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# IDENTIFICATION OF SELF CONCEPT AND ENTREPRENEURIAL INTERESTS AND FACTORS INHIBITING ENTREPRENEURSHIP

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## Abstract

This study aims to identify self concept and interest in entrepreneurship, and inhibiting factors in entrepreneurship for students of the Automotive Engineering Department, Faculty of Engineering, Universitas Negeri Padang. The research subjects are students of the entry year 2019, 2020, 2021, and 2022, with a total of 100 students. The data collection method used a questionnaire about self-concept, interest in entrepreneurship and inhibiting factors in entrepreneurship. The data analysis method used is descriptive analysis. The results of the analysis show that the entrepreneurial self-concept of students is 88.64%, so it can be interpreted is very high. The results of the analysis of interest in entrepreneurship are 81.06%, this shows a very high interest in students to become entrepreneurs. Finally, the results of the analysis of the inhibiting factors for students in entrepreneurship are 68.24%, this shows that the inhibiting factors for entrepreneurship are high. Efforts that must be made by the government are in the form of policies that support entrepreneurial activities. The role of the business world and industry is in the form of capital support and sharing experiences with students, while universities must create entrepreneurship programs that can be used as a forum for entrepreneurship training by students.

**Keywords:** Entrepreneurial Inhibiting Factors, Entrepreneurial interest, Self concept.

## INTRODUCTION

The results of collaborative research by the University of Indonesia (UI) with the Indonesian Young Entrepreneurs Association (HIPMI) show that 83% of newly graduated students actually want to be employees/employees, while only 4% want to be entrepreneurs. BPP HIPMI President Mardani H. Maming said the number of entrepreneurs in Indonesia is currently only 3.4 percent. This percentage is not enough to develop into a developed country that requires 12-14 percent. If calculated with Indonesia's population of around 260 million people, the number of national entrepreneurs reaches 8.06 million people. (HIPMI BPP Plenary Session, 17-18 March 2022, in Bali). This fact shows that most college graduates prefer to become job seekers rather than workers. This may be because the learning system implemented in various tertiary institutions is currently more focused on preparing students who graduate quickly and find jobs, rather than graduates who are ready to create jobs.

The high unemployment rate in Indonesia, the Open Unemployment Rate (TPT) in February 2022 was 5.83 percent, down by 0.43 percentage points compared to February

2021. There are 11.53 million people (5.53 percent) of the working age population affected by COVID -19 (Biro Pusat Statistik, 2023). Indonesia's entrepreneurship ratio is only 3.55 percent, this number is still below Thailand and Malaysia, which are already more than 4 percent. Even Singapore has reached 8.7 percent, and other developed countries have more than 12 percent. The factors that hinder the growth of entrepreneurship in Indonesia are because the mindset of people who are interested in entrepreneurship is still low and regulations that cannot solve problems that hinder business development. the business world. (Kemenperin RI, 2022).

Graduates from higher education do not have to rely on existing formal jobs but can create jobs for themselves as well as for others by imparting knowledge and skills. Many factors or reasons lie behind the lack of motivation for graduates to become entrepreneurs and create jobs for themselves and those around them. Entrepreneurs have a major role as saviors of state businesses. There will not be strong economic movement of a country without the role of entrepreneurs in it. Breakthroughs based on ideas and innovations made by an entrepreneur are able to change the situation. Then this role must be carried out by people who have the main character who are considered as important generators of economic development (Yulastri, 2019).

### **Self Concept of Entrepreneurship**

Self-concept is a mixed picture of what individuals think and what others think of them and how they want to be. Self-concept is the relationship between attitudes and beliefs about oneself. Self-concept includes all one's opinions about physical dimensions such as: personal characteristics, motivation, weaknesses, intelligence etc. (Mardikaningsih & Putra Arif, 2021). Self-concept is a general judgment about a person's appearance, behavior, feelings, attitudes, abilities, and resources.

Self-concept is the way an individual evaluates himself, how he accepts himself, how he feels, believes and acts, both physically and morally, family, personal and social. Self-concept does not just happen at the time of birth of an individual, but develops gradually with the emergence of a perspective. During early life, the development of self-concept is based entirely on self-views. As we age, our own views are influenced by the values we learn from interacting with others (Purnia Dewi et al., 2019).

Entrepreneurship refers to the nature, character and innate qualities of individuals who have a strong will to translate innovative ideas into the real world of business and continue to develop them. Therefore, in relation to people who implement the idea process and connect resources with reality, what is called entrepreneurship appears (Purnia Dewi et al., 2019). Entrepreneurship is the process of creating something new by doing something different from what already exists (innovation). Entrepreneurship is an individual's ability to see and evaluate business opportunities, gather the necessary resources to take advantage of them, and take appropriate actions to ensure success (Fachrurazi & Nurcholifah, I., 2021). An entrepreneur is a person who disrupts the existing economic system by introducing new goods and services, creating new forms of organization or perfecting new raw materials.

### **Interest in becoming an Entrepreneur**

Entrepreneurship is a tendency of the heart that is interested in starting a business, which then organizes, manages, risks and develops the business it creates (Jamu, M.E., 2018). Entrepreneurial interest can be driven by internal factors, namely factors that come from

within the individual and external factors, namely. factors that come from outside the individual or the individual's immediate environment (Yaspita, H., 2018). Entrepreneurial interest should be looked at more closely. Optimal creative potential and strength supports independent and highly qualified students to pursue employment opportunities. Forming an interest in entrepreneurship in students accelerates the realization of the vision and mission of creating a quality independent company for every graduate.

Interest is a psychological aspect that influences a person's success in carrying out his duties (Purnomo, H., 2019). Therefore, someone who is interested in entrepreneurship pays more attention and exerts all his abilities to fight for the realization of these entrepreneurial activities, because he likes to do it. Interest is defined as the tendency of someone who is settled to be interested in a particular field of study or topic and feels happy when studying the material. Thus, someone who is interested in entrepreneurship tends to want to remain interested in entrepreneurship (P<sub>10</sub> bowosari et al., 2020).

Interest in entrepreneurship is one of the factors that influence it, namely self-concept (Rosmayati et al., 2020), interest is influenced by self-confidence, personality arises in it, namely self-concept, moral values and feeling factors, in addition to external factors such as gender, and level education.

Interest is an individual's awareness of something related to encouragement so that the individual focuses all his attention on a particular object and is happy to carry out activities related to the object (Borsboom et al., 2021). Interest is a driving factor that makes a person work more actively and take advantage of every opportunity that exists by optimizing the available potential.

Entrepreneurs are people who are intelligent or talented in identifying new products, determining new production methods, setting up operations to acquire new products, managing working capital, and commercializing them. The activity of finding and implementing opportunities to become a profitable business is called the entrepreneurial process (Sartono & Sutrismi, 2020).

Factors that influence the interest in entrepreneurship, self-confidence and personality, are self-image, values and emotional factors, as well as external factors such as gender and level of education. Interest in an object begins with him paying attention to the object. Interest is very crucial in any business, therefore interest must be developed in every student. Interest is not innate, but grows and develops according to the factors that influence it. As for internal factors, factors that arise due to stimulation from within the individual: 1) income; 2) self-esteem; 3) Feelings of pleasure. External factors are factors that influence people due to external stimuli: 1) family environment; 2) community environment; 3) opportunity; 4) education (Rosmayati et al., 2020).

### **Inhibiting Factors in Entrepreneurship**

The main obstacle to producing entrepreneurs in the regions is culture (Morales et al., 2022). The absence of an entrepreneurial culture in society inhibits and reduces the creation of new business initiatives. Culture as an obstacle to entrepreneurship, to overcome this it is necessary to make efforts to foster interest in entrepreneurship, namely: through educational institutions, schools and colleges by making competence as an entrepreneur as the output of graduates, introducing successful entrepreneurs, training activities entrepreneurship, providing facilities and convenience in setting up entrepreneurial businesses, reducing taxes and fees for new entrepreneurs. To develop entrepreneurship



there must be good cooperation between: Universities - Companies - Government, in developing and giving birth to new entrepreneurs.

Obstacles in developing entrepreneurship, namely: Politicization of Entrepreneurship, Regulatory and administrative problems, Entrepreneurship education problems, Weak business development services, Weak institutional systems, Concerned youth problems (Kebede, 2022). Factors that hinder students from starting entrepreneurship are: (1) Inability to manage finances, (2) Planning errors, (3) Inability to make transitions, and (4) Unfair competition, while the factors that encourage student entrepreneurship are: (1) will, (2) ability, and (3) strong determination and hard work, (4) opportunities and opportunities (Cahyaningrum, 2021).

There are several factors that cause entrepreneurs to fail in managing their new business, as follows: incompetence to manage. Inability or lack of skills and knowledge to run a business is a major factor that makes a business less successful. Lack of experience in technical skills, business visualization, coordination, people management and integration of company functions. You can't control the economy. The most important factors in business success are ensuring cash flow, careful management of expenses and income. Failure to maintain cash flow complicates business operations and, in the long run, causes businesses to stop planning (Widayati et al., 2019).

Entrepreneurs have eight inhibiting factors for becoming entrepreneurs, namely: 1. Capital 2. Capabilities 3. Relationships 4. Business mentors 5. Courage to take risks 6. Ideas 7. Doing something outside the main activity 8. Experience business skills (Rivaldiansyah & Setiawati, 2020). The inhibiting factors in entrepreneurship are: 1. Managerial competence factor 2. Experience factor 3. Financial factor 4. Planning factor 5. Location factor 6. Monitoring factor 7. Attitude factor 8. Transition factor (Endriyani & Hasrul, 2020).

The factors for business failure are as follows: 1. Likes to break through/take shortcuts 2. Does not have self-confidence 3. Is not disciplined 4. Likes to ignore responsibility 5. Attitude is not serious in trying 6. Likes to underestimate quality 7. Likes undermines dedication 8. Neglected by owner 9. Too many assets 10. Expansion of business is excessive 11. Lack of capital 12. Government regulatory restrictions 13. Finance and theft 14. Disaster 15. Marketing problems 16. Failure in business control (Husaini & Hutar, 2021).

Barriers encountered by students in running entrepreneurship, namely: 1. Personal barriers (Poor planning practice, Lack of leadership skills, Lack of self-confidence, Inability to adapt to environmental changes, Inability to clarify business goals, Corrupt business environment, Reluctance to take risks, Lack of risk management skills, Ineffective communication skills) 2. Business Environment Barriers (Lack/insufficient market research, Lack of adequate entrepreneurship training, Lack of market experience, Insufficient entrepreneurial opportunities, Risk aversion, Fear of failure, Lack of resources to run my business) 3. Economic and Financial Barriers (Not having adequate funds and financing, Technical inability, Lack of resources to start my business, Not having a viable business idea) Barriers to Business Entry (Too many rules and regulations to enter the market, Ter then there are many competitors in the market, unsupportive business environment, lack of family support) (Hamilton & Mostert, 2019).

## RESEARCH METHOD

This type of research is quantitative research, sampling is done at random stratified (Stratified Random Sampling). The research sample was 100 students, consisting of 2019, 2020, 2021, and 2022 entry years, each year of entry as many as 25 students.

The research variables consist of 3 variables, namely: variables X1, X2 and X3. Variable X1 is self-concept about entrepreneurship, with indicators consisting of: 1. Feeling able to overcome problems; 2. Feeling equal to others; 3. Accepting compliments without shame; 4. Feeling capable of self-improvement. Variable X2 is the interest in becoming an entrepreneur, with indicators consisting of: 1. Social prestige; 2. Personal challenges; 3. Become a business leader; 4. Innovation; 5. Leadership; 6. Flexibility; 7. Profit or profit. Variable X3 is a factor that becomes an obstacle in entrepreneurship, with indicators consisting of: 1. People's opinion that being an employee/ASN/PNS/TNI-POLRI is better than being an entrepreneur; 2. The obstacle for someone not to become an entrepreneur is caused by the lack of venture capital; 3. The obstacle for someone not to become an entrepreneur is due to the lack of ideas; 4. Barriers to someone not becoming an entrepreneur are caused by no family support; 5. The obstacle for someone not to become an entrepreneur is because there is no socialization from the government or institutions; 6. Barriers to someone not becoming an entrepreneur are caused by the culture of a nation; 7. Barriers to someone not becoming an entrepreneur are due to the lack of entrepreneurship education from an early age; 8. Barriers to someone not becoming an entrepreneur are caused by the lack of support from a place of study while at university; 9. Barriers to someone not becoming an entrepreneur are caused by the absence of policy support from the government; 10. Barriers to someone not becoming an entrepreneur are caused by the lack of support from the business world and industry or entrepreneurs.

The data analysis technique uses descriptive statistical analysis to see the magnitude of the frequency and the tendency of student answers to the research variables.

## RESULTS AND DISCUSSION

### Results

#### Research Instrument Testing

The results of the instrument validity and reliability tests on 30 respondents showed that all the items in the questionnaire were valid and reliable, so they could be used to retrieve research data.

Table 1. The results of testing the validity of self-concept variables about entrepreneurship (X1)

Number	r <sub>Count</sub>	r <sub>tabel</sub>	Sig (2 tailed)	Description
1	.612	> .361	0.00	Valid
2	.653	> .361	0.00	Valid
3	.748	> .361	0.00	Valid
4	.653	> .361	0.00	Valid
5	.748	> .361	0.00	Valid
6	.688	> .361	0.00	Valid
7	.543	> .361	0.00	Valid
8	.688	> .361	0.00	Valid
9	.420	> .361	0.00	Valid
10	.543	> .361	0.00	Valid
11	.604	> .361	0.00	Valid
12	.612	> .361	0.00	Valid

Table 1 shows the results of calculating the validity of the research questionnaire items, that all statement items on student self-concept variables about entrepreneurship have  $r_{\text{Count}} > r_{\text{Table}}$  and  $\text{sig (2-tailed)} < 0.05$ , all items are concluded to be valid.

19  
Table 2. The results of testing the validity of the variable interest in becoming an entrepreneur (X2)

Number	$r_{\text{Count}}$	$r_{\text{Table}}$	Sig (2 tailed)	Description
1	.527	> .361	0.00	Valid
2	.509	> .361	0.00	Valid
3	.486	> .361	0.00	Valid
4	.532	> .361	0.00	Valid
5	.509	> .361	0.00	Valid
6	.532	> .361	0.00	Valid
7	.527	> .361	0.00	Valid
8	.570	> .361	0.00	Valid
9	.564	> .361	0.00	Valid
10	.510	> .361	0.00	Valid
11	.570	> .361	0.00	Valid
12	.532	> .361	0.00	Valid
13	.570	> .361	0.00	Valid
14	.362	> .361	0.00	Valid
15	.636	> .361	0.00	Valid
16	.645	> .361	0.00	Valid
17	.715	> .361	0.00	Valid
18	.578	> .361	0.00	Valid
19	.591	> .361	0.00	Valid
20	.636	> .361	0.00	Valid
21	.532	> .361	0.00	Valid

Table 2 shows the results of calculating the validity of the research questionnaire items, that all statement items on the variable student interest in becoming entrepreneurs have  $r_{\text{Count}} > r_{\text{Table}}$  and  $\text{sig (2-tailed)} < 0.05$ , all items are concluded to be valid.

Table 3. The results of testing the validity of the factors inhibiting Entrepreneurship variables (X3)

Number	$r_{\text{Count}}$	$r_{\text{Table}}$	Sig (2 tailed)	Description
1	.651	> .361	0.00	Valid
2	.548	> .361	0.00	Valid
3	.626	> .361	0.00	Valid
4	.714	> .361	0.00	Valid
5	.727	> .361	0.00	Valid
6	.754	> .361	0.00	Valid
7	.782	> .361	0.00	Valid
8	.860	> .361	0.00	Valid
9	.788	> .361	0.00	Valid
10	.846	> .361	0.00	Valid

Table 3 shows the results of calculating the validity of the research questionnaire items, that all statement items on the variable factors inhibiting student entrepreneurship have  $r_{\text{Count}} > r_{\text{Table}}$  and  $\text{sig (2-tailed)} < 0.05$ , all items are concluded to be valid.

26

Table 4. Variable reliability test

Variabel	Cronbach's alpha	Reference Value	Result
X1 Self concept	0,86	0,60	Reliabel
X2 Entrepreneurial interest	0,93	0,60	Reliabel
X3 Obstacle factor	0,90	0,60	Reliabel

Table 4 shows the results of calculating the reliability of the research variables, that all variables obtain Cronbach's alpha values > 0.60 which can be concluded as reliable.

### Description of research data results

The following presents descriptive statistics on research variable data in table 5.

Table 5. Descriptive Statistics

Variabel	N	Min	Max	Mean	Std Dev
X1_Self concept	100	60	84	74.4	5.120
X2_ Entrepreneurial interest	100	84	142	119.1	11.68
X3_ Obstacle factor	100	20	67	47.7	12.29
Valid N (listwise)	100				

### Student self concept about entrepreneurship

Based on table 5, it is obtained that the entrepreneurial self-concept value of students in the Automotive Engineering Department, Faculty of Engineering, UNP, has a minimum value = 60, and a maximum value of 84, and a mean = 74.4. So that the distribution of the tendency of student entrepreneurial self concept variables is as shown in table 6.

Table 6. Students' self-concept about entrepreneurship

Value range	Category	Frequency	%
X 1 > 81	Very high	16	16 %
76 - 80	High	22	22 %
71 - 75	Currently	39	39 %
66 - 70	Low	20	20 %
60 - 65	Very low	3	3 %
Total		100	100 %

Referring to table 5, the mean value of the student's self-concept variable about entrepreneurship = 74.4, if it is categorized according to table 6, it is in the range 71 – 75. So it can be interpreted that the self-concept about entrepreneurship for students in the Automotive Engineering Department, FT UNP, is classified as moderate.

Table 7. Entrepreneurial self-concept according to indicators

Indicators of self-concept to be an entrepreneur	Total vallue	%
Feel capable of solving problems	1.816	24,39
Feel equal to others	1.926	25,87
Accept compliments without shame	1.760	23,64
Feeling capable of self-improvement	1.944	26,11
Total	7.446	100,0



Based on table 7, then it can be described the entrepreneurial self-concept of students in the Automotive Engineering Department, Faculty of Engineering, UNP in Figure 1.

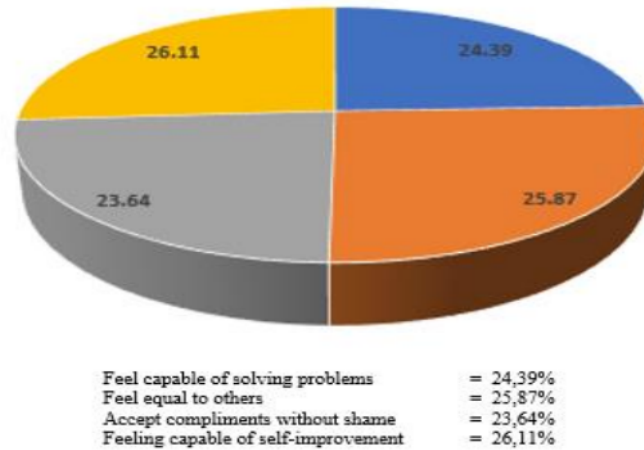


Figure 1. Entrepreneurial self-concept of students from the Automotive Engineering Departement

#### Student interest in becoming an entrepreneur

Based on table 5, the value of interest in becoming an entrepreneur for students of the Automotive Engineering Department, Faculty of Engineering, UNP, has a minimum value = 84, and a maximum value of 142, and a mean = 119.1. So that the distribution of the tendency of student interest variables to become entrepreneurs is as shown in table 8.

Table 8. Students' interest in becom

Value range	Category	Frequency	%
X 2 > 133	Very high	11	11 %
121 - 132	High	40	40 %
109 - 120	Currently	30	30 %
97 - 108	Low	16	16 %
84 - 96	Very low	3	3 %
Total		100	100 %

Referring to table 5, the mean value of the variable student interest in becoming an entrepreneur = 119.1, if it is categorized according to table 8, it is in the range 109 - 120. So it can be interpreted that the interest in becoming an entrepreneur in the Automotive Engineering department of UNP is moderate.

Table 9. Interest in becoming an entrepreneur according to indicators

Indicators of interest in becoming an entrepreneur	Total value	%
Social prestige	1.606	13,48
Personal challenge	1.751	14,69
Become a business leader	1.762	14,79
Inovation	1.776	14,90
Leadership	1.739	14,59
Flexible	1.514	12,71
Profit	1.768	14,84
Total	11.916	100,0

Based on table 9, the interest in becoming an entrepreneur for students in the Automotive Engineering Department, Faculty of Engineering, UNP can be described in Figure 2.

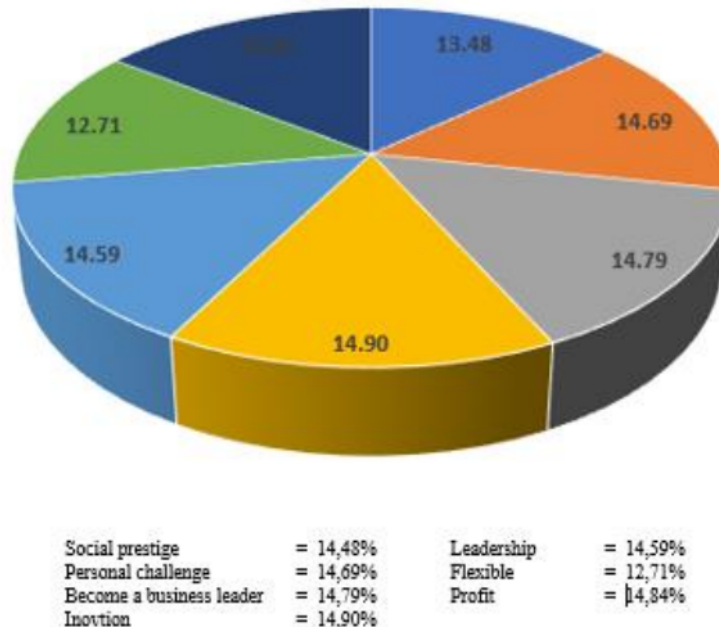


Figure 2. Interest in becoming an entrepreneur in the Automotive Engineering Department

### Inhibiting factors to become entrepreneurs

Based on table 5, the value of the inhibiting factors in becoming an entrepreneur for students in the Automotive Engineering Department, Faculty of Engineering, UNP, has a minimum value = 20, and a maximum value of 67, and a mean = 47.7. So that the distribution of the tendency of the inhibiting factor variable for student entrepreneurship is as shown in table 10.

Table 10. Factors inhibiting becoming an entrepreneur

Value range	Category	Frequency	%
X 3 > 57	Very high	32	32 %
48 - 56	High	24	24 %
39 - 47	Cureently	24	24 %
30 - 38	Low	10	10 %
20 - 29	Very low	10	10 %
Total		100	100 %

Referring to table 5, the mean value of the inhibiting factors for students to become entrepreneurs = 47.7, if categorized according to table 10, then it is in the range 39 - 47. So it can be interpreted that the inhibiting factors for student entrepreneurs in the Automotive Engineering Department of FT UNP are classified as moderate.

Table 11. Entrepreneurial inhibiting factors according to indicators

Indicators of entrepreneurial inhibiting factors	Total value	%
People think that they are good civil servants	464	9,71%
No venture capital	542	11,35%
Because no idea	515	10,78%
Because there is no support family	497	10,40%
There is no outreach from the government	478	10,01%
Because of the culture or culture of the nation	473	9,90%
There is not education from an early age	471	9,86%
There is no support from high education	441	9,23%
There is no policy support	445	9,32%
There is no support from the business world	451	9,44%
Total	4777	100,0%

Based on table 11, it can then be described the inhibiting factors of becoming an entrepreneur in the Automotive Engineering Department, Faculty of Engineering, UNP in Figure 3.

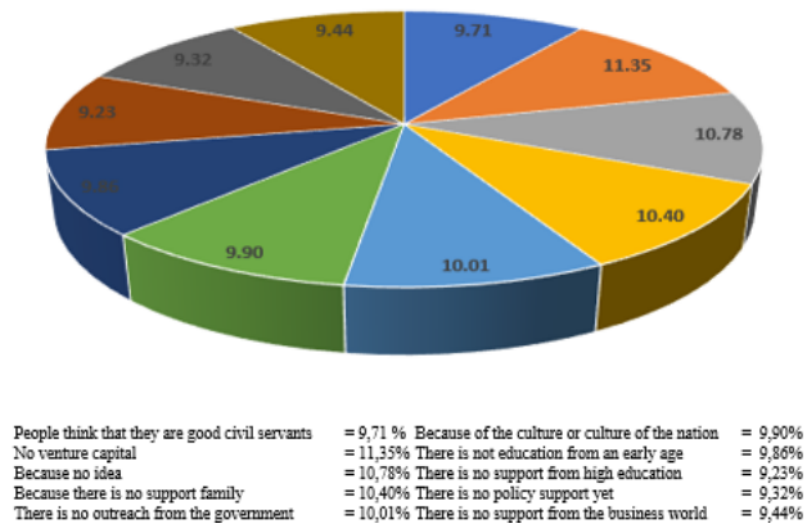


Figure 3. Inhibiting factors in becoming a student entrepreneur in the Automotive Department

## Discussion

There are seven policies in entrepreneurship development, namely: 1.Education and training, 2.Direct funding support, 3.Tax incentives, 4.Expanding financial involvement, 5.Improving culture and infrastructure, 6.Improving formal institutions, and 7.Network (Wang et al., 2022). The production-based entrepreneurship training model needs to be applied in learning for all areas of expertise. Therefore, to design an entrepreneurship training model that is in accordance with the learning principles, it is necessary to conduct an initial study in the form of a needs analysis (Ganefri et al., 2020).

The important role of government power and the power of rulers to support the development of entrepreneurship. Based on its nature, power exists because of coercion, power exists because of a persuasive approach, and power exists because of authority or

responsibility, which is very much needed in developing an entrepreneurial climate (Audretsch & Fiedler, 2022).

Ecosystem elements that affect entrepreneurship consist of: Formal Institutions, Culture, Networks, Physical Infrastructure, Demand, Leadership, Talent, Finance, Knowledge and Intermediate Services (Stam & van de Ven, 2021). The main obstacle to producing entrepreneurs in the regions is culture. The absence of an entrepreneurial culture in society inhibits and reduces the creation of new business initiatives. Culture as an obstacle to entrepreneurship, to overcome this it is necessary to make efforts to foster interest in entrepreneurship, namely: through educational institutions, schools and colleges by making competence as an entrepreneur as the output of graduates, introducing successful entrepreneurs, training activities entrepreneurship, providing facilities and convenience in setting up entrepreneurial businesses, reducing taxes and fees for new entrepreneurs. To develop entrepreneurship there must be good cooperation between: Universities - Companies - Government, in developing and giving birth to new entrepreneurs.

Many aspects determine the development of an entrepreneurial climate in a country, namely: business index, workforce, monetary system, trade climate, investment and financial freedom (Dempere & Pauceanu, 2022). The important role of vocational technology education (TVET) and entrepreneurship education (EE) in creating jobs and entrepreneurship in regions. Technical Vocational Education and Training (TVET) and Entrepreneur Education (EE), are very useful for developing youth skills in rural areas through technology and vocational training education and entrepreneurship education (Tatpuje et al., 2022).

Industrial policies that reduce barriers to entrepreneurship increase the propensity of individuals with high human capital to become entrepreneurs, and policy instruments that reduce barriers to growth appear to be particularly impactful in stimulating individuals with high specific human capital to choose entrepreneurial paths rather than instruments geared solely to lower barriers to entry. Industrial policy reform will be able to reduce barriers to entrepreneurial growth and create new innovative entrepreneurs (Grilli et al., 2022).

## CONCLUSION AND SUGGESTION

Based on the results of the analysis carried out, it can be concluded as follows: the mean value of the student self-concept variable about entrepreneurship, if it is categorized as moderate, so that it can be interpreted that the self-concept about entrepreneurship students in the Automotive Engineering Department, FT UNP, is in the medium category. Meanwhile, if referring to the results of the descriptive analysis, it shows that the entrepreneurial self-concept of students in the Automotive Engineering Department, Faculty of Engineering, Padang State University, is classified as very high (88.64%). The mean value of the student's interest in becoming an entrepreneur is categorized as moderate. So that it can be interpreted that the interest in becoming an entrepreneur in the Automotive Engineering department of FT UNP is moderate. Meanwhile, if referring to the results of the descriptive analysis, it shows that student interest is classified as very high (81.06%), this shows a very high interest in students to become entrepreneurs. The mean value of the inhibiting factor variables for students to become entrepreneurs, if they are categorized as moderate. Meanwhile, if we refer to the results of the descriptive analysis, the inhibiting factors for students in entrepreneurship are 68.24%, this indicates that the inhibiting factors for entrepreneurship are high. Efforts that must be made by the government, entrepreneurs,

the business and industrial world, as well as universities, to develop new entrepreneurs and create a conducive entrepreneurship climate, namely: in the form of policies that support entrepreneurial activities, support capital and share experiences with new entrepreneurs, creating entrepreneurship programs that can be used as a forum for entrepreneur<sup>20</sup> training by students, developing entrepreneurship training by involving technology and vocational education institutions (Technical Vocational Education and Training/TVET) and entrepreneurship education (Entrepreneur Education/EE). Other efforts that can be made<sup>4</sup> by the government and the industrial business world, in the form of industrial policies that reduce barriers to entrepreneurship increase the tendency of individuals<sup>4</sup> with high human capital to become entrepreneurs, and policy instruments that reduce barriers to growth seem to have a significant impact on stimulating individuals with human resources. high specificity in choosing the entrepreneurial path rather than instruments that are only directed at lowering barriers to entry. Industrial policy reform will be able to reduce barriers to entrepreneurial growth and create new, innovative entrepreneurs.

Suggestions for further research, namely regarding the factors that encourage students to become entrepreneurs, in addition to self-concept factors, student interests and motivation. And it can also be continued with research topics about other factors that become obstacles for students to become entrepreneurs, which have not been studied in this study. Besides that, it can be researched about the types of entrepreneurs that students are more interested in according to their wishes and areas of interest.

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