



## Entrepreneurial Interest and Motivation Among Students, Case Study of BEM FIS UNJ Board Members

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### Abstract

The research wanted to see the interest and motivation of students, UNJ BEM FIS management in entrepreneurship. Competition in the business world sector is currently getting tighter, however, with the development of information technology providing opportunities that are open to all people to become business actors, advances in the field of digital and information technology have made conventional businesses have to adapt to the digital world, this has created new business opportunities for students, students who are young and generally master the digital world, currently have many roles in business in the digital world. The research method used is descriptive quantitative, the researcher makes an objective picture by using interview data to describe the research findings. Most of the board of BEM FIS UNJ are not aware of the importance of entrepreneurship, even though they have that potential.

### Abstrak

Penelitian ini bertujuan untuk melihat minat dan motivasi mahasiswa, terutama manajemen BEM FIS UNJ, dalam bidang kewirausahaan. Persaingan dalam sektor bisnis saat ini semakin ketat, namun dengan perkembangan teknologi informasi memberikan peluang terbuka bagi semua orang untuk menjadi pelaku bisnis. Kemajuan dalam bidang teknologi digital dan informasi telah membuat bisnis konvensional harus beradaptasi dengan dunia digital. Hal ini menciptakan peluang bisnis baru bagi mahasiswa, yang pada umumnya masih muda dan menguasai dunia digital. Saat ini, mahasiswa memiliki banyak peran dalam bisnis di dunia digital. Metode penelitian yang digunakan adalah deskriptif kuantitatif, peneliti membuat gambaran obyektif dengan menggunakan data wawancara untuk menggambarkan temuan penelitian. Sebagian besar pengurus BEM FIS UNJ belum menyadari pentingnya kewirausahaan, meskipun sebenarnya mereka memiliki potensi dalam hal tersebut.

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## INTRODUCTION

In achieving the target of a 3.95% business operator increase by 2024, collaboration and cooperation from all parties are needed, including the private sector, society, government, and the education sector. Universities are expected to produce graduates who are also young entrepreneurs, possessing independence and the ability to create job opportunities for the young workforce in Indonesia.

Students, as the younger generation with entrepreneurial potential, need to be nurtured, motivated, guided, and trained to become business actors. UNJ, like other campuses in Indonesia, encourages students through various training and mentoring to become excellent young entrepreneurs who can compete in the field of entrepreneurship in the digital technology era.

The role of higher education institutions is also crucial in developing technology, including industrial innovation. Higher education institutions play a role in entrepreneurial education and research. Digital entrepreneurial education can be implemented at a low cost, making it a relevant topic today (Guthrie, 2014).

Education plays a significant role in the comprehensive development of individuals and the overall development of Indonesian society. Human development must be holistic, encompassing intellectual, emotional, and physical growth, as well as knowledge and mastery in the fields of science, technology, entrepreneurship, arts, and sports (Slamet, 2011).

According to Mulyani (2010), entrepreneurship education will encourage students to recognize and develop businesses or entrepreneurial ventures. The mindset that traditionally focused on becoming an employee is shifted towards an emphasis on seeking employees. Consequently, entrepreneurship can be taught through instilling entrepreneurial values that shape character and behaviors supportive of entrepreneurship. This way, participants of the *Ecodemica Journal* can become self-reliant in their future work or business endeavors.

Entrepreneurship education is integrated into the curriculum by making entrepreneurship courses mandatory for students. This course is typically taught in the sixth semester and consists of both theoretical and practical aspects of entrepreneurship.

Competition in the entrepreneurship world is becoming increasingly fierce, with many new business players in Indonesia coming from young individuals with higher education backgrounds. Generation Z participants in the Indonesian entrepreneurial landscape come from diverse ethnic backgrounds and can acquire entrepreneurial education from their family environment. The advancements in information and digital technology have accelerated the growth within the entrepreneurship sphere, creating various new opportunities. Present-day entrepreneurs often emerge from the realm of digitally skilled young individuals. The possibilities within the digital realm enable young entrepreneurs to participate without requiring significant startup capital.

The aforementioned changes in the digital entrepreneurial world must be swiftly addressed by the younger generation, particularly students, so that they can adapt to these dynamic shifts. Starting from their time in university, students should prepare themselves to adjust to the challenges present in the professional world. They need to develop a range of competencies in order to compete effectively within the ever-evolving job market.

Having a reputable alma mater is not sufficient on its own, as it does not guarantee success in the job market. Students must possess additional competencies, such as mastery in the digital field and entrepreneurial skills.

Until now, entrepreneurship programs for students have not been adequately focused and well-programmed. Student entrepreneurship programs mostly stem from "Top Down" initiatives, namely from ministries and rectors, resulting in these programs still being more of a response to curriculum demands rather than well-structured initiatives.

In the curriculum of *Kampus Merdeka* and *Mereka Belajar*, the government places significant attention on developing student entrepreneurs through the *Entrepreneurial Merdeka* program. Students are given the opportunity to cultivate entrepreneurial skills and soft skills. By participating in the *Entrepreneurial Merdeka* program, it is hoped that students will acquire managerial abilities gained during internships at various private and government enterprises.

The leaders of BEM FIS (Student Executive Board of the Faculty of Science) are expected not only to possess organizational managerial skills but also entrepreneurial managerial skills. With most students being young and digitally adept, they have a great opportunity to become successful entrepreneurs in the future.

## LITERATURE REVIEW

Entrepreneurship has become an interesting issue that garners attention and support from various parties, including policymakers. Entrepreneurship plays a significant role in enhancing economic growth and well-being, both for the entrepreneurs themselves and the surrounding community. The government greatly anticipates the emergence of young entrepreneurs from the university sector (Zoel Hutabarat, 2017).

In line with this, Dalton and Holloway (1989) demonstrated that many potential entrepreneurs have taken on significant responsibilities at a young age, even venturing into new businesses. Young students exhibit a higher entrepreneurial intention compared to their older counterparts (Nurul Indarti, 2008).

Entrepreneurship is the process of organizing and managing risks in establishing new businesses. An entrepreneur carries out the following tasks: a. Identifying and evaluating market opportunities. b. Finding solutions to address those market opportunities. c. Acquiring the necessary resources (money, people, and equipment) to run the business. d. Managing resources from the initial stage (start-up) to the survival and expansion stages. e. Managing the risks associated with the business. Technology is a part of the solution required to seize opportunities. Therefore, technology is just one of the five aspects of entrepreneurship needed. Technology is not everything in technopreneurship (Ono Suparno, et al., 2008), as stated by Estiningsih and Zaenal (2014).

Technological changes continue to escalate, resulting in an increased pace of technological obsolescence. These new developments impact skills, jobs, structures, and often culture. Therefore, human resources must consistently keep up with technological advancements to avoid falling behind. Human resources must not be technologically inept. Competition is becoming more intensive and global. In an increasingly open world, competition becomes sharper, encompassing international borders (Hussey, 2006).

## RESEARCH METHODS

In this research, the method used is quantitative descriptive. The researcher collected data by distributing questionnaires to the BEM FIS UNJ board members. Subsequently, interviews were conducted to examine data results considered as outliers. The total number of respondents was 44 individuals, originating from four study programs within the Faculty of Social Sciences (FIS) UNJ, namely Public Relations and Digital Communication, Islamic Education, Social Science Education, and Communication.

**Table 1. Background of Respondent's Study Programs**

No	Study Program	Total
1	Public Relations and Digital Communication	1
2	Islamic Education	17
3	Social Science Education	14
4	Communication Science	12

Source: Data processed by author (2023)

## RESULTS AND DISCUSSION

The results of the research on the interest and motivation of BEM FIS UNJ board members in entrepreneurship are as follows:

### a. Entrepreneurial Interest

From the distributed questionnaires, 84.1% of the respondents answered that they have an interest in becoming entrepreneurs. 15.9% of the respondents answered that they do not have an interest in becoming an entrepreneur. This data indicates a very high interest among students in FIS UNJ to become entrepreneurs. The strong interest of students in entrepreneurship is influenced by various factors, including family background, where they come from families of entrepreneurs, thus

being motivated to continue and develop family businesses. Peer influence also plays a role, as many young students have peers who are already independent entrepreneurs. This serves as inspiration for them to become entrepreneurs. The need for livelihood also plays a significant role, as many students start businesses to fulfill needs such as tuition fees or to assist their parents in daily expenses. Many students coming from single-parent families also need to work alongside their studies to support their family's economy.

Social environmental factors also have an influence, especially in Jakarta as the capital city with numerous business centers. This leads to a very high turnover of money in Jakarta, consequently raising the level of competition in livelihoods. However, business opportunities are also available, particularly in the field of entrepreneurship utilizing digital tools. Around 15% of the respondents stated a lack of interest in entrepreneurship. This is attributed to several factors, such as family influence, where parents aspire for their children to become civil servants or office employees. In some Indonesian families, work is perceived not just as an economic means but also affects the family's social status in the community, irrespective of income earned.

Cultural factors also play a role. Many individuals in Indonesia still view becoming a civil servant, bureaucrat, or state employee as an honorable occupation in the eyes of parents, in-laws, and society. The factor of daring to take risks also influences choices. Numerous students lack the courage to face the risks associated with entrepreneurship. They prefer working as employees or in the civil service (ASN) because entrepreneurship is constantly accompanied by business challenges and risks.

88.7% of the respondents expressed interest in becoming civil servants (ASN). Despite 84.1% of the respondents being interested in entrepreneurship, they still maintain an interest in working in government offices as civil servants. For the respondents, becoming a civil servant is a personal and familial aspiration, with the hope of elevating their family's status within society. Working as a civil servant is regarded as safer and less risky, irrespective of the economic situation undergoing a crisis. The experiences during the Covid-19 pandemic in Indonesia, where many entrepreneurial sectors faced obstacles and private employees experienced layoffs, became a valuable lesson for the respondents to consider pursuing a career as a civil servant while continuing their entrepreneurial ventures.

11.3% of the respondents expressed no interest in becoming civil servants. Some of them are more inclined to work in the private sector rather than in government offices. There are also those who wish to focus on developing their existing businesses, thus lacking interest in becoming civil servants. For them, working as a civil servant is seen as affording less leisure time for entrepreneurship, and the salary obtained as a civil servant is deemed insufficient to meet their living expenses.

## **b. Entrepreneurial Motivation**

Entrepreneurial activities undertaken by FIS UNJ students are driven by varying motivations. A total of 83.4% of the respondents answered that their motivation is to gain experience in entrepreneurship. They wish to start their ventures at a young age to have time for continuous learning, experience, and skill development in entrepreneurship. Success in entrepreneurship cannot be achieved instantly or abruptly but rather through an extended period of time.

A proportion of 16.6% of the respondents stated that they want to finance their own education and alleviate the financial burden on their families. Respondents who choose entrepreneurship to support their family's economy generally aim for self-reliance and avoiding imposing the burden of tuition fees on their parents. The entrepreneurial opportunities in Jakarta are vast due to the economic mobility and high circulation of money. Students make the most of this situation. The types of jobs they undertake vary, including becoming motorcycle or car drivers in online transportation services, selling products online, being event hosts (MCs), baristas, selling children's toys, beauty products, and engaging in businesses by selling imported second-hand branded clothing.

A total of 20.45% of the respondents indicated that they received entrepreneurial information from their families, 50% of the respondents acquired information from social media, 15.9% of the respondents obtained information from friends, and 6.8% of the respondents obtained information from the campus. A total of 86.3% of the respondents use social media in their entrepreneurial activities. This data indicates that educational institutions play a minor role in providing entrepreneurial information to students. The majority of students acquire entrepreneurial information through social media. Social media can provide positive benefits by offering business information and entrepreneurial opportunities to its users.

A total of 86.3% of the respondents stated that they use online shopping services in their entrepreneurial activities, while 13.37% of the respondents stated that they do not use social media in their entrepreneurial endeavors. Online services greatly support and provide new opportunities for students in running their business ventures. The majority of students who possess skills in utilizing online platforms can benefit economically by applying these skills in entrepreneurship. It's essential for students to be educated about the use of online shopping services, so they do not display consumeristic behavior but instead use these services to gain economic advantages.

A total of 90.9% of the respondents expressed motivation to become successful entrepreneurs. Their desire to become successful entrepreneurs is often triggered by observing numerous successful young entrepreneurs from prestigious universities through various social media platforms and TV shows. The entrepreneurial lessons they acquire during their studies also motivate students to become successful entrepreneurs, with the hope of benefiting themselves, their families, and society.

A proportion of 9.1% of the respondents stated that they have no desire to become successful entrepreneurs. Respondents who are uninterested in becoming successful entrepreneurs also generally lack an inclination towards digital entrepreneurship. Instead, they aspire to work for renowned private television media companies. Hence, this is why they choose the public relations and communication program.

## CONCLUSIONS AND SUGGESTION

The BEM FIS UNJ board members possess a high interest and motivation in entrepreneurship. The digital skills held by the students greatly assist them in their entrepreneurial ventures, given that the current entrepreneurial landscape heavily relies on digital technology. The advancements in digitally-based entrepreneurship provide opportunities for students to develop themselves in this field.

Challenges encountered include the lack of guidance for the students. Students need well-structured motivational training in entrepreneurship. Students have the potential and capability in entrepreneurship, and the university should have continuous and ongoing programs to hone their entrepreneurial skills. The challenges faced by students are considerably complex, and they must be equipped with high skills, abilities, and competencies.

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