

ENTREPRENEURIAL MOTIVATION IN THE COVID-19 PANDEMIC: CASE ON BUSINESS SCHOOL STUDENTS

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Abstract

Indonesia and the world until now for more than a year the world is still not safe from the Covid-19 pandemic. The whole world community must adapt all activities to the conditions of the Covid-19 pandemic. Many activities are usually carried out outside the home but now have to follow rules such as maintaining distance and carrying out several health protocols. Many activities are far different from those before the Covid-19 pandemic. The community must limit activities, especially those that involve large numbers of people. The condition of Indonesia and even the world which is still unstable due to the Covid-19 pandemic does need adjustments. Many people just spend time at home, even many people don't know what activities to do because there are so tight restrictions. Schools, campuses and several offices are very strict with restrictions, most activities are expected to be carried out at home to avoid the spread of the Covid-19 pandemic which can threaten at any time because its spread is very easy and fast so it is important to maintain restrictions or avoid crowds.

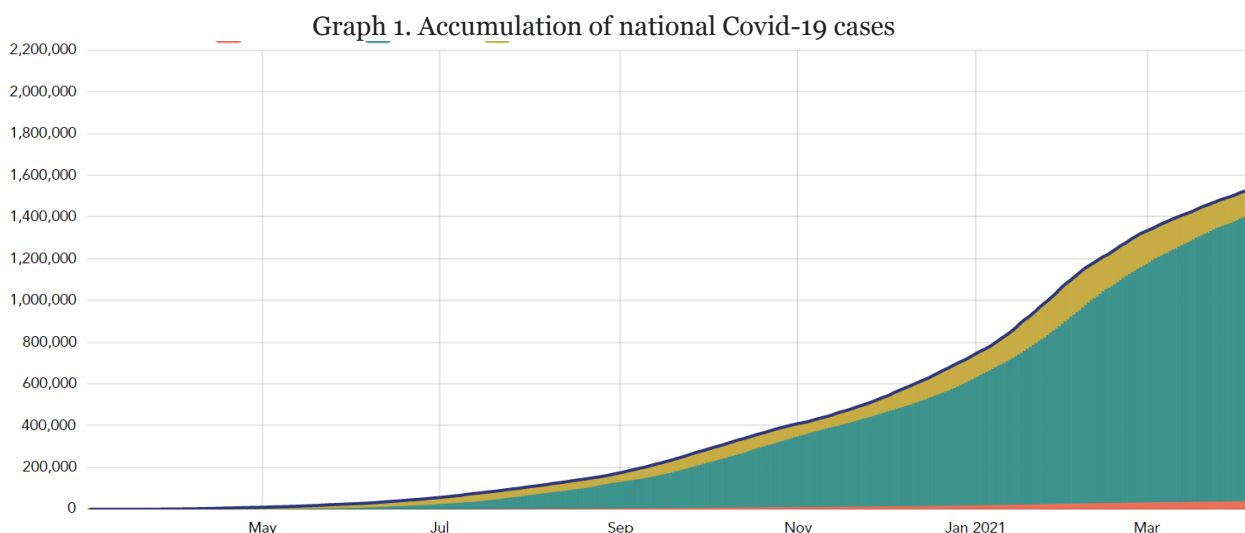
Keyword:

Entrepreneurial, motivation, covid-19, students

Introduction

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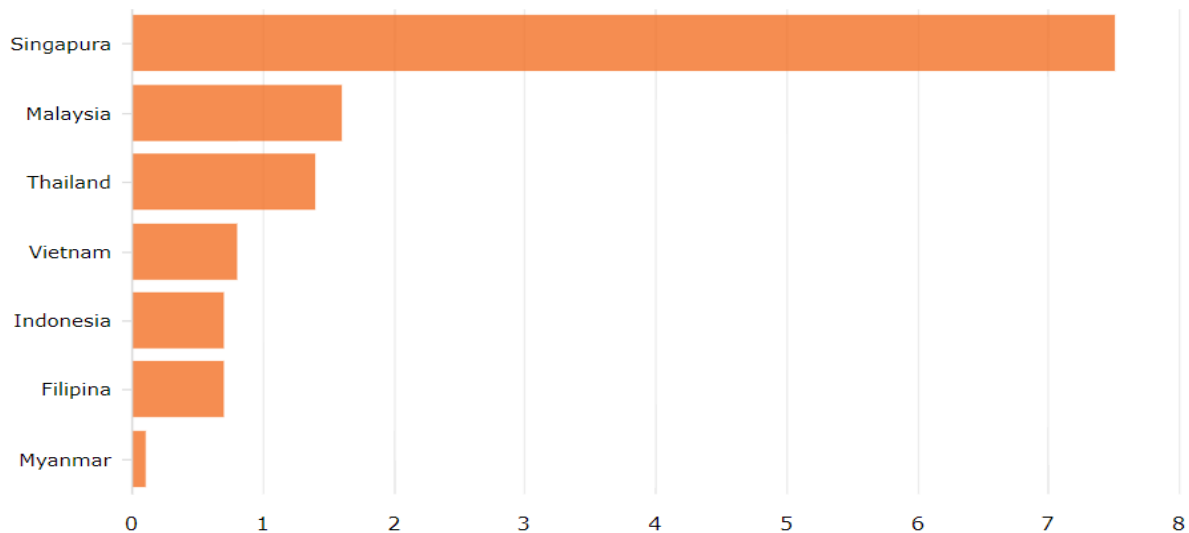
Source: <https://covid19.go.id/> April 3rd 2021

Based on data published on <https://covid19.go.id/> data on April 3, 2021, data on the Covid-19 pandemic cases in Indonesia were 1,366,214 cases. The data above shows that the Covid-19 pandemic is still unclear when it will end because of the high number of cases and there is no sign that it will end soon. All governments from each country are trying to reduce cases of the Covid-19 pandemic, one way to take is to administer vaccines to the community. Currently in Indonesia in the

August 2020 period, the number of unemployed people in Indonesia has increased. Overall this year the number of unemployed is 9.77 million people after experiencing an increase of around 2.67 million people. One of the causes of the high number of unemployed is the Covid-19 pandemic. The unfavorable conditions caused by Covid-19 made many companies have to leave due to massive restrictions to avoid the spread of the Covid-19 pandemic in their work environment. (BPS, 2020).

The condition of the Covid-19 pandemic in Indonesia is still increasing today. The government has made many efforts to reduce the spread of the Covid-19 pandemic in Indonesia but this has not been resolved properly. The case of the Covid-19 pandemic has not been resolved not only in Indonesia but throughout the world. The Covid-19 pandemic is still a major problem in the world, which has caused many victims to die and is still increasing to this day. The Covid-19 pandemic is still the main focus of many people around the world.

Graph 2. Entrepreneurship Rankings in Southeast Asia 2018



Source: U.S News and World Report 2019 (<https://databoks.katadata.co.id>)

Every country tries to encourage entrepreneurial growth. One of the characteristics of developed countries is the high number of entrepreneurs in the country. Indonesia still has not a good number of business viewers when compared to other ASEAN countries such as Singapore, Thailand and Malaysia. Entrepreneurship is one of the pillars of the national economy, especially in times of crisis. The high number of entrepreneurs indicates that there are high opportunities to absorb unemployment in a country. The government always encourages the growth of entrepreneurs in Indonesia with various assistance programs to facilitate access and growth of entrepreneurs in Indonesia.

Students are among the affected by the Covid-19 pandemic. It has been more than a year that students have not entered college and have to conduct lectures from home. Students who are of productive age have a lot of time that cannot be used effectively because it is like being offline. Students who are a generation capable of creative thinking are expected to be able to produce bright and solution ideas. Students are a time who are very capable of thinking about good ideas in the midst of a lot of information that can be accessed in the digital era.

Business students are a group of students who are trained to become young entrepreneurs. Students learn a lot about business ideas, study marketing, finance, human resource management and the production of a product or service. Business students who have been equipped with knowledge have an interest in starting a business that can be started, especially during a pandemic. During the Covid-19 pandemic, students had a lot of extra time because all campus activities were carried out at home online. Students can think of ideas that are considered to be able to make money during the Covid-19 pandemic. This critical atmosphere can be thought of to generate ideas that can be adapted during the Covid-19 pandemic.

Business Administration students get entrepreneurship courses in semester 3 which means that most business students have had the opportunity to learn to obtain business ideas, develop business ideas and produce business ideas in the form of goods and services. Students who have received entrepreneurship classes are expected to be able to start a business, especially every student is required to create business ideas and receive guidance from a lecturer for one semester. Business students not only get entrepreneurship classes as a compulsory university subject but also almost all subjects studied have a business-related relationship.

Methods

This research was conducted using mix methods. Where this research was conducted with a quantitative approach by distributing questionnaires to respondents, namely Diponegoro University Business Administration students. The number of respondents in this study were all students who had received entrepreneurship courses. In this study, interviews were also conducted with students to add to the information obtained through questionnaires to add or complete research results. The data from the questionnaire will be processed through SPSS software and the data will be presented for analysis. The data presented can provide an overview of the condition of business students about their interest in entrepreneurship during a pandemic, especially students who have received entrepreneurship courses.

Results and Discussion

This section will describe the results and explanation of the results of the questionnaires that have been distributed to respondents. This results section describes how Entrepreneurial Motivation in the Covid-19 Pandemic Case on Business School Students

Table 1. Respondents based on gender

Gender	Total	Percentage
Male	47	37,9%
Female	77	62,1%

In this research, 47 respondents were male and 77 were female. This gender difference refers to differences in what types of businesses the respondents are interested in. Men tend to choose businesses with a background in food, cafes, electronics, furniture and property. On the other hand, women like fashion, creative food, and make-up services.

Table 2. Respondents by age

Age	Total	Percentage
19-year-old	47	37,9%
20-year-old	58	46,8%
21-year-old	18	14,5%
22-year-old	1	0,8%

This research is aimed at Business Administration students who are taking entrepreneurship courses. It is known that in one generation there are different age ranges, 19 years old consisting of 47 students, 20 years old as many as 58 students, then 21 years old by 18 people, and 1 remaining aged 22 years. The total respondents in this study were 124 students.

Table 3. Validity test

entrepreneurship course		situation environment		entrepreneurial interest	
X1.1	0,853	X2.1	0,810	Y.1	0,676
X1.2	0,834	X2.2	0,821	Y.2	0,699
X1.3	0,737	X2.3	0,879	Y.3	0,692
X1.4	0,830	X2.4	0,798	Y.4	0,754
X1.5	0,813	X2.5	0,768	Y.5	0,617
				Y.6	0,788

The validity test in this study was tested on the variables of Entrepreneurship Lecture (5 question items), Situation Environment (5 question items) and entrepreneurial interest (6 question items) using the SPSS application. The results obtained show that all values are above 0.6. This value is considered valid because it is more than r table, namely 0.1764. It can be concluded that all question items in the three variables can be used to measure something expected

Table 4. Reliabilities test

Variable	Value	Cronbach Alpha
entrepreneurship course (X1)	0,870	0,6
situation environment (X2)	0,873	0,6
entrepreneurial interest (Y)	0,775	0,6

Reliability test is used to prove that the question items in the questionnaire are reliable and reliable. The entrepreneurship course variable has a value of $0.870 > 0.6$. Then the situation environment gets a value of $0.873 > 0.6$. And interest in entrepreneurship gets a value of $0.775 > 0.6$. So it can be concluded that the three variables can be declared reliable and reliable. This questionnaire can be used in several tests and can produce consistent answers later.

Table 5. Correlation coefficient test

Correlation	Correlation Coefficient	Results
entrepreneurship course -> entrepreneurial interest	0,395	Weak
situation environment -> entrepreneurial interest	0,347	Weak
entrepreneurship course -> situation environment -> entrepreneurial interest	0,444	Strong

In this study, the correlation coefficient test was carried out on 3 relationships. The relationship between entrepreneurship courses (X₁) and Entrepreneurial Interest (Y) has a result of 0.395 which indicates that the relationship between the two variables is weak. The relationship between environmental situations (X₂) and interest in entrepreneurship also shows a weak relationship with a value of 0.327. On the other hand, the two variables X₁ and X₂ together or simultaneously have a strong enough relationship with interest in entrepreneurship with a coefficient value of 0.444.

Table 6. Regression test

Correlation	Regression	Uji T/Uji F	Significant
entrepreneurship course -> entrepreneurial interest	0,353	4,754	0,000
situation environment -> entrepreneurial interest	0,225	4,088	0,000
entrepreneurship course and situation environment -> entrepreneurial interest	0,271 0,144	14,825	0,001 0,015

The first finding is that entrepreneurship courses have a positive and significant effect on interest in entrepreneurship. Based on the simple regression test the equation that can be formed is $Y = 18.830 + 0.353X_1$ which means that if entrepreneurship courses increase in a positive direction, there is a positive one unit increase in entrepreneurial interest. In the T test also get the value of t count (4.754) > t table (1.9796) which indicates that H₀ is rejected and H_a is accepted with a significance value of 0.000 < 0.005.

Entrepreneurship lectures given are not only useful for knowledge transfer but also encourage students to practice directly, Retno and Trisnadi (2012) said that this activity is a learning process that can change students' attitudes and mindsets in entrepreneurship. Entrepreneurship courses can take the form of public lectures, guest lectures, and business incubators. This has an influence on the interest in entrepreneurship because through learning students can be encouraged to continue to think critically, creatively, innovatively and create opportunities in the midst of competition.

Providing knowledge from optimal lecture activities can slowly change the mindset of students (Choiriyah, 2018) to try new things in the field of entrepreneurship. Respondents considered that the entrepreneurship course given was very useful, such as introduction to business, how to see opportunities, explore self-potential, explore the strengths of students, and show several business examples that could inspire these students. These results are in line with Choiriyah's (2018) research that learning entrepreneurship subjects positively and significantly affects entrepreneurial intentions. Research by Widnyana et al. (2018) also proved that entrepreneurship courses affect entrepreneurial interest positively and significantly.

The second finding shows that the situation environment has a positive and significant influence on interest in entrepreneurship. The regression equation that can be formed is $Y = 22.057 + 0.225X_2$ with a positive direction of the relationship. An increase in each environmental variable situation can lead to an increase in one unit of positive interest in entrepreneurship as well. Based on the T test, this relationship has a significance value of 0.000 < 0.005 with t count 4.088 > t table 1.9796. The results obtained indicate that H₀ is rejected and H_a is accepted.

Usually someone will be moved to do something more because of the pressure of external or environmental factors. Nurchotim (2012) states that interest in entrepreneurship can be caused by extrinsic factors such as the family environment and the community environment. The unstable economic factors during the Covid-19 pandemic urged students to think critically in order to earn more income. The pressure of the situation environment can create motivation in students to fill their spare time with useful activities such as entrepreneurship (Putri & Christiana, 2020). In addition, the Covid-19 pandemic also deprived students of pocket money, encouraging them to think creatively to find additional income to meet their needs. Entrepreneurial activities can potentially help students earn additional pocket money to buy internet quotas and help the family economy.

This is in line with Putri & Christiana's research (2020) that the Covid-19 pandemic has a significant influence in fostering student interest in building businesses.

The third finding is that entrepreneurship courses and the situation environment together / simultaneously have a positive and significant influence on interest in entrepreneurship. This relationship produces a regression equation $Y = 18.862 + 0.271X_1 + 0.144X_2$ which leads that every one-unit increase in the two variables makes a one-unit increase in entrepreneurial interest. This relationship chooses a direction that is positive in nature. Then the F test results in $14.825 > f$ table 3.07 with a significance value smaller than 0.05 which proves that H_0 is rejected and H_a is accepted.

Interest in entrepreneurship according to Garbuz & Aykol (2008) can be formed from contextual factors such as education, academic support, social and environmental support. This encourages students to continue to think creatively and innovatively so that they can turn their spare time into useful things such as entrepreneurship. Business Administration students who are currently studying online at home are equipped with a lot of knowledge related to entrepreneurship in entrepreneurship courses.

Knowledge provision consisting of theory and practice can foster their interest in entrepreneurship. Good, optimal and fun learning can change the mindset of students who are not interested in becoming interested in entrepreneurship. Entrepreneurship courses can motivate and increase student interest in the difficult times of the Covid-19 Pandemic to try to build a business. So it can be said that entrepreneurship courses and environmental situations can increase interest in entrepreneurship positively and significantly.

Conclusions

1. Entrepreneurship lectures have a positive and significant effect on interest in entrepreneurship. Entrepreneurship courses that go well and optimally can change the mindset of students to dare to try entrepreneurship. And through entrepreneurship courses it can encourage students to think critically, innovatively in order to make something of value.
2. The situation environment has a positive and significant effect on interest in entrepreneurship. The Covid-19 pandemic is an external factor that encourages students to take advantage of existing opportunities, namely free time to become valuable activities such as entrepreneurship. This is done to help the economic hardship of families in the midst of a pandemic.
3. Entrepreneurship lectures and the situation environment simultaneously have a positive and significant effect on interest in entrepreneurship. In the midst of a difficult situation students need a way to improve their family's economy, balanced with fun entrepreneurship courses that can motivate and inspire them to become entrepreneurs. So that these two variables can jointly influence the interest in entrepreneurship.

Suggestions

Based on the results that have been obtained, suggestions that can be given:

1. Optimization of entrepreneurship courses is not only in the form of theory or case studies, but there must be concrete practice so that students can try and feel the sensation of entrepreneurial activities.
2. Creation of a business incubator by educators for attractive business ideas so that they can develop as expected.
3. For students who are trying to become entrepreneurs in the midst of the Covid-19 pandemic, they can choose an alternative reseller or dropshipper that does not require large capital, so that business activities do not make it difficult for students regarding loans etc.
4. For businesses that are manufacturing innovative products or ATMs (Observe Imitation and Modifications) and are guided by educators to participate in PKM / PMW.

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Biography

Robetmi Jumpakita Pinem, S.AB, MBA was born in Lausolu 9 September 1989, the 3rd of 4 children. Being born into a farming family in Karo Regency motivates the author to be active in pursuing the ideals of a better life bias. Lecturer is one of the writer's aspirations since junior high school besides wanting to become a doctor. After failing to enter Medicine the writer focused on pursuing the dream of becoming a lecturer after graduating from the Business Administration study program. The author is a lecturer at the Department of Business Administration, Faculty of Social and Political Sciences, Diponegoro University, Semarang. Completed his undergraduate education at the Business Administration Study Program, University of North Sumatra, Medan in 2013 and completed his Master of Business Administration at the School of Management, National Taiwan University of Science and Technology, Taiwan in 2015. Currently active as a lecturer at Department of Business Administration, Faculty of Social and Political Sciences, Diponegoro University, Semarang. As a young lecturer, the writer wants to continue to develop himself through the Tri Dharma of Higher Education which is the obligation of every lecturer. Conduct teaching to share knowledge with students, conduct research to contribute to knowledge and problem solving in the business field. Carry out community service to contribute to society from the knowledge they have in the form of solutions to the business problems faced. Join international conferences and other scientific forums to keep abreast of developments in Business Administration science and share with other researchers.