

# The Factors Affecting Interest In Students At Muhammadiyah University Of Palangkaraya

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## **The Factors Affecting Interest In Students At Muhammadiyah University Of Palangkaraya**

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Abstract. interest in work is influenced by personality types that are shaped in their interactions with themselves and the outside world. Purpose of this research was to find out whether there were differences between internal (external), social (external), and emotional factors towards the interests of students of economic education study programs and students of Economic Education Study Programs and Health Analyst Study Programs at the Muhammadiyah University of Palangkaraya for entrepreneurship. This type of research was descriptive research. This research was conducted on certain objects and the conclusions drawn were only applicable to the object that was examined, namely students of the Economic Education Study Program and students of the Health Analyst Study Program of the Muhammadiyah University of Palangkaraya. Samples taken in this study were students of the Economic Education Study Program as many as 40 two classes and the Health Analyst Study Program as many as 50 respondents in two classes who had taken entrepreneurship courses. The conclusions of this study were: 1) Kruskal-Wallis test results found that there were differences in internal push factors towards the interests of students of the Economic Education Study Program and Health Analyst Study Program for entrepreneurship, 2) Kruskal-Wallis test results were known to have differences in social factors ( external) towards the students' interest in the Economic Education Study Program and the Health Analyst Study Program for entrepreneurship, and 3) the Kruskal-Wallis test results showed that there were differences in emotional factors towards the students' interest in the Economic Education Study Program and the Health Analyst Study Program for entrepreneurship.

*Keywords: internal factors, external factors, and emotional factors, interest, entrepreneurship.*

### **1. Introduction**

Entrepreneurship is one of the supporters that determines the back and forth of the economy, because the entrepreneurial sector has the freedom to work and be independent. Entrepreneurs are able to create jobs or absorb labor. Ricky W. Griffin argues that entrepreneurship (entrepreneurship) is a thought for managing small businesses [1]. Griffin's statement which states that entrepreneurship is related to thinking about small business management is understandable because most successful entrepreneurs do start their business from small businesses. In its development, the concept of entrepreneurship also applies

to the management of large businesses because it is realized or not, the world of education has long instilled entrepreneurial values by developing MSMEs (Micro, Small and Medium Enterprises) through programs related to society and MSMEs [2].

The choice to become an entrepreneur is the right choice today because entrepreneurship means providing employment for oneself and not needing to depend on others. If their business is getting more advanced, entrepreneurs will be able to create jobs for others. Currently the unemployed are not only graduates from SD (Elementary School) to SMA (Senior High School), but also many unemployed undergraduates. The Central Statistics Agency (BPS) stated that the number of Indonesia's workforce in February 2017 was 131.55 million. This number is an increase of 6.11 million compared to August 2016 and an increase of 3.03 percent or 3.88 million compared to February 2016. According to the Head of the Central Statistics Agency, Suhariyanto, the working population in Indonesia in February 2017 was 124.54 million, an increase of 6.13 million. compared to last semester and an increase of 3.89 million compared to February 2017 (tempo.co).

One way to reduce unemployment is to prepare educated humans who are able to provide employment for themselves, and even create jobs for others. Armed with professional human beings, the workforce can develop further, create jobs for themselves and even create jobs for other people [3].

As a first step to starting a business or entrepreneurship, there is an interest in aspiring entrepreneurs [4]. Based on their educational background, it is estimated that undergraduate students (Strata 1) have an interest in entrepreneurship, this is because they have adequate reasoning abilities and skills [5]. The existence of interest in entrepreneurship will make someone more active in seeking and exploiting business opportunities by optimizing their potential. Interest is not carried from birth but grows and develops according to the factors that influence it. These factors include internal (internal) factors, social (external) factors, and emotional factors, so these factors will later strengthen or weaken interest.

According to Chaplin in the Dictionary of Psychology (2002) Interest is an attitude that takes place continuously that pattern a person's attention, thus making him selective about the object of interest, as well as a feeling that states that an activity, job, or object is valuable or meaningful to the individual. .

Interest can be influenced by the following factors according [6] The drive factor from within (internal), which is a desire that comes from oneself without being influenced by circumstances outside the self, giving rise to the urge to act fulfills that desire. For example: wanting to be entrepreneurial, this is because the person is based on his experience that entrepreneurship itself is fun, in the end his action is to determine his target market and try to get capital for entrepreneurship. 2) Social factor (external), which is a wish whose nature, if the wish can be achieved, will obtain or get approval and be accepted by the environment. For example: being self-employed in addition to being fun, it should be said by the environment as an independent person, and 3) Emotional factors, which are closely related to feelings of pleasure or displeasure, satisfaction or dissatisfaction. When a wish is achieved or successful it will create a sense of

pleasure and strengthen interest. Conversely, if the desire fails, it will eliminate the interest itself.

In addition to being influenced by eight factors, interest in work is influenced by personality types that are shaped in their interactions with themselves and the outside world. These personality types are realistic types, researcher and tracer types, artist types, social types, entrepreneur types, and important people types. The outside world (environment) is also classified according to the standard to what extent the environment approaches one of the models, namely the realistic environment, the research and investigation environment, the arts environment, the social service environment, the entrepreneur environment, and the environment with a routine atmosphere [7]. . The combination of personality types and appropriate environmental models produces harmony so that you can develop yourself in a certain position environment and feel satisfied. According to Hollan [8] it assumes that people who have different interests and work in different environments are actually people of various personalities and have different life histories. Likewise, students, by knowing themselves and knowing their interests, abilities, and aspirations, students will be able to make their own choices quickly.

Entrepreneurship is an activity to carry out an effort based on creative and innovative ideas with personality characteristics, which are to face challenges, be mentally prepared, have self-confidence, are future-oriented and have the skills to meet needs [9]. Interest in entrepreneurship is the ability to dare to meet the needs of life and solve life problems, promote business or create new businesses with the strength that is in oneself [10].

Management is indeed not a strange thing in society. Every profit-oriented and non-profit oriented organization implements management. Almost every organization uses management science to manage its business, from planning, organizing, directing, to supervising its various activities. The application of management also varies according to the shape and size of the organization and the knowledge of organizational members about management itself. Management (management) is a series (including planning and decision-making, organizing, leadership, and controlling) which is directed at organizational resources (human, financial, physical, and information) with the intention of achieving organizational goals effectively and efficiently [11]. Meanwhile & Handoko argues that management is working with people to determine, interpret and achieve organizational goals by carrying out the functions of planning, organizing, arranging personnel or personnel, directing and leadership, and monitoring [12].

## 2. Methodology

This type of research is descriptive research. Descriptive research is a research method designed to gather information about current real conditions. The main purpose of this descriptive study is to describe the nature of a temporary situation at the time the research was carried out and examine the causes of certain symptoms [13]. This research was conducted on a specific object and the conclusions drawn were only applicable to the object that was examined, namely students of the Economic Education Study Program and students of the Health

Analyst study program of Muhammadiyah University of Palangkaraya. Research location: Muhammadiyah University Palangkaraya campus, Jl RTA Milono km 1.5 Palangkaraya. Time of study: Conducted on 12 September 2018 - 10 November 2018.

In this study, the population was students of the Economic Education Study Program and Health Analyst Study Program who had taken entrepreneurship courses. Samples taken in this study were students of the Economic Education Study Program as many as 40 students in two classes and the Health Analyst Study Program as many as 50 respondents in two classes who had taken entrepreneurship courses. There are three kinds of data collection techniques used by the writer, namely questionnaire, interview, and literature study. The validity test is a measurement tool that shows how far a measuring instrument has accuracy and accuracy in performing its measuring function using the *Product Moment* correlation technique. Measurement or validity testing is done with a total score. From these calculations, it can be seen how much each question item contributes to the total score.

Quantitative data analysis. This technique is used to calculate the  $k$  independent sample hypothesis for which the data is ordinal. If the measurement data is found in the form of intervals or ratios, it is necessary to convert it first into ordinal data. The formula used for testing is the one-way Kruskal-Wallis analysis of variance. The Kruskal-Wallis test is a non-parametric test used to compare three or more groups of sample data [14].

Hypothesis: If  $H_{hitung} < H_{Table}$ , then  $H_0$  is accepted and  $H_a$  is rejected.  $H_0$ : There is no difference between internal (internal) factors, social (external) factors, and emotional factors on the interest in entrepreneurship among students of the Economic Education Study Program and Health Analyst Study Program, Muhammadiyah University of Palangkaraya.  $H_a$ : There are differences between internal (internal) factors, social (external) factors, and emotional factors on the interest in entrepreneurship in  $\alpha$  students of Muhammadiyah University of Palangkaraya.

### 3. Results and Discussions

The characteristics of the respondents discussed included year of class, gender, age, monthly average allowance, residence statute and work experience. The quantitative analysis consisted of the instrument test (instrument validity and reliability) and the Kruskal-Wallis test. This study examines the effect of independent variables which include *internal* drive factors ( $X_1$ ), social factors (*external*) ( $X_2$ ), and emotional factors ( $X_3$ ) on the dependent variable, namely interest ( $Y$ ). Data processing was performed using SPSS (*Statistical Product and Service Solution*) software 11.0 for windows, Microsoft Office Excel '2007 and Microsoft Office Word' 2007. The instrument validity test was carried out by comparing the Product Moment (*Pearson*) correlation coefficient between the total item score and the  $t$ table value. While the Cronbach's Alpha technique is used to test the reliability of the instrument.

Based on the study program in this study, there were 40 Economic Education Study Programs and 50 Health Analyst Study Programs. The results of data analysis based on the study program can be shown in the following table:

Table 1  
The Characteristics of Respondents

Study Program	Total	Gender	Total
Economic Education	40	Male	38
Health Analyst	50	Women	52
Total	90		90

Source: Primary data is rocessed, 2018

Based on table 1. above, it can be seen that the number of respondents for the Economic Education Study Program was 40 respondents and for the Health Analyst Study Program as many as 50 respondents. Sampling using purposive sampling technique and research aimed at students who have taken entrepreneurship courses. Based on gender, the respondents in this study were divided into men and women. Above, it can be concluded that the number of respondents based on gender is dominated by male gender as many as 38 respondents and for female respondents 52 respondents of the total 90 respondents.

Based on the average monthly allowance, respondents can be grouped into three groups, as listed in table 2 below:

Table 2  
The Characteristics of Respondents Based on Average Allowances Respondents Monthly

Average Monthly Allowance	Total	Percentage
Less than Rp. 500.000	21	23 %
Rp. 500.000 – Rp. 1.500.000	59	66%
More than Rp. 1.500.000	10	11%
Total	90	100 %

Based on table 2. above, it can be seen that the respondents are dominated by the group with an average monthly allowance of Rp. 500,000 - Rp. 1,500,000, namely 59 respondents (66%), followed by groups of less than Rp. 500,000, namely 21 respondents (23%), as well as groups with an allowance of more than Rp. 1,500,000, namely 10 respondents (11%).

In this study, the residential status of the respondents was grouped into five groups of residence status, as listed in table 3 as follows:

Table 3  
The Characteristics of Respondents Based on Residence Status

Status of Residence	Total	Percentage
Parents House	23	26%
Brother's House	11	12%
Contract/Rental	13	14%
Boarding House	43	48%
Others	0	0%
Total	90	100 %

Based on table 5 above, it can be seen that based on the status of the respondent's residence, it is dominated by the group who lives in the boarding house, namely 43 (48%), followed by the group who lives at the parent's house, namely 23 (26%) of respondents, and finally the group who live on a contract / lease basis with 13 (14%) respondents and 11 (12%) respondents' homes.

From this study, the experience of having worked is examined by respondents to find out how many of them have had experience working with two alternative options, as listed in table 4 below:

Table 4  
The Characteristics of Respondents from Work Experience

Ever Worked	Total	Percentage
Yes	35	39%
No	55	61%
Total	90	100 %

4 Source: Primary data is processed, 2018

Based on table 4 above, it can be seen that respondents who have experience working with the "yes" option are 35 respondents or 39% of 90 respondents, and for respondents "no" have experience working as many as 55 respondents or 61%. From the results of these data it can be concluded that the students of the Economic Education Study Program and the Health Analyst Study Program do not have experience in entrepreneurship because it is known that the number of respondents who have never worked is 55 respondents.

Testing the validity of the instrument was carried out by the Product Moment (Pearson) formula between each item measuring a scale with the total score of the scale. The criterion used is if the total item coefficient value is greater than the rTable value, then the item in question can be declared valid [15].

For respondents totaling 90 respondents, it can be obtained with an alpha value of 0.05 or 5% (two sides), the r table value used is 0.207. The value of this rtable was then used for the criteria for the validity of the questionnaire items. To be declared valid / valid, the total item coefficient must be greater than 0.207.

Table 5  
The Research Instrument Validity Test Results  
Drive Factor from Within (*Internal*)

Item F1	$r_{xy}$	$R_{table}$	Status
Item F1.1	0,621	0,207	Valid/correct
Item F1.2	0,638	0,207	Valid/correct
Item F1.3	0,601	0,207	Valid/correct
Item F1.4	0,619	0,207	Valid/correct
Item F1.5	0,688	0,207	Valid/correct

From the table above, it can be concluded that all items in the internal drive factor variable (internal) or item F1 indicate that no question items are declared null because the rxy value obtained is greater than r table (0.207).

Table 6  
Social Factor (*Eksternal*)

Item F2	$r_{xy}$	$R_{table}$	Status
Item F2.1	0,647	0,207	Valid/correct
Item F2.2	0,714	0,207	Valid/correct
Item F2.3	0,577	0,207	Valid/correct
Item F2.4	0,549	0,207	Valid/correct
Item F2.5	0,567	0,207	Valid/correct

From the table above, it can be concluded that all items in the social factor variable (external) or item F2 indicate that no question items are declared null because the  $r_{xy}$  value obtained is greater than  $r_{table}$  (0.207).

Table 7  
Emotional Factor

Item F3	$r_{xy}$	$R_{table}$	Status
Item F3.1	0,615	0,207	Valid/correct
Item F3.2	0,549	0,207	Valid/correct
Item F3.3	0,506	0,207	Valid/correct
Item F3.4	0,502	0,207	Valid/correct
Item F3.5	0,444	0,207	Valid/correct
Item F3.6	0,506	0,207	Valid/correct
Item F3.7	0,515	0,207	Valid/correct
Item F3.8	0,489	0,207	Valid/correct

From the table above, it can be concluded that the items in the emotional factor variable or item F3 show that there are no question items that are declared valid / valid because the  $r_{xy}$  value obtained is greater than  $r_{table}$  (0.207). Based on the results of the validity test, it can be concluded that the questionnaire used to collect data in this study can be used because it has met the validity requirements.

Instrument reliability testing was carried out using the Spearman Brown technique, the significance test was carried out with a significance level of 0.05, which means that the instrument can be said to be reliable / reliable if the Alpha value is greater than the critical product moment [15].

Table 8  
The Result of the Research Instrument Reliability Test

Symbol	Variable	N of item	$R_{count}(\text{Alpha})$	$R_{table}$	Status
F1	InternalFactor	5	0,6120	0,207	Reliabel
F2	EksternalFactor	5	0,5691	0,207	Reliabel
F3	Emotional Factor	8	0,6006	0,207	Reliabel

Based on table above, it is obtained  $r_{count}$  for the internal drive factor variable (internal) or F1 of 0.6120 and for the social factor variable (external) or F2 of 0.5691 and the emotional factor variable or F3 of 0.6006. These results indicate that  $r_{count}$  is greater than  $r_{table}$ , it can be concluded that the instrument items in the questionnaire can be said to be reliable.

The K-Independent Sample test is done by combining the sample mean values then all the observed values are given a level from the smallest to the largest observed value. The number of levels from each sample is then calculated

and notated, if  $n_j$  indicates the sample size and the size of each sample is greater than 5 then the H statistical test is performed [16].

Table 9  
Total Value of Ranking of Internal Push Factor Variables (*Internal*)

<b>Total Internal Factor Ranking Factors</b>	
Economic Education Study Program	Health Analyst Study Program
1604,5	2490,5

Based on the results of the above calculations Calculate (3.12) turns out to be greater than the  $\chi^2$  value of 2.706 (HTable), then  $H_0$  is rejected and  $H_a$  is accepted. It was concluded that there were differences in the internal (internal) motivating factor for business interest in students of economic education study programs and health analyst study programs.

Table 10  
Total Value of Ranking of Social Factors Variable (*Eksternal*)

<b>Ranking Total Factor of External Factor</b>	
Economic Education Study Program	Health Analyst Study Program
1512,5	2582,5

Based on the results of the above calculations Count (6.44) turns out to be greater than the  $\chi^2$  value of 2.706 (HTable), then  $H_0$  is rejected and  $H_a$  is accepted. It was concluded that there were differences in the social (external) factor variables on the interest in doing business in economic education study program students and health analyst study program students.

Table 11  
The Total Value of Emotional Factor Variable Ranking

<b>Ranking Total Factor of Emotional Factor</b>	
Economic Education Study Program	Health Analyst Study Program
1800,5	2321,5

Based on the results of the above calculations Calculate (3.68) turns out to be greater than the  $\chi^2$  value of 2.706 (HTable), then  $H_0$  is rejected and  $H_a$  is accepted. It was concluded that there were differences in the emotional factor variable on business interest in students of the Economic Education study program and the Health Analyst study program.

Table 12  
Results of Research Instrument Reliability Test

	Study Program	N	Mean Rank
Internal Factor	Economic Education	40	40,11
	Health Analyst	50	49,81
	Total	90	
Eksternal Factor	Economic Education	40	37,81
	Health Analyst	50	51,65
	Total	90	
Emotional Factor	Economic Education	40	44,76
	Health Analyst	50	46,09
	Total	90	

Table 13  
Statistik Data

	Internal Factor	External Factor	Emotional Factor
Chi-Square	3.128	6.440	3.677
df	1	1	1
Asymp. Sig.	-077	-011	-023

From the results of data analysis it is known that the significance level is 10% and the Chi-Square criteria table with  $dk = K-1$ ;  $2-1 = 1$ , then the Chi-Square value of the table is 2.706. Based on these results, internal factors, external factors, and emotional factors have differences in the interest in entrepreneurship in students of the Economic Education study program and students of the Health Analyst study program. This can be indicated from Asymp. The sig of internal factors (-077), external factors (-011), and emotional factors (-023) are smaller than the alpha criteria 0.10 and the calculated value is greater than the Chi-square table value (2.706).

#### 4. Conclusion

Based on the results of the analysis and regarding the differences in drive factors from within / internal, social / external factors, and emotional factors towards entrepreneurial interest. The results of the Kruskal-Wallis test show that there are differences in internal (internal) encouragement factors for students' interest in the Economic Education Study Program and Health Analyst Study Program in entrepreneurship. Kruskal-Wallis test show that there are differences in social (external) factors in the interest of students of the Economic Education Study Program and the Health Analyst Study Program in entrepreneurship. Show that there are differences in emotional factors towards the interests of students of the Economic Education Study Program and the Health Analyst Study Program in entrepreneurship

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