

Analysis of Student Inhibiting Factors Initiating Entrepreneurship

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Abstract- This study aims to determine and classify the barriers experienced by students to start entrepreneurship. This type of research is exploratory. The sampling technique used proportionate stratified random sampling with a total sample of 262 people. The Data analysis technique used is Factor Analysis. The collected data is processed statistically using SPSS version 24.0. The result of the research shows that there are seven new factors that can hamper the students to start the business, first the basic ability of entrepreneurship, the two factors of striving, the three factors of future uncertainty, the four factors of courage, the five resource factors, the six risk factors, the seven information factors.

Index Terms- Inhibiting Factors, start-up business, entrepreneurship

I. INTRODUCTION

BPS data in 2017 describes total unemployment in Indonesia reached 7,005,262 people (5.3%) which increased from the previous year. The increase in the number of unemployed is caused by the lack of employment while the number of college graduates continues to grow. As a result, there is an imbalance between the number of employment and the labor force. This is seen from the phenomenon of the enlarged registrants when the government opens the Candidate for Civil Servants (CPNS) in 2017. Based on data from BKN, total applicants reached 2,433,656 people for 37,138 formation. This problem can trigger the poverty rate in Indonesia is getting worse. Therefore, the role of individuals, communities and governments is needed to reduce the number of unemployed in Indonesia.

One alternative to reduce unemployment rate is with entrepreneurship activity [1], [2]. Some studies show that entrepreneurial activity has a positive impact on economic activity [3]–[14]. Entrepreneurship establishes social relationships through working relationships and business relationships between individuals / communities [6], improves the quality of human resources [7], enhances competitiveness and contributes to economic growth [9], and can improve the economy for the realization of prosperity and prosperity of the people [15].

The establishment of entrepreneurial attitude and entrepreneurial spirit starts from among the students [16]–[18]. First, the students have the role of agent of change and iron stock is a hope of society as a generation that can compete locally and globally [19]. Second, the unsatisfied nature of the students triggers them to create jobs rather than seek employment [18], [20]. Third, students have above average knowledge with critical thinking can create more interesting and innovative business ideas [21]).

Padang State University (UNP) as one of the educational institutions in Indonesia has a focus on giving birth to professional and capable graduates in entrepreneurship. This effort is manifested with the entrepreneurship subject as compulsory subject in Faculty of Economics. In general, UNP students who have attended entrepreneurship courses are known as 8.3% of people who own businesses, 41.7% have plans to start businesses, 20% are not interested in becoming entrepreneurs, and 30% of people are interested in working with agencies government and SOEs. Students interested in entrepreneurship support the government to reduce the number of unemployed [19]. Meanwhile, students who are not interested in entrepreneurship are associated with several issues, such as capital problems due to insufficient financial resources, ideas that make it difficult to start, a less supportive environment, lack of experience, lack of information, lack of knowledge, lack of skills, and fear the risks [2], [17], [22].

PMW (Student Entrepreneurial Program) is one of the government's efforts to encourage students to entrepreneurship. This program involves students directly to start their desired business units through the selection, supervision and evaluation of business companions [2]. The goal of the Entrepreneurial Student Program (PMW) is to produce innovative Entrepreneurs in the future and to promote the Indonesian economy [20]. In addition, the program is useful for students to work for themselves and do not need to look for job vacancies either held by the private sector or government which is very limited [19], [22]. Meanwhile, if college graduates

want to work in a place that is in accordance with the discipline of science, entrepreneurship is owned is considered sufficient to be a stock when plunging into the community, so that the student as a development agency for the community [23].

Theoretically, the existence of learning and practice on entrepreneurship courses as well as government support can encourage students to start a business early on. However, the reality is not in line with the theory. Until now, students who entrepreneurship individually or through the program still PMW slightly especially among students of the Faculty of Economics, State University of Padang (FE UNP). This can be seen based on the data in Table 1 below:

Table 1. Number of UNP Students Proposing PMW Proposals

No.	Years	FACULTY								TOTAL
		FIP	FBS	FMIPA	FIS	FE	FIK	FT	FPP	
1	2014	41	51	56	33	54	17	194	-	446
2	2015	84	83	157	64	81	41	245	-	755
3	2016	38	16	57	34	37	39	41	133	395
4	2017	17	51	37	47	56	40	67	240	555

Source: BAK State University of Padang 2017

The number of students who join the PMW (Table 1) tends to fluctuate each year. This study assumes that the phenomenon of at least entrepreneurial students is related to factors that hinder or hinder students in starting entrepreneurship. In general, the inhibiting factors come from internal and external individuals. Internal inhibiting factors are concerned with the individual [2], [4], [6], [12], [13], [18], [24]–[26], such as intentions and experiences [6]. External inhibiting factors are formed or influenced by the circumstances surrounding the individual [9]–[11], [13], [19], [23], [24], [27]–[32], such as environment and family support [29]. Therefore, this study would like to know more about the factors that hamper students to start entrepreneurial activities [10], [32].

Furthermore, this study has the following objectives. First, examine the concept of entrepreneurship in addition and develop more complex science. Second, to know the challenges experienced by students to start entrepreneurship. In particular, the purpose of this study is to clarify and classify the barriers that students experience to start entrepreneurship by factor analysis.

The next discussion of this study is structured as follows. Part 2 examines the latest literature on entrepreneurship. Section 3 discusses the methods used to analyze data. Section 4 presents the results of research briefly. Section 5 is the conclusions.

II. LITERATURE REVIEW

Qualified human resources (HR) creates creative and innovative entrepreneurs [12]. Intention and courage are the initial capital to become an entrepreneur [24]. Entrepreneurial activity is an opportunity to determine fate because it gives freedom for entrepreneurs to achieve what is important to him [30]. Opportunities for change, opportunities to increase self-potential, and opportunities for self-actualization to achieve stunning benefits [23], [31], many entrepreneurs are not super rich, but many of them are prosperous [8].

Most entrepreneurs have interesting characteristics. First, have high confidence they dare to take risks to make success as a necessity [20], [23]. Second, they have a sense of responsibility, ambitious, committed, tolerant, flexible, focused, skilled, highly motivated, achievers, future-oriented in finding opportunities, not easily satisfied and never give up [3], [4]. Third, they have as a vast business network, consisting of: networking, friends, and cooperative relationships [12], [22], [32]. Fourth, they are responsive and creative to change, consisting of: critical thinking, fun, proactive, creative, innovative, efficient, productive, original, and maintains their quality [16], [21], [32], [33].

Although it has interesting characteristics, but still there are some challenges faced by students in starting a business. The barriers are difficulties, obstacles and problems faced by entrepreneurs in starting a business [19]. In particular, these barriers consist of income uncertainty, the risk of losing all investment, low quality of life, higher levels of stress, full responsibility, temporary employment, long and unclear working hours, less encouraging education systems, perceptions about failure, wrong myths about entrepreneurship, not knowing how to get started, no experience, no capital, no courage, no guiding person, fear of getting out of comfort zone, needing big capital, being less independent, afraid of risk, lack of start-up information, lack of information on sources of capital, lack of skills, lack of knowledge, lack of ideas, unsupportive environments [4]–[8], [10], [12], [17], [18], [22], [23], [25], [27], [29], [34], [35].

III. METHOD

This study was conducted at UNP, the population focused on the Faculty of Economics, State University of Padang (FE UNP), which consists of 6 courses (Diploma III - Bachelor) with the number of 753 students. Sampling technique used the proportionate stratified random sampling in Sample as many as 262 students consisting of Accounting study program (D3) as many as 31 students, Trade Management (D3) as many as 29 students, Accounting (S1) as many as 48 students, Economic Education (S1) as many as 46 students, Management (S1) as many as 66 students, Economics (S1) as many as 41 students.

Questionnaires are based on the environmental phenomena and literature review focusing on student barriers start entrepreneurship. Fill out the questionnaire through physical (direct) and through google form (indirect). Each answer to item

statement uses the interval scale (1) - (5). Factor analysis classifies the variables into several inhibiting factors with using SPSS 24.0 program.

IV. RESULT

Based on the main objective of this study to see what factors are hindering students starting entrepreneurship that can be grouped into several factors. Data processing factor analysis using the help of SPSS 24.0. The output of KMO Measure of Sampling Adequacy (MSA) is 0.773. The value is $0.773 > 0.5$ with sig value. 0.000 which means the sample and correlation between variables is feasible for further process.

Table 2. Sufficiency of sample

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.773
Bartlett's Test of Sphericity	Approx. Chi-Square	3805.822
	Df	300
	Sig.	.000

The next process looks at the magnitude of an MSA variable with an anti-image matrices. Variable 1 (0.599), Variable 2 (0.628), Variable 3 (0.747), Variable 4 (0.585), Variable 5 (0.880), Variable 6 (0.751), Variable 7 (0.622), Variable 8 (0.616), Variable 9 (0.764), Variable 10 (0.701), Variable 11 (0.853), Variable 12 (0.789), Variable 13 (0.739), Variable 14 (0.907), Variable 15 (0.748), Variable 16 (0.753), Variable 17 (0.543), Variable 18 (0.791), Variable 19 (0.865), Variable 20 (0.816), Variable 21 (0.579), Variable 22 (0.733), Variable 23 (0.805), Variable 24 (0.883), Variable 25 (0.826). Each variable has MSA value > 0.5 then all variables can be processed further.

The value of the variables in Communalities indicates the magnitude or the variance of each variable explained by the factor formed. The total variance explained shows the factor formed from 25 variables.

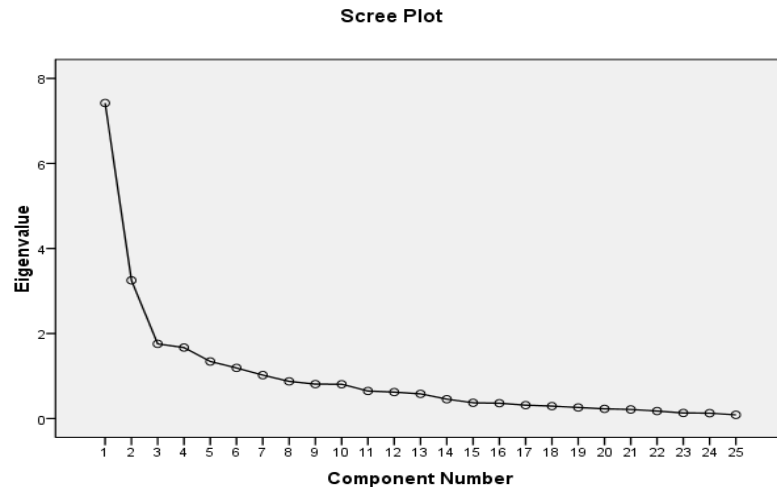
Table 3. Establishment of entrepreneurial inhibiting factors

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	7.421	29.683	29.683	7.421	29.683	29.683	5.242	20.967	20.967
2	3.250	13.000	42.682	3.250	13.000	42.682	2.561	10.245	31.212
3	1.756	7.024	49.706	1.756	7.024	49.706	2.266	9.066	40.277
4	1.669	6.675	56.381	1.669	6.675	56.381	2.121	8.486	48.763
5	1.342	5.366	61.747	1.342	5.366	61.747	1.906	7.625	56.388
6	1.190	4.760	66.508	1.190	4.760	66.508	1.819	7.275	63.663
7	1.021	4.084	70.592	1.021	4.084	70.592	1.732	6.929	70.592
8	.874	3.496	74.087						
9	.809	3.236	77.324						
10	.807	3.227	80.551						
11	.647	2.590	83.140						
12	.621	2.485	85.626						
13	.580	2.322	87.947						
14	.455	1.819	89.766						
15	.371	1.483	91.249						
16	.361	1.443	92.692						
17	.314	1.257	93.949						
18	.292	1.166	95.116						
19	.259	1.036	96.151						
20	.228	.913	97.064						
21	.213	.852	97.917						
22	.177	.707	98.623						
23	.131	.526	99.149						
24	.126	.504	99.653						
25	.087	.347	100.000						

The eigenvalue value describes the relative importance of each factor in computing the variance of the 25 variables analyzed. Based on the results of the formation of inhibiting factors for students to start entrepreneurship shows there are 7 factors formed from 25 variables are included. Each eigenvalue factor > 1 . Factor 1 has eigenvalue of 7.421 with variance (29.683%), factor 2 has eigenvalue of 3.250 with variance (13%), factor 3 has eigenvalue 1.756 with variance (7.024%), factor 4 has eigenvalue 1.669 with

variance (6.675%), factor 5 has eigenvalue 1.342 with variance (5.366%), factor 6 has eigenvalue 1.190 with variance (4.760%), factor 7 has eigenvalue with 1,021 with variance (4,084%). The total variance of 25 variables extracted into 7 factors is 29.683% + 13% + 7.024% + 6.675% + 5.366% + 4.760% + 4.084% = 70.592%. That is, a new factor is formed of 70.592% while the remaining 29.408% is explained by other factors not examined.

Furthermore, the Scree Plot describes the relationship between the number of factors formed with the eigenvalue value in the form of the following graph.



In the scree plot the initial scree point indicates the factor formed before the scree point begins to level. Scree plot is related to Rotated component matrix. Rotated component matrix describes the magnitude of the correlation between the factors formed with the variables that exist.

Tabel 4. Rotated Component Matrix

	Component						
	1	2	3	4	5	6	7
X1 : Obstacles 1	.047	.381	-.013	.553	.149	.394	.018
X2 : Obstacles 2	-.108	-.082	.227	.223	.155	.729	.169
X3 : Obstacles 3	-.201	-.005	.611	-.008	.087	.282	-.077
X4 : Obstacles 4	.068	.143	.289	-.024	.001	.846	-.045
X5 : Obstacles 5	.540	.567	-.219	.147	-.019	.114	-.165
X6 : Obstacles 6	-.087	-.037	.818	-.004	-.022	.317	.129
X7 : Obstacles 7	.079	.501	.364	.187	.299	.006	.191
X8 : Obstacles 8	-.044	.221	.396	-.030	-.068	-.023	.689
X9 : Obstacles 9	.041	.334	-.001	.596	.143	.058	.280
X10 : Obstacles 10	.045	.817	.229	.186	.097	-.110	.071
X11 : Obstacles 11	.610	.127	-.471	.336	.078	.016	.303
X12 : Obstacles 12	.248	.683	-.281	-.045	.092	.210	.053
X13 : Obstacles 13	.381	.144	.111	.066	.768	-.067	-.008
X14 : Obstacles 14	.816	.072	-.193	.127	.039	-.087	-.028
X15 : Obstacles 15	.367	.147	-.224	.143	.416	-.062	.344
X16 : Obstacles 16	.305	-.126	.070	.676	.094	.134	-.220
X17 : Obstacles 17	.007	.132	-.005	.053	.866	.249	.068
X18 : Obstacles 18	.613	.089	-.135	.489	-.059	.060	-.141
X19 : Obstacles 19	.532	.102	-.073	.592	-.127	-.203	.010
X20 : Obstacles 20	.791	.142	-.186	.286	.081	-.045	.139
X21 : Obstacles 21	.185	-.093	-.149	-.026	.148	.127	.845
X22 : Obstacles 22	.765	.090	.174	.038	.083	.058	.177
X23 : Obstacles 23	.863	-.004	.075	-.072	.261	.015	.055
X24 : Obstacles 24	.693	.268	-.238	.156	.168	-.019	.009
X25 : Obstacles 25	.520	.546	-.348	-.004	.197	-.011	-.058

The correlation between factor and variable is determined by the highest correlation. Variable 1 (income uncertainty) goes into factor 4 with a correlation value of 0.553. Variable 2 (risk of losing all investment) goes into factor 6 with a correlation value of 0.729. Variable 3 (low quality of life) goes into factor 3 with a correlation value of 0.611. Variable 4 (higher stress level) goes into factor 6 with a correlation value of 0.846. Variable 5 (must take full responsibility) goes into factor 2 with a correlation value of 0.567. Variable 6 (non permanent employment) goes into factor 3 with a correlation value of 0.818. Variable 7 (long and unclear working hours) goes into factor 2 with a correlation value of 0.501. Variable 8 (less-motivating education system) goes into factor 7 with a correlation value of 0.689. Variable 9 (perception of failure) goes into factor 4 with a correlation value of 0.596. Variable 10 (wrong myths about entrepreneurship) goes into factor 2 with a correlation value of 0.817. Variable 11 (do not know how to start) goes into factor 1 with a correlation value of 0.610. Variable 12 (lack of experience) goes into factor 2 with a correlation value of 0.683. Variable 13 (no capital) goes into factor 5 with a correlation value of 0.768. Variable 14 (lack the courage) goes into factor 1 with a correlation value of 0.816. Variable 15 (no one leading) goes into factor 5 with a correlation value of 0.416. Variable 16 (fear of getting out of comfort zone) goes into factor 4 with a correlation value of 0.676. Variable 17 (requiring large capital) goes into factor 5 with a correlation value of 0.866. Variable 18 (lack of independent) goes into factor 1 with a correlation value of 0.613. Variable 19 (fear of risk) goes into factor 4 with a correlation value of 0.592. Variable 20 (lack of start-up information) goes into factor 1 with a correlation value of 0.791. Variable 21 (lack of information on sources of capital) goes into factor 7 with a correlation value of 0.845. Variable 22 (lack of skills) goes into factor 1 with a correlation value of 0.765. Variable 23 (lack of knowledge) goes into factor 1 with a correlation value of 0.863. Variable 24 (lack of ideas) goes into factor 1 with a correlation value of 0.693. Variable 25 (unfavorable environment) goes into factor 2 with a correlation value of 0.546.

After rotation and factor transformation, the final step is the naming of each factor. Factor 1 (Do not know how to start, lack the courage, lack of independent, lack of start-up information, lack of skills, lack of knowledge, lack of ideas) is given the name of the Basic Entrepreneurship Capability Factor. Factor 2 (Must take full responsibility, long and unclear working hours, wrong myths about entrepreneurship, lack of experience, unfavorable environment) is named Power Factor. Factor 3 (Low quality of life, non permanent employment) is named as Future Uncertainty Factor. Factor 4 (Uncertainty of income, perception of failure, fear of getting out of comfort zone, fear of risk) is called the Factor of Courage. Factor 5 (No capital, no one leading, requiring large capital) is named Resource Factor. Factor 6 (Risk of losing all investment, higher stress level) is named Risk Factor. Factor 7 (Less-motivating education system, lack of information on sources of capital) is named Information Factor.

V. CONCLUSION

Entrepreneurship is the most important factor in reducing the unemployment rate in Indonesia especially in educated unemployment, but for students to become an entrepreneur is the hardest step that will be traversed because there are several inhibiting factors that can cause the difficulties of students in starting a business. The inhibiting factors found by the researcher are: the basic ability factor of entrepreneurship which consists of the ignorance of the students on the way to be used in starting their business, the lack of courage, the lack of ability of students in seeking information, and the lack of knowledge, skills as the basic ability of the student in starting the business. Then, the morale factor which consists of the difficulty of the student in taking full responsibility for his business, due to long and unclear working hours, the wrong myths about entrepreneurship such as entrepreneurial ability is heredity, lack of experience and environment that does not support that makes students less struggling to start his business. Then, future uncertainty factors such as low quality of life and work are not fixed. Then, the factor of courage is due to uncertain income earned, perceptions about failure, fear of getting out of comfort zone, fear of risks arising. Then, the resource factor, consisting of the amount of capital needed, so the students do not have the capital, the absence of people who lead. Then, risk factors such as risk of losing all investment and higher levels of stress if students are entrepreneur. And the last factor of information, because the education system is less encouraging so that students difficult to obtain information related to business and lack of information about the source of their capital.

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