

Entrepreneurial Intention on iGeneration: A Survey on Students of Economy Education in Pekanbaru City

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KEYWORD

Entrepreneurial Intention, entrepreneurial . attitudes, entrepreneurship education, relational support.

A B S T R A C T

This article reveals Entrepreneurial Intention in iGeneration. In this paper, entrepreneurial attitude is an intervening variable between entrepreneurial education and relational support towards entrepreneurial intention. The survey method used in the research uses Amos-based SEM (structural Equation Modeling). Economic education students in Pekanbaru were a sample of 276 people. The results of this research reveal that entrepreneurial attitude is a variable that can strengthen the influence of entrepreneurship education and relational support on entrepreneurial intention. So these variables have a significant influence on students' entrepreneurial intention.

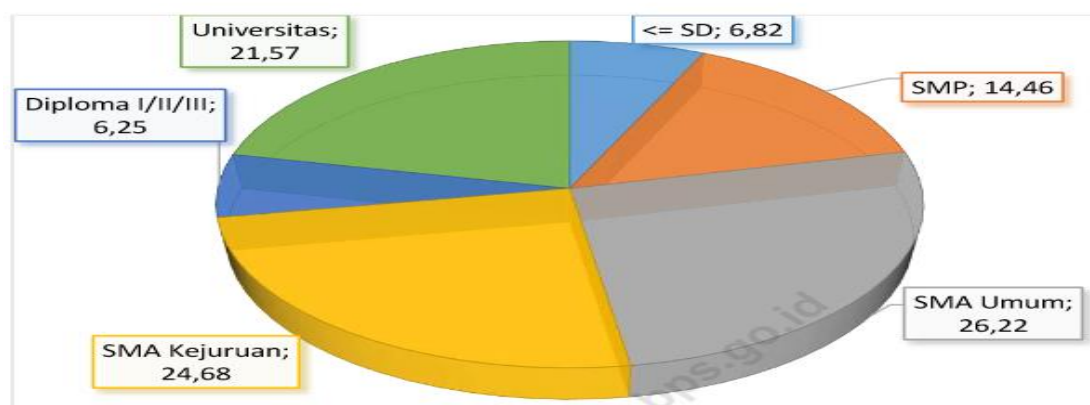


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INTRODUCTION

Currently, the phenomenon that occurs is the iGeneration generation or Generation Z is very enthusiastic about becoming job seekers, one of which is becoming a State Civil Apparatus. This can be seen in 2021, BKN has recorded that the number of 2021 CPNS applicants who had filled out the form on the portal <https://sscasn.bkn.go.id/> reached 4.54 million people. This condition is very ironic, when it is compared, the formation of the CPNS quota that opened is not comparable to the number of applicants. As a result, this condition causes the unemployment rate to increase because the number of workers absorbed in the formal sector is not proportional to the number of graduates. Based on data from the Central Statistics Agency, especially BPS, Pekanbaru city, it can be seen that the unemployment rate according to education is the highest.

Regarding the diagram below, it can be seen that the highest number of unemployed is dominated by residents with high school, vocational and university education backgrounds. This shows that a high level of education does not guarantee that someone will get a job because one of the causes is the smaller number of job opportunities available or limited job opportunities.



Picture 1. The Number of Unemployment Based on Education in Pekanbaru City Year 2020

Source: BPS of Pekanbaru City "The Employment Statistics of Pekanbaru City in 2020"

According to experts, the solution to overcoming the problem of unemployment is to equip education graduates with entrepreneurship knowledge so that graduates have the mindset of being job creators, not the opposite of being job seekers. Therefore, Entrepreneurial Intention or what we usually call Entrepreneurial Intention (intention) is the focus in growing young entrepreneurs. Entrepreneurial Intention is a cognitive result of actions realized by individuals in establishing a new business. (Fini, R., Grimaldi, R., Marzocchi, G. L., & Sobrero, M: 2009). Entrepreneurial intention is a person's desire to become an entrepreneur. So entrepreneurial intention can be said to be entrepreneurial intention. Entrepreneurial Intention is influenced by many factors. The research results of Deliang Sun, Hanhui Chen, Peijian Wu, Dong Yang (2020) stated that the predictor variables for entrepreneurial intentions are determined by personality variables, entrepreneurial education, entrepreneurial attitudes and potential personal initiatives. Likewise, Jun-Hwan Yang (2018) stated that relational support and entrepreneurial abilities can influence entrepreneurial attitudes. This is in accordance with what Hasmidyani et al (2020) stated that entrepreneurship education and subjective norms can influence entrepreneurial intentions and entrepreneurial attitudes.

Dealing with this research gap, this research will analyze Entrepreneurial Intention in iGeneration from the Entrepreneurship Education factor, and relationship support with entrepreneurial attitudes as a moderating variable. Because, according to Kourilsky and Walstad in Sisilya Kempa and Alvin Bilviary (2022), entrepreneurship education is a very important factor in fostering the spirit, desire and intention of entrepreneurship among the current young generation such as the iGeneration. Economic education students are required to take entrepreneurship courses. Thus, the intention model is based on the conceptualization of attitudes. Entrepreneurial attitudes can influence entrepreneurial intention because attitudes view entrepreneurial behavior and its consequences as something valuable, useful and profitable. According to Yurtkorua, E. S., Kuşçub, Z. K., & Doğanayc, A (2014), relational support is support given in the form of financial or sentimental support from family and friends so that it can encourage someone's entrepreneurial intentions.

In accordance with the description above, the researcher aims to test Entrepreneurial Intention from the factors of Entrepreneurship Education, Relational Support and Entrepreneurial Attitude as Moderating Variables. According to Niroula & Bajracharya (2019), entrepreneurial intention is the will and effort undertaken by individuals to plan and carry out certain actions as a goal to start a new business. The study (Yousif et al., 2019) provides entrepreneurial intention as planning and thinking about starting a new business in the future. (Ahmad et al., 2019) call it a mental condition that leads a person towards a start-up. Meanwhile (Elliott & Mavriplis, 2020) argue that it is not just a state of mind or just a desire but a clear decision or choice to start a new business that ultimately leads to entrepreneurial activity. (Liu & Chen, 2019) study reveals entrepreneurial intentions as a driving force that shapes the attitudes of potential business actors and makes them aware of business opportunities. Therefore, we can define entrepreneurial intention as a person's desire to plan a new business and then carry out that plan with maximum effort to make it successful. The researcher concludes that

entrepreneurial intention is an intention or mental orientation such as wishes, desires and hopes that affect their choice to become an entrepreneur.

According to several experts Osman, Z. (2020). Entrepreneurial intentions are influenced by two main factors, namely internal factors and external factors: a. Internal Factors Internal factors are everything related to a person's self that comes from within him. Several internal factors that have been proven in previous research on entrepreneurial intentions are personal attitude factors, behavioral control that is felt by one's desire to learn about entrepreneurship. (Soban Mahmood, Adil Tahir, afeza lateef, 2020). b. External factors are everything that is outside the individual in the form of elements from the surrounding environment and contextual conditions (Cramen Camelo-Ordaz, Juan Pablo Dianez-Gonzalez, J. R.-N 2016). According to him, factors originating from outside the individual include: family background, social environment and the country's economic conditions. Apart from that, these contextual conditions include academic support (in the form of entrepreneurship education and entrepreneurial experience), social support such as: friends, family, entrepreneurship mentor teachers and so on which influence students' entrepreneurial intentions. Based on research by Jun-Hwan Yang (2018), the external factor that influences entrepreneurial intentions is relational support, namely perceived relational support. Education in entrepreneurial skills and knowledge that changes the mindset from looking for work to creating jobs.

Individual intentions in starting a business will be influenced by entrepreneurial education and awareness. Knowledge and skills in entrepreneurship. This is in line with what Walter found that what can influence an individual's intention to start a business is entrepreneurship education so as to increase entrepreneurship awareness, entrepreneurship knowledge and entrepreneurship skills. Likewise, Fayolle and Gailly (2015) stated that entrepreneurship education can change the potential of an entrepreneurial spirit in encouraging them to participate in entrepreneurship. Some of these are supported by the results of other empirical research such as Phan (2002), Du J-J (2015), Wang X-H etc. (2016)), by conducting a study on non-business students in Singapore, stated that their entrepreneurial attitudes were influenced by the entrepreneurship education they received at school. America and Türkiye believe that entrepreneurship requires more training and education. (Ozaralli and Riven Burgh 2016). This is in accordance with Gia Comin (2011) and Souitaris (2007) where experimental studies on entrepreneurial intentions in science and engineering in France and England, courses and training had a positive impact in fostering entrepreneurial intentions.

Potential resources that have a network of relationships are social capital that entrepreneurs must have. (Nahapiet, J. and Ghoshal, S, 2016). This is in line with research by Adler.P.S and Kwon, S. (2014) that relational support is provided such as providing advice, information, financial support from relatives, close friends and family. So, support from family is an important factor that can influence individual entrepreneurial intentions. (Aldrich, H. E. and Cliff, J. E, 2013). Turker and Selcuk (2009) stated that relational support and capital from relatives and friends are very important in carrying out the entrepreneurial process. Because entrepreneurs value friendship and advice in decision making.

Attitude is a psychological response to someone in a way that they like or dislike. Eagly, A.H and Chaiken, S (2013) said that an entrepreneurial attitude is shown as a person who is creative, has initiative, and can put forward ideas and curiosity in every decision making. Kim, C.K and Yang J.H (2017) stated that relational support influences students' entrepreneurial attitudes at school. This is in accordance with the suggestions of Bennet, R.J and Robson P.J (2018) on the importance of relational support in carrying out entrepreneurship. Furthermore, Gupta A (2012) believes that cultural and family conditions are more important than formal education in shaping individual attitudes and entrepreneurial intentions. In China and Korea, students receive relational support from their families by positively supporting them to become entrepreneurs.

METHOD

This type of research is survey research. In this study, the analysis used was Structural Equation Modeling (SEM) using the AMOS 25 program, where validity testing was carried out using the Confirmatory Factor Analysis (CFA) approach through the AMOS 25 program. The population in this study were all students of the 6th Semester Economic Education Study Program (Six) and above in the city of Pekanbaru there are 890 students, the sample in the research was 276 students. The sampling technique used by the author is

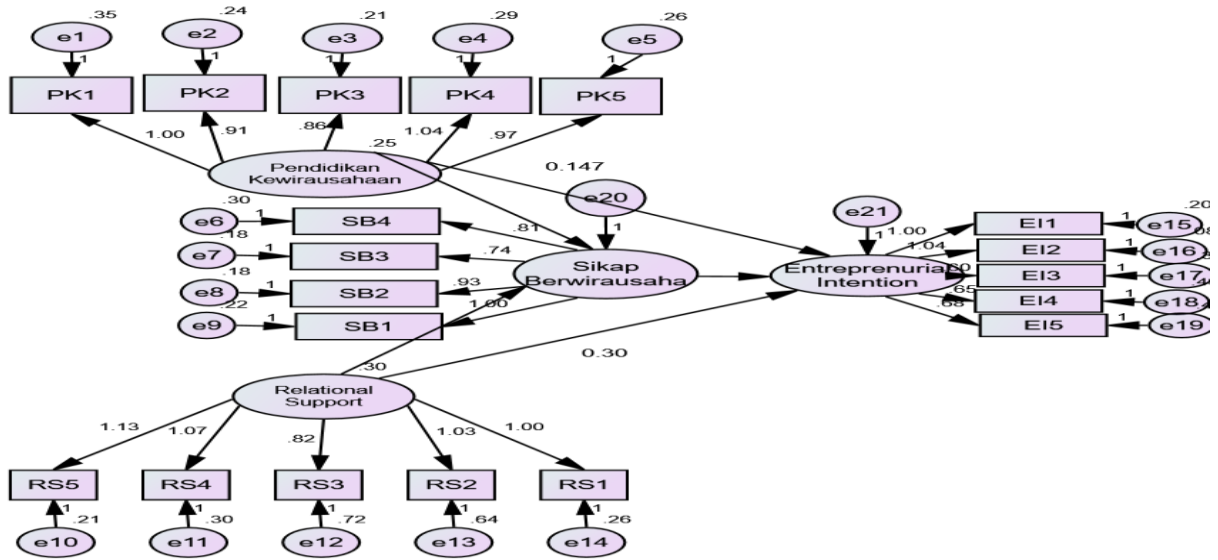
"Proportional Random Sampling". Primary data is the results of a questionnaire, which was filled out by Economics Education Students in Pekanbaru City who were designated as the research sample. Secondary data was obtained through written documents at the research site of the Economic Education Study Program in Pekanbaru City. Analysis in this research was carried out by testing hypotheses using the SEM using the AMOS program which also evaluates the model. The use of AMOS 25 is deemed appropriate in this research because it can test the relationship between variables, and can test the overall research model (Singgih Santoso, 2012).

And the last one is Hypothesis Testing. The final process of this testing is to see whether or not the hypothesis put forward is answered, where to find out whether the hypothesis is accepted or rejected, the cr value (critical ratio) is used. To assess whether a hypothesis is accepted or rejected, it can be seen at the resulting probability (p) value and compare it with the error in rejecting the data or alpha 0.05. if the p value ≤ 0.05 then the hypothesis is accepted and if the p value ≥ 0.05 then the hypothesis is rejected. (Ghazali, 2008).

RESULTS AND DISCUSSION

Analysis of Structural Equation Modeling (SEM) with AMOS 25

In accordance with the results of data analysis and testing of the structural equation modeling (SEM) analysis research model using the AMOS 22.0 program tools, a full model was produced which describes the relationship between variables as follow:



Picture 1. The Full Model Stage 1
Source: The Result of Output Analysis AMOS 25.0

Goodness of fit index test results with the research data model. Following are the comparison results in the table below:

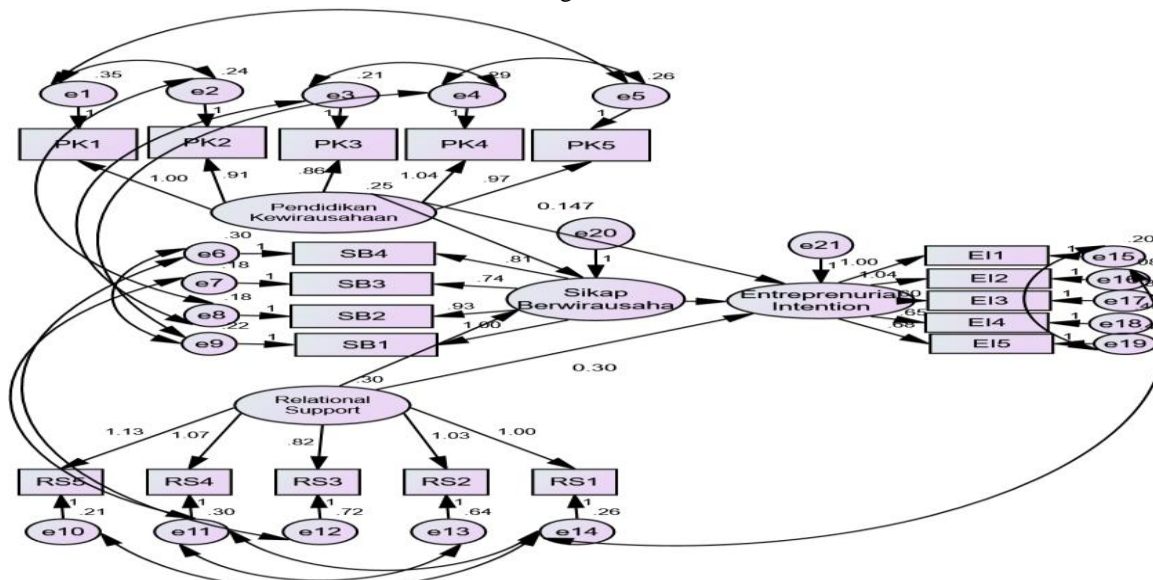
Table 1. Evaluation Criteria of Goodness of Fit Index

Goodness of fit index	Cutt of Value	The Model Result	Description
Chi-Square	Expected small	142,488	Fit
Probability	$\geq 0,05$	0,06	Fit
GFI	$\geq 0,09$	0,829	Less
AGFI	$\geq 0,90$	0,762	Less Fit
CMIN/DF	$\leq 2,00$	2,852	Less Fit
TLI	$\geq 0,90$	0,831	Less Fit
CFI	$\geq 0,90$	0,842	Less Fit
RMSEA	$\leq 0,08$	0,09	Less Fit

Source : The Result of output analysis AMOS 25

Dealing with the table above, it can be seen that the criterion values were found to be a model that was not yet fit, because there were still measurement values that did not meet the SEM requirements, such as AGFI, CMIN/DF, TLI, CFI, RMSEA with values below that still did not meet the cut off fit. The model must be improved or modified so that it can become a fit model by reducing the chi-square value.

According to Ghazali (2008), one way to improve a model can be done by paying attention to the modification index value showing a decrease in the chi-square value if an error in the indicator is modified with another error in accordance with the recommendations of the AMOS program during testing. As can be seen from the results of the full model modification in Figure 4.5



Picture 2. The Modification of Full Model *Structural Equation Modeling* (SEM) Stage II
 Source: The Result of Output Analysis AMOS 25.0 Appendix 07 Page 12

Dealing with the model image above, it indicates that the results of modifying the full model using a correlation between errors approach by looking at the modified indices (MI) values according to the recommendations of the AMOS test results by connecting the parameters that have the highest MI values for each variable: Entrepreneurship Education, Relational Support, Entrepreneurial Attitude and Entrepreneurial Intention as seen in the picture above can ultimately improve the research model by fulfilling the fit SEM criteria, as presented in the table below:

Table 2. The Evaluation of Goodness of Fit Index Criteria

Goodness of fit index	Cut of Value	The Model Result	Description
Chi-Square	expected to be small	133,398	Fit
Probability	≥ 0,05	0,07	Fit
GFI	≥ 0,90	0,932	Fit
AGFI	≥ 0,90	1,045	Fit
CMIN/DF	≥ 2,00	1,465	Fit
TLI	≥ 0,90	0,997	Fit
CFI	≥ 0,90	1,154	Fit
RMSEA	≤ 0,08	0,064	Fit

Source : The Result of Output Analysis AMOS 25.0

The table above shows that the cut off fit value has met the requirements, thus showing that the model is fit and has a causal relationship with the variables in it.

Hypothesis Testing Results

The following hypothesis testing results are in the following table:

Table 3. The Result of Hypothesis Testing

The Variable Correlation	Estimate	S.E	C.R	P	Label
Entrepreneurial Attitude <--- Entrepreneurial Education	0,445	0,087	5,468	***	
Entrepreneurial Attitude <--- Rational Support	0,307	0,061	6,320	***	
Entrepreneurial Intention <--- Entrepreneurial Attitude	0,753	0,113	5,289	***	
Entrepreneurial Intention <--- Entrepreneurial Education	0,494	0,058	2,692	0,01	
Entrepreneurial Intention <--- Rational Support	0,361	0,027	4,337	***	

Source : The Result of Output Analysis AMOS 25.0

a. The Effect of Entrepreneurship Education on Entrepreneurial Attitudes

Entrepreneurship education has a significant effect on entrepreneurial attitudes with an Estimate Coefficient value of 0.445, SE 0.087 and CR 5.468 with a probability of 0.000 (***). The hypothesis is accepted because the probability value is small from the error value of rejecting the data of 0.05. This means that there is an increase in entrepreneurship education which will be followed by an increase in entrepreneurial attitudes.

Walter said that what can influence an individual's intention to start a business is entrepreneurship education so as to increase entrepreneurship awareness, entrepreneurship knowledge and entrepreneurship skills. Likewise, Fayolle and Gailly (2015) stated that entrepreneurship education can change the potential of an entrepreneurial spirit in encouraging them to participate in entrepreneurship. Some of these are supported by the results of other empirical research such as Phan (2002), Du J-J (2015), Wang X-H etc. (2016)), by conducting a study on non-business students in Singapore, stated that their entrepreneurial attitudes were influenced by the entrepreneurship education they received at school

b. The Effect of Relational Support on Entrepreneurial Attitudes

Relational Support has a significant effect on entrepreneurial attitudes with an Estimate Coefficient value of 0.307, SE 0.061 and CR 6.320 with a probability of 0.000 (***). The hypothesis is accepted because the probability value is small from the error value of rejecting the data of 0.05. This means that there is an increase in Relational Support which will be followed by an increase in entrepreneurial attitudes.

Potential resources that have a network of relationships are social capital that entrepreneurs must have. (Nahapiet, J. and Ghoshal, S, 2016). This is in line with research by Adler.P.S and Kwon, S. (2014) that relational support is provided such as providing advice, information, financial support from relatives, close friends and family. So, support from family is an important factor that can influence individual entrepreneurial intentions. (.Aldrich, H. E. and Cliff, J. E, 2013). Turker and Selcuk (2009) stated that relational support and capital from relatives and friends are very important in carrying out the entrepreneurial process. Because entrepreneurs value friendship and advice in decision making.

c. The Effect of Entrepreneurial Attitude on Entrepreneurial Intention

Entrepreneurial attitude has a significant effect on entrepreneurial intention with an Estimate Coefficient value of 0.753, SE 0.133 and CR 5.289 with a probability of 0.000 (***). The hypothesis is accepted because the probability value is small from the error value of rejecting the data of 0.05. This means that there is an increase in entrepreneurial attitude which will be followed by an increase in entrepreneurial intention.

Gibb, A (2013) mentions an entrepreneurial attitude as a person who is creative, takes the initiative and explores his own unique ideas with curiosity and takes action on them. This is in accordance with the opinion of several experts, one of whom is Osman, Z. (2020) who states that entrepreneurial intentions are influenced by two main factors, namely internal factors and external factors: a. Internal Factors Internal factors are everything related to a person's self that comes from within him. Several internal factors that have been proven in previous research on entrepreneurial intentions are personal attitude factors, behavioral control that is felt by one's desire to learn about entrepreneurship. (Soban Mahmood, Adil Tahir, afeza lateef, 2020).

d. The Effect of Entrepreneurship Education on Entrepreneurial Intention

Entrepreneurship education has a significant effect on entrepreneurial intention with an Estimate Coefficient value of 0.494, SE 0.058 and CR 2.692 with a probability of 0.01. The hypothesis is accepted because the probability value is small from the error value of rejecting the data of 0.05. This means that there is an increase in entrepreneurship education which will be followed by an increase in entrepreneurial intention.

This is in line with the results of research conducted by Jun-Hwan Yang (2018) which states that external factors that influence entrepreneurial intentions are relational support, education and entrepreneurial skills and knowledge that change the mindset from looking for work to creating jobs. Niroula & Bajracharya (2019) stated entrepreneurial intention as the will and effort made by individuals to plan and carry out certain actions as a goal to start a new business.

e. The Effect of Relational Support on Entrepreneurial Intention

Relational Support has a significant effect on entrepreneurial intention with an Estimate Coefficient value of 0.361, SE 0.027 and CR 5.468 with a probability of 0.000 (***). The hypothesis is accepted because the probability value is small from the error value of rejecting the data of 0.05. This means that there is an increase in relational support which will be followed by an increase in entrepreneurial intention.

This is in line with the results of research conducted by Jun-Hwan Yang (2018) which states that external factors that influence entrepreneurial intentions are relational support, education and entrepreneurial skills and knowledge that change the mindset from looking for work to creating jobs. Niroula & Bajracharya (2019) stated entrepreneurial intention as the will and effort made by individuals to plan and carry out certain actions as a goal to start a new business.

The Direct Influence and Indirect Influence

Table 4. Result The Direct Influence and Indirect Influence

The Variable Correlation	Direct Influence	Indirect Influence	Total Influence
1. The Influence of Entrepreneurial Education on Entrepreneurial Intention through Entrepreneurial Attitude	0,421	0,370 x 0,414 = 0,153	0,574
2. The Influence of Relational Support on Entrepreneurial Intention through Entrepreneurial Attitude	0,532	0,640 x 0,414 = 0,264	0,796

Source: Processed of Output Data Amos 25

a. The Effect of Entrepreneurship Education on Entrepreneurial Intention Through Entrepreneurial Attitudes

Regarding the case, it can be seen that the result is 0.574, which is an illustration of the total indirect influence value, namely the influence of the entrepreneurial education variable on entrepreneurial intention through entrepreneurial attitudes. These results indicate that the variance in entrepreneurial intention that can be explained by the variables of entrepreneurial education and entrepreneurial attitude is 0.574. This means that if entrepreneurship education and entrepreneurial attitudes increase significantly, the increase in entrepreneurial intention will increase further. The direct influence of entrepreneurship education on entrepreneurial intention is 0.421, while the indirect influence is 0.153 and the total influence is 0.574. This shows that increasing entrepreneurship education will have an influence on entrepreneurial intention by 0.421 and entrepreneurship education on Entrepreneurial Intention indirectly by 0.153. This means that increasing the entrepreneurial education variable can also increase the entrepreneurial intention variable directly by only 0.421, whereas through entrepreneurial attitude as an indirect influence, entrepreneurship education on entrepreneurial intention will be 0.574. This shows a greater increase of 0.574, which means a contribution of 0.574 or 57%. This finding indicates the importance of having an entrepreneurial attitude for students to increase entrepreneurial intention.

b. The Effect of Relational Support on Entrepreneurial Intention Through Entrepreneurial Attitudes

In accordance with the table above, it indicates that the result of a total influence of 0.796, which is an illustration of the total value of indirect influence, namely the influence of the relational support variable on entrepreneurial intention through entrepreneurial attitudes. These results indicate that the variance in entrepreneurial intention that can be explained by the variables relational support and entrepreneurial attitude is 0.796. This means that if relational support and entrepreneurial attitudes increase significantly, then the increase in entrepreneurial intention will increase further. The direct influence of relational support on entrepreneurial intention is 0.532, while the indirect influence is 0.264 and the total influence is 0.796. This shows that increasing relational support will have an influence on entrepreneurial intention by 0.796 and relational support on Entrepreneurial Intention indirectly by 0.153. This means that increasing the relational support variable can also increase the entrepreneurial intention variable directly by only 0.532, whereas through entrepreneurial attitude as an indirect influence, relational support for entrepreneurial intention will be 0.796. This shows a greater increase of 0.796, which means a contribution of 0.796 or 79.6%. This finding indicates the importance of having an entrepreneurial attitude for students to increase entrepreneurial intention.

CONCLUSION

Dealing with the results of hypothesis testing carried out in the previous chapter, regarding the influence of entrepreneurial education and relational support on entrepreneurial intention with entrepreneurial attitude as a moderating variable, it can be concluded as follows: Entrepreneurial education has a significant effect on entrepreneurial intention. Thus, it can be interpreted that the better the entrepreneurship education, the Entrepreneurial Intention tends to increase. Relational Support has a significant effect on Entrepreneurial Intention. Thus, it can be interpreted that the better the Relational Support, the Entrepreneurial Intention tends to increase. Entrepreneurial Attitude has a significant effect on Entrepreneurial Intention. Thus, it can be interpreted that the better the entrepreneurial attitude, the entrepreneurial intention tends to increase. Entrepreneurship education has a significant effect on entrepreneurial attitudes. Thus, it can be interpreted that the better the entrepreneurship education, the more entrepreneurial attitudes tend to increase. Relational support has a significant effect on entrepreneurial attitudes. Further, it can be interpreted that the better the relational support, the entrepreneurial attitude tends to increase. Entrepreneurship education has a significant effect on Entrepreneurial Intention through entrepreneurial attitudes. This indicates that an entrepreneurial attitude is able to strengthen the relationship between entrepreneurship education and Entrepreneurial Intention. This means that an entrepreneurial attitude plays a role in improving the relationship between entrepreneurial education and Entrepreneurial Intention. Relational Support has a significant effect on Entrepreneurial Intention through entrepreneurial attitudes. This shows that an entrepreneurial attitude is able to strengthen the relationship between relational support and Entrepreneurial Intention. This illustrates that an entrepreneurial attitude plays a role in increasing the relational support relationship towards Entrepreneurial Intention.

SUGGESTION

University students must have an entrepreneurial attitude in order to become entrepreneurs. Because the current solution to overcome unemployment is the emergence of new entrepreneurs and young entrepreneurs to improve the Indonesian economy, then future researchers can examine other factors that influence students' Entrepreneurial Intention, both externally and internally.

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