 237 mahasiswa yang terdaftar di Program Studi Ekonomi Koperasi di Universitas Negeri Jakarta antara tahun 2017 dan 2019. Data dikumpulkan melalui kuesioner. Konsep tersebut diterima karena memiliki ambisi wirausaha terkait dengan kebutuhan untuk sukses dan kecenderungan untuk mengambil risiko.

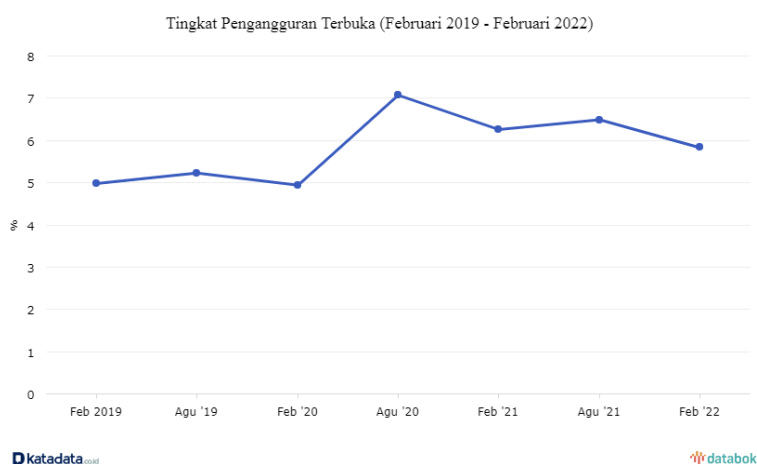
How to Cite:

Laksono, Rizal Fandy., Nurjanah, Siti., & Sudiarditha, I Ketut R (2022). The Influence Of Need For Achievement And Risk Taking Propensity On Students' Entrepreneurial Intention In State University Of Jakarta. *Jurnal Pendidikan Ekonomi, Perkantorandan Akuntansi s*, 7(2), 101-111. <https://doi.org/10.21009/JPEPA.007.x.x>

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INTRODUCTION

In the era of globalization, which is aided by the development and rapid advancement of the times and the expansion of technology, everyone may readily access whatever they want, including information, products, and services. However, when technology replaces human labor, the rate of unemployment rises due to the quick pace of modernization and the many businesses that have benefited greatly from technology. This is in line with the objectives of technical advancements that support human endeavors. The rising unemployment rate is one issue that the nation has failed to solve. Indonesia's unemployment rate rises annually as a result of a number of issues, including a lack of employment opportunities, rising global competition, insufficient human resources, and inadequate educational standards.



Picture 1. Open Unemployment Rate (February 2019 – February 2022)
Source: (Rahman, 2022)

The public unemployment rate in Indonesia decreased in February as the nation's economic recovery continued. According to data from the Central Statistics Agency (BPS), the open jobless rate has not reached pre-pandemic levels. According to BPS, the public unemployment rate decreased from 6.26 percent in February 2021 to 5.83 percent in February 2022. Due to this cutback, some 350,000 workers will be laid off. A year before the Covid-19 outbreak hit the Indonesian workforce, the public unemployment rate was still 0.89 percentage points higher than in February 2019 (Rahman, 2022).

This is done to support those who want to start and grow their business and to create new jobs for other people who want to work. It is envisaged that entrepreneurs will help this program reduce Indonesia's unemployment rate. The government is therefore particularly supportive of people who want to start businesses in order to generate new employment.

Entrepreneurship is a creative and innovative ability that can act as a base, guidance, or resource to assist entrepreneurs in achieving their objectives. Entrepreneurship is the capacity to generate novel and distinctive products through imaginative thinking and innovative actions in order to expand business chances (Suryana & Bayu, 2010). According to (Fahmi, 2013), entrepreneurship is a science that looks into how the creative soul develops and grows, as well as how people choose to take chances in order to accomplish goals. In Indonesia, entrepreneurship is frequently highlighted and promoted, especially among the youth employed by the government. To further the wellbeing of the populace, governments and colleges have chosen to use entrepreneurship. Entrepreneurs are seen to be able to expedite economic structural change, promote business innovation, and create jobs (Opoku-Antwi et al., 2012).

(Tony Wijaya et al., 2015) claim that both internal and environmental factors influence entrepreneurship. Personal difficulties handling oneself are examples of internal problems. The three most crucial elements are: (1) self-awareness, which includes the capacity to comprehend one's emotions and their effects; (2) self-regulation, which comprises the capacity to control unfavorable emotions and impulses in the face of change; and (3) motivation for achievement, which includes the drive to improve, dedication, initiative to seize opportunities, and optimism in the face of setbacks and failures.

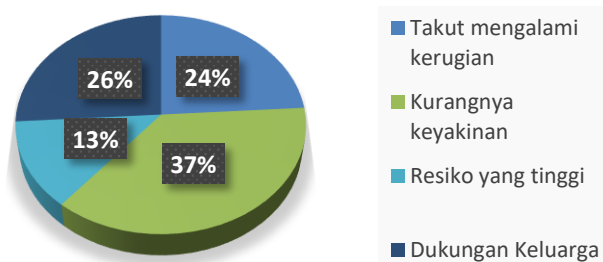
The government introduced a Student Entrepreneurship Program (PMW) to be used and promoted

in institutions in 2009 through the Director of Higher Education, Ministry of Education and Culture. In order to modify job seekers' perceptions and create entrepreneurs and professionals who are capable of competing successfully in the global market, this program aims to provide students with scientifically grounded entrepreneurial skills as well as entrepreneurial skills and attitudes. As a result, the government is made up of the Ministry of Manpower and Labor (No. KEP.16/MEN/II/2010), the Administration of Small and Medium Enterprises (No. 02/NKB/M.KUKM/II/2010), the Ministry of Industry (No. 135/M-IND/2/2010), the Ministry of Maritime Affairs and Fisheries (No. 01/MEN-KP/KB/II/2010), and the Ministry of Youth and Sports (No. 009/SESMENPORA/2/2010). One of the objectives outlined in the letter is the expansion of employment through the creation and development of entrepreneurs as well as enhancing the welfare of the workforce. The high unemployment rate among recent college graduates is anticipated to be the focus of government activities. Government support is therefore focused on fostering young people's entrepreneurial spirit in order to generate employment. Control and monitoring are necessary in the sphere of education, especially at the college or university level. Contrarily, entrepreneurship necessitates a deep-seated passion to launch and expand a business. This objective is referred to as having intention. Being determined to launch a new business is necessary for someone to fulfill the requirements of entrepreneurship (Zhang et al., 2012). Entrepreneurial intent describes the process of acquiring data to achieve the objective of starting a business.

Since entrepreneurial goals are undoubtedly founded on a variety of situations, the author is interested in bringing up this subject. The author focuses on the need for achievement and the risk taking propensity in the younger generation of students who are expected to highlight the growth of employment and unemployment in Indonesia. The need for achievement and risk-taking propensity are described as the desire to lead and manage others, execute difficult job, finish tasks swiftly on one's own, overcome hurdles successfully, and exceed the competition. When asked to start their own businesses, students are capable of taking the lead, finishing their assignments, and overcoming obstacles. The risk-taking propensity of an entrepreneur, on the other hand, refers to how they take chances in their line of work. Risks are unavoidable for a student who is bold enough to start and grow a business.

The people of some developing nations started to become more entrepreneurial. For instance, a number of industries, like the food industry, are becoming more and more well-liked among young people. Due to rising consumer demand, the culinary industry is expanding quickly, making it an attractive business option for many. A growing number of college graduates are beginning to consider entrepreneurship as a feasible career path. After completing any level of education, many of them do not want to work. Fewer than 2% of them launch a firm, allowing the nation to become self-sufficient (Cut & Dina, 2018). Students choose to work for or for other people's companies due to the high income and social standing, as well as the creativity and guts required to create new employment that are currently vacant (Oktarilis, 2012). The fact that many people enjoy their jobs is another factor in their continued employment. However, a variety of elements contribute to students' lack of entrepreneurial aspirations. Students in Jakarta State University's Cooperative Economics Study Program were affected by a variety of things, such as a refusal to conduct commerce.

Faktor Penghambat Dalam Berwirausaha



Picture 2. Factors inhibiting Students in Entrepreneurship
Source: Data processed by Researchers (2022)

The results show that 24% of business actors or entrepreneurs believe that their fear of losing money

is one of the barriers that prevents students from starting their own businesses. Another 37% of respondents said they lack the confidence to grow and extend their business. Many aspiring business owners are still discussing what kind of enterprise to launch and operate. This phrase refers to concepts that emerge on their own. A further 26% feel that there is little to no parental support for launching a business, while 13% say the risks they face are significant enough to convince someone. Parental support is undoubtedly one of the most crucial things a kid needs to begin or continue any activity of his choosing. In order to have the motivation or encouragement to manage a firm, students who are interested in entrepreneurship need the support of someone in their immediate environment, specifically their parents.

Among order to determine how much impact is generated and how high or low entrepreneurial intentions are depending on numerous aspects such as need for achievement and risk-taking propensity, especially in students, who are expected to create new jobs for others, the authors of this study looked at the supporting elements and inhibiting factors of student entrepreneurial ambitions. The Influence Of Need For Achievement And Risk Taking Propensity On Students' Entrepreneurial Intention In State University Of Jakarta, is the title that the author wishes to offer the research in this study.

LITERATURE REVIEW

Entrepreneurial Intention

(Chandra, 2013) defines an entrepreneur as a person who has the creative goals, abilities, drive, and skills to create their own business or industry. This can be done both alone and in groups. Fishbein and Ajzen (1975) defined intention as a person's position on a subjective probability indicator that takes into account his or her relationship to an activity. This is also backed by Ajzen's theory of planned behavior, which identifies a number of elements that influence motivation, or more simply, how strong a person's desire is to achieve his or her goals.

Entrepreneurship takes a tremendous level of devotion. According to Ramayah and Harun, entrepreneurial intention is the willingness to engage in entrepreneurial behavior, such as starting a new firm using opportunities already present and taking risks (Annisa et al., 2019). People who want to take risks likely to have high entrepreneurial intentions. According to Zhao et al., Segal et al., Hmieleski and Corbett in (T. Wijaya et al., 2015), entrepreneurship calls for a strong dedication to An individual's goal to behave entrepreneurially, such as starting a new firm, and propensity to take risks, are both examples of entrepreneurial intention.

Intention is defined by Bansal, et al. (Blegur & Handoyo, 2020) as a person's perceived likelihood of engaging in a particular behavior. When a person makes a plan to carry out an action in the future, intentions can be created. Linan and Chen (2009) use the statements, "I am determined to create a business in the future," "I am saving money to become an entrepreneur," "My professional aim is to become an entrepreneur," "I will make every effort to start and manage my own firm," "I am highly likely to ever run my own business," and "The possibility of me ever operating my own business is extremely high." to measure entrepreneurial intention variables (Soria-Barreto et al. 2017).

According to the opinions of the experts mentioned above, one can infer that entrepreneurial intention can be defined as a process of gathering information while reflecting one's commitment to take entrepreneurial action, specifically by starting a new business and having a propensity for taking risks.

The Effect of Need for Achievement on Entrepreneurial Intentions

High achievers frequently set very challenging goals and take more drastic measures to achieve their objectives (Moorhead et al., 2013). The need for achievement is another name for a person's drive to overcome obstacles, achieve goals, and perform better than others (Nurrofi, 2016). In contrast, McClelland argues in (Primandaru, 2017) that the need for success, which is determined by the standard of opportunity within a person, is the need for achievement. This need, which is closely related to work, guides behavior in an effort to accomplish specific goals.

A person who has a strong desire to succeed in business would invest time and effort into starting a business (Handaru et al., 2015). According to McClelland in (Sari & Rahayu, 2019), the need for accomplishment is one of the personality traits that encourages entrepreneurial aspirations. The urge for achievement and self-confidence, in addition to entrepreneurship education, can influence each person's entrepreneurial ambitions (Kristiansen in Sari & Rahayu, 2019).

Through Luthje and Franke's views, the need for achievement indirectly influences entrepreneurial

intentions (Ermawati et al., 2017). An intense need for success is a requirement for becoming an entrepreneur. Drive or motivation, cognitive abilities, interpersonal skills, technological prowess, and good communication skills are traits of successful entrepreneurs (Suriani, 2014). According to study by (Untu & Widjaja, 2019), the availability of chances for student entrepreneurship is a direct result of the demand for achievement, which has a substantial impact on students' intentions to start their own businesses.

H1 : Need for Achievement has a positive effect on Student Entrepreneurial Intentions

The Effect of Risk-Taking Propensity on Entrepreneurial Intentions

Risk-taking propensity, as defined by Harnett and Cuings (in Chen et al. 2015), is the idea that decision-makers have a propensity to choose or refrain from acts that are thought to be harmful. Risk-Taking According to Sitkin and Pablo in Nicholson, et al., propensity is the propensity of decision-makers to take or avoid risks (Chen et al., 2015). According to the expert opinion, risk-taking propensity or risk-taking propensity is the presumption that decision-makers tend to take or refrain from acts that are deemed dangerous.

Weber et al. (2002) created the Domain-Specific Risk Taking (DOSPERT) model to hypothesize risk-taking variations between the five substantive domains for which assessment items were produced: social, recreational, health and safety, ethical, and financial risk. Lukasz and Elke (2013) noted this in their study, "DOSPERT's Gambling Risk-Taking Propensity Scale Predicts Excessive Stock Trading." (Ł Markiewicz, Weber, and Weber 2013).

High risk tolerance is necessary for entrepreneurship, which entails the capacity and willingness to take calculated risks in order to test out new ideas (Lestyorini et al., 2021). An entrepreneur's risk propensity, which is the tendency to take risks, is one of their characteristics. A person's willingness to take risks is one of the elements that can affect their decision to launch their own business, according to Lestyorini et al., (2021). People who want to start their own business are drawn to the industry, confident and upbeat about doing so, eager to take risks now, feel ready to lose money doing so, ready to confront the obstacles of the moment, and able to capture the opportunities.

According to Luthje and Franke (2003), a person's decision to launch a new self-owned business is influenced by their predisposition for taking risks as part of their "personality" (Scafarto et al., 2019). According to the aforementioned remark, risk-taking propensity, which is a component of new entrepreneurs' "personalities," affects people's choices to launch new independent firms.

H2 : Risk-Taking Propensity has a positive effect on Student Entrepreneurial Intentions

The Effect of Need for Achievement and Risk-Taking Propensity on Entrepreneurial Intentions

Gurbuz and Aykol (2021) underlined that a person's intention to launch a business can be influenced by a variety of factors, including their entrepreneurial character, which comprises the need for achievement, self-efficacy, predisposition for taking risks, and attitude (Fitriyani et al., 2021).

Rustiyaningsih (2021) asserts that additional factors, such as personality, environment, and demographic traits, have an impact on entrepreneurial tendencies. Personality traits include things like expectations for success, self-efficacy, internal locus of control, and risk-taking. The following environmental factors exist: In addition to demographic factors like gender, age, educational attainment, parents' occupation, and work experience, there are three other resources that should be considered: money, information, and social networks (Lestyorini et al., 2021).

H3 : Need for Achievement and Risk-Taking Propensity has a positive effect on Student Entrepreneurial Intentions

METHOD

All research data are given in numerical form using this quantitative descriptive research methodology. Here, we begin by gathering data, analyzing data, and summarizing study findings to learn more about the phenomenon that the researcher hopes to observe, i.e. the phenomena that emerge throughout the investigation. In this study, the regression strategy is integrated with the survey

methodology. The survey method is a quantitative survey methodology that examines data and facts in samples without further processing to comprehend the state of survey objectives (Indrawan & Yaniawati, 2014).

237 students from Jakarta State University's Cooperative Economics Study Program who were enrolled in the program from 2017 to 2019 took part in this study. 148 students were selected from the sampled population using the Krejcie and Morgan tables. This study was carried out in the Faculty of Economics at Jakarta State University, which can be found at Building N, Campus A UNJ, Jalan Rawamangun Muka, RT. 10/RW. 13, Rawamangun, Kec. Pulo Gadung, City of East Jakarta, Special Capital Region of Jakarta 13120.

Data collection techniques can be used by researchers to gather information for their studies. Three factors are examined in this study: need for achievement (X1), risk-taking propensity (X2), and entrepreneurial intention (Y). The key data used by researchers for these three criteria. A questionnaire was used to collect the data, and respondents were given a list of questions or written statements to respond to. A closed questionnaire used for data collection is sent directly to participants in Jakarta State University's Cooperative Economics Study Program.

RESULTS AND DISCUSSION

Normality Test Results

The received data were subjected to a normality test to determine their distribution. The Kolmogorov-Smirnov test and the normal probability plot (P plot) were employed in this work to examine the data's normality. The significant value of the Kolmogorov-Smirnov test determines the decision-making criteria; if the significance value is >0.05 , the data is regarded as being regularly distributed. The data are not regularly distributed, on the other hand, if the significance value is less than 0.05.

Table 1. Normality Test Results
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		148
Normal Parameters ^{a,b}	.0000000	,0000000
	1.91641694	3,03338797
Most Extreme Differences	.050	,043
	.050	,025
	-.049	-,043
Test Statistic		.050
Asymp. Sig. (2-tailed)		,200 ^{c,d}

a. Test distribution is Normal.

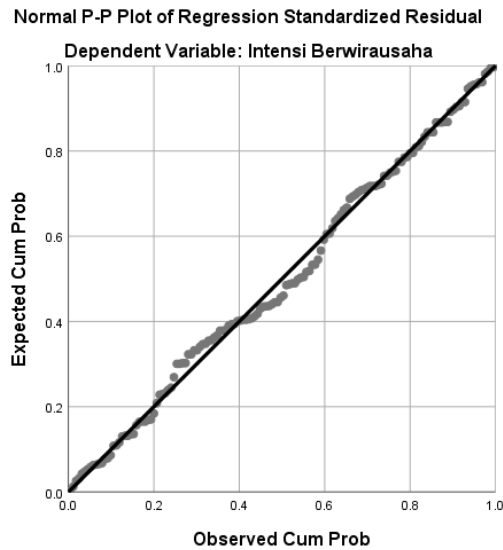
b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Source: Data processed by Researchers (2022)

Based on the calculation (result) for SPSS 25, it may be inferred that the data are regularly distributed because the significance level for the data is > 0.05 . In addition to the Normal Kolmogorov-Smirnov test, the normal Probability Plot (Plot) can be used to assess the data's normalcy.



Picture 3. Graph of Normal Probability Plot (P Plot)
 Source: Data processed by Researchers (2022)

Linearity Test Results

The goal of the linearity test is to establish whether or not there is a linear relationship between the variables. A linearity test with a significance level of 0.05 is used in the SPSS test. If the significance level of linearity is less than 0.05, the variables are considered to be in a linear relationship. X1 is the need for achievement.

Table 2. Linearity Test Results Need for Achievement with Entrepreneurial Intention

			ANOVA Table				
			Sum of Squares	df	Mean Square	F	Sig.
Intensi Berwirausaha * Need for Achievement	Between Groups	(Combined)	590.938	13	45.457	8.661	.000
		Linearity	533.036	1	533.036	101.555	.000
		Deviation from Linearity	57.902	12	4.825	.919	.530
	Within Groups		703.332	134	5.249		
Total			1294.270	147			

Source: Data processed by Researchers (2022)

Based on the findings of the data test, it can be inferred that the variable of need for achievement with entrepreneurial purpose has a linear relationship because the value of linearity is $0.000 < 0.005$.

Table 3. Linearity Test Results Risk-taking Propensity with Entrepreneurial Intention

			ANOVA Table				
			Sum of Squares	df	Mean Square	F	Sig.
Intensi Berwirausaha * Risk-Taking Propensity	Between Groups	(Combined)	804.515	39	20.629	4.549	.000
		Linearity	607.585	1	607.585	133.984	.000
		Deviation from Linearity	196.929	38	5.182	1.143	.292
	Within Groups		1865,126	489.756	108	4.535	
Total			3303,615	1294.270	147		

Source: Data processed by Researchers (2022)

Based on the findings of evaluating the data, it can be inferred that there is a linear relationship between the risk-taking propensity variable and entrepreneurial intention since the value of linearity is $0.000 < 0.005$.

Multicollinearity Test Results

To ascertain whether the independent variables, creativity and social media use, are similar, a multicollinearity test must be conducted. Multicollinearity can be ruled out using the Variance Inflation Factor (VIF); if the Tolerance value is > 0.1 and the VIF value is < 10 , multicollinearity does not happen. The results of the multicollinearity test using SPSS are displayed below.

Table 4. Multicollinearity Test Results
Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	Collinearity Statistics	
	B	Std. Error	Beta	Tolerance	VIF
1 (Constant)	12.679	.973			
Need For Achievement	.308	.049	.393	.734	1.362
Risk-Taking Propensity	.139	.018	.483	.734	1.362

a. Dependent Variable: Entrepreneurial Intention

Source: Data processed by Researchers (2022)

The table above shows that the Tolerance value is $0.734 > 0.1$, the Need for Achievement variable is 0.1 , and the VIF value is $1.362 < 10$. The VIF score is $1.362 < 10$, while the risk-taking propensity variable is $0.734 > 0.1$. Thus, it can be said that the regression model used in this study does not have a multicollinearity issue.

Heteroscedasticity Test Results

When the variance of the residuals in the regression model is not sufficient, it is known as heteroscedasticity. There must be no heteroscedasticity issues for a regression model to be considered good. The Rank Spearman test and the Scatter Plot are two methods for performing the heteroscedasticity test. There is no heteroscedasticity issue if the sig. > 0.05 , and vice versa if the sig. < 0.05 , the output correlation suffers from heteroscedasticity. You can see the heteroscedasticity test's calculation results as follows:

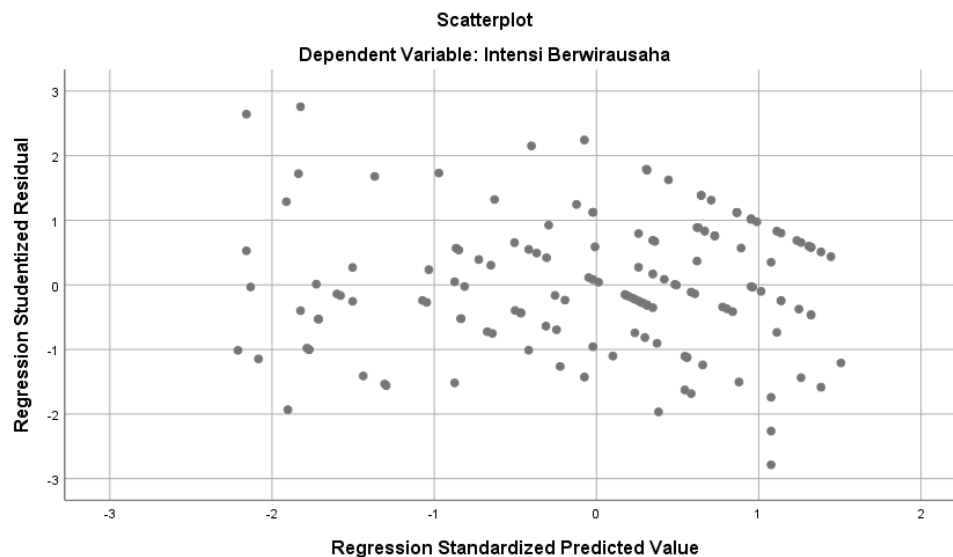
Table 5. Heteroscedasticity Test Results
Correlations

		Kreativitas	Penggunaan media sosial	Unstandardized Residual
Spearman's rho	Need for Achievement	Correlation Coefficient	1.000	.499**
		Sig. (2-tailed)	.	.000
		N	148	148
Risk Taking Propensity	Risk Taking Propensity	Correlation Coefficient	.499**	1.000
		Sig. (2-tailed)	.000	.
		N	148	148
Unstandardized Residual	Unstandardized Residual	Correlation Coefficient	.039	.052
		Sig. (2-tailed)	.642	.527
		N	148	148

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Data processed by Researchers (2022)

According to the information in the table above, the significant values for Need for Achievement (X1) and Risk-Taking Propensity (X2) are 0.642 and 0.527, respectively, over 0.05. Therefore, it can be said that the regression model used in this study does not have issues with heteroscedasticity. The Scatterplot graph can also be used to perform the heteroscedasticity test. It is possible to determine that heteroscedasticity has taken place if there is a certain pattern. Consequently, it can be said that the regression model used in this study does not have a heteroscedasticity issue. Contrarily, heteroscedasticity does not exist if the points are dispersed and there is no discernible pattern.



Picture 3. Scatterplot Heteroscedasticity Test
Source: Data processed by Researchers (2022)

Multiple Linear Regression Test Results

To find out whether two or more independent variables and the dependent variable are linearly related, one can apply the multiple regression test. This analysis is carried out in order to ascertain the value that the dependent variable will have if the independent variable's value is increased or decreased. The results of the multiple regression test's calculations are as follows:

Tabel 6. Multiple Linear Regression Test Results

		Coefficients^a				
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	12.679	0.973		13.034	0.000
	Need For Achievement	0.308	0.049	0.393	6.279	0.000
	Risk Taking Propensity	0.139	0.018	0.483	7.710	0.000

a. Dependent Variable: Perkembangan UMKM

Source: Data processed by Researchers (2022)

The entrepreneurial ambition is worth 12.679 if the Need for Achievement, Risk-Taking Propensity is 0, according to the above table, where the constant value is 12.679. The entrepreneurial intention will grow by 0.308 if the Need for Achievement increases by 1, according to the regression coefficient value of the Need for Achievement variable (X1), which is 0.308. Since the coefficient X1 is positive, it follows that as a student's

need for achievement rises, so will his entrepreneurial intention; conversely, if that need for achievement falls, so will his entrepreneurial intention. This illustrates the relationship between entrepreneurial intention and student need for achievement.

The risk-taking propensity variable (X2) has a regression coefficient value of 0.139, which indicates that if the risk-taking propensity increases by 1, the entrepreneurial ambition will also increase by 0.139. If a student's risk-taking propensity increases, his entrepreneurial desire will also increase because the coefficient X2 is positive. Conversely, if a student's risk-taking propensity decreases, his entrepreneurial intention will also drop. This demonstrates that students' entrepreneurial inclinations increase along with their predisposition for taking risks.

F Test Results

The substantial impact of the independent factors on the dependent variable is evaluated using the F test. The calculation of the F test using SPSS is as follows in table 7:

Table 7. F Test Results
ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	754.390	2	377.195	101.306	,000 ^b
	Residual	539.880	145	3.723		
	Total	1,294.270	147			

a. Dependent Variable: Entrepreneurial Intention

b. Predictors: (Constant), Risk-Taking Propensity, Need For Achievement

Source: Data processed by Researchers (2022)

Based on Table 7, the F count is 101.306, and the F table is shown in the statistical table at a significance level of 5%, or 0.05. The df 1 (number of variables - 1), or 3 - 1 = 2, and the df 2 = n - k - 1 (n is the amount of data and k is the number of independent variables), or 147 - 2 - 1 = 144, respectively, give you a F table of 3.06.

Test Results t

To ascertain the relationship between the independent and dependent variables, apply the t test. By looking at the t-count values in the coefficient table output, the selection criteria can be seen. If either $t_{count} < t_{table}$ or $t_{count} > t_{table}$, there is a partial relationship between the independent and dependent variables. The results of the t test using SPSS 25 are shown below.

Table 8. Test Results t
Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	12.679	0.973		13.034	0.000
	<i>Need For Achievement</i>	0.308	0.049	0.393	6.279	0.000
	<i>Risk-Taking Propensity</i>	12.679	0.973		13.034	0.000

a. Dependent Variable: Entrepreneurial Intention

Source: Data processed by Researchers (2022)

Test Results for the Coefficient of Determination

Analyzing the coefficient of determination reveals how effectively a model can accommodate changes in the dependent variable. The choice criterion is based on the R Square value of the Model Summary table, which is the result of SPSS calculations. If R2 is more than 0.75, the relationship between the independent and

dependent variables is considered strong. If R² is 0.50, the relationship between the independent and dependent variables is considered moderate. If R² is less than 0.25, the relationship between the independent and dependent variables is considered weak. The computation using SPSS 25 yielded the following results:

Table 9. Coefficient of Determination
Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,763 ^a	,583	,577	1,930

a. Predictors: (Constant), *Risk-Taking Propensity*, *Need For Achievement*

b. Dependent Variable: Entrepreneurial Intention

Source: Data processed by Researchers (2022)

According to the results of the above Model Summary table, the R² value is 0.583, which indicates that 58.3% of the variability of the Entrepreneurial Intention variable can be explained by Need for Achievement and Risk-Taking Propensity, with the remaining 41.7% being influenced by other variables not considered.

Discussion

Relationship between entrepreneurial intention and the need for achievement variable (X1) is positive. The need for achievement of a student will influence his entrepreneurial intention, and vice versa. If the demand for achievement of a student reduces, his entrepreneurial intention will also decline. Entrepreneurial Intention's value will rise by 0.308 for every unit higher the demand for achievement. This demonstrates that an individual's entrepreneurial intention increases with their demand for success.

According to earlier research by McClelland (Sari & Rahayu, 2019), the need for achievement is one of the personality traits that encourages entrepreneurial ambitions. The urge for achievement and self-confidence, in addition to entrepreneurship education, can influence each person's entrepreneurial ambitions (Kristiansen in Sari & Rahayu, 2019). Dehkordi, et al. (2019) also discovered that the most significant element determining entrepreneurial inclinations is the demand for achievement. A person's likelihood of having entrepreneurial ambition will be low if their need for achievement is low. On the other hand, it may be claimed that someone who has a strong demand for achievement is also likely to have a high level of entrepreneurial intentions.

According to Suhandan (Ani Muttaqiyathun & Rusdiyana, 2022), the need for achievement is a social value that emphasizes the need to attain the best outcomes in order to find personal pleasure, with the need to be fulfilled as a key component. How confident someone is depends on how successful they are. The higher someone's objectives are, especially when it comes to entrepreneurship, the more driven they will be to start a firm. The results of this study suggest that students' entrepreneurial inclinations are positively and significantly impacted by the demand for achievement.

Entrepreneurial Intention and the risk-taking propensity variable (X2) have a favorable association. Since the coefficient X2 is positive, it follows that if a student's risk-taking propensity rises, their entrepreneurial intention will as well. Conversely, if their risk-taking propensity falls, their entrepreneurial intention will fall. The value of entrepreneurial intention will rise by 0.139 when the value of risk-taking propensity rises by one unit. This demonstrates that a student's entrepreneurial intention increases with their willingness to take risks.

Previous studies (Bilgiseven & Prof, 2019), (Antoncic et al., 2018), (Nisa, 2018), (Torres et al., 2017), (Vinasthika & Suhariadi, 2017) demonstrate that one of the characteristics of entrepreneurial personalities is risk propensity, which has a significant relationship with entrepreneurial intention. High risk tolerance, or the capacity and desire to take calculated risks in order to test novel ideas, is necessary for successful entrepreneurship (Lestyorini et al., 2021). The results of this study suggest that students' entrepreneurial inclinations are significantly and favorably impacted by their propensity for taking risks.

The hypothesis is tested using the F test, which is calculated by achieving a F count value of 101.306 > F table of 3.06; therefore, the hypothesis is accepted because both the need for achievement and a propensity for taking risks are associated to entrepreneurial intention. A person's intention to launch a business can be influenced by a number of factors, including their entrepreneurial character, which encompasses the need for

achievement, self-efficacy, risk-taking propensity, and attitude, according to earlier research by Gurbuz and Aykol (Fitriyani et al., 2021). Rustiyaningsih (2021) adds that there are other factors, such as personality, environment, and demographic traits, that affect entrepreneurial tendencies.

CONCLUSIONS AND SUGGESTION

Conclusion

The following conclusions can be reached from data processing findings, data descriptions for each variable presented, and analysis and discussion of the data described in the preceding chapter:

1. There is a positive and significant relationship between Need For Achievement and entrepreneurial intention.
2. There is a positive and significant relationship between Risk-Taking Propensity and entrepreneurial intention.
3. There is a jointly positive relationship between Need For Achievement, and Risk-Taking Propensity and intention.

Suggestion

Based on the findings and implications discussed above, the researchers suggest the following:

1. Each student can enhance his or her entrepreneurial knowledge and skills through reading, seminars, and training in order to strengthen the intentions or desires of the students in entrepreneurship by instilling self-control from within, resulting in an increase in the intention to do entrepreneurship as well as an understanding of the financial risks associated with it.
2. Through more in-depth instruction and training on how to launch a new firm, educational institutions, in particular the Faculty of Economics at Jakarta State University, are hoped to improve students' understanding of entrepreneurship.

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