

Factors Affecting Entrepreneurial Intentions of Students of the Faculty of Islamic Religion, University of Muhammadiyah North Sumatra

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Abstract. As a developing country, Indonesia is required to improve in overcoming problems that occur in development. One of Indonesia's development problems is unemployment. Overcoming the number of unemployed needs to be made a real movement by giving birth to entrepreneurs. This study aims to look at the factors that influence the entrepreneurial intentions of students. This research is quantitative research. Data was collected by means of questionnaires, observation and documentation. The research population is active students of the Faculty of Islamic Religion, University of Muhammadiyah North Sumatra. The number of research samples as many as 90 respondents with the criteria of students who have attended entrepreneurship lectures were taken using the purposive sampling method. The results showed that the attitude factor (autonomy and authority, economic opportunity and challenge, self realization and participation, social environment and career and perceived confidence) have a significant effect on entrepreneurial intentions while (security and work load, avoid responsibility) have no significant effect on entrepreneurial intentions. Contextual factors (entrepreneurship education, academic encouragement and environmental encouragement) have a significant effect on entrepreneurial intentions, while social incentives do not significantly affect entrepreneurial intentions.

Keywords: Attitude Factor; Contextual Factors; Entrepreneurial Intention

1 Introduction

As a developing country, Indonesia is more required to immediately prepare and improve to overcome various problems that occur especially in the development of the country. One of the challenges (problems) in the development of a country is dealing with the problems of unemployment and poverty. Data from the Central Statistics Agency (BPS) as of August 2021 shows the number of unemployed is still 9.10 million out of the total workforce of 140.15 million people (6.49 percent) spread across various provinces. In North Sumatra Province alone, there are 475,000 unemployed people or 5.22 percent compared to the national unemployment rate. The large number of unemployed will affect the amount of poverty in Indonesia.

In today's increasingly difficult economic times, entrepreneurship is one of the keys to solving the most basic problem experienced by the Indonesian state, namely the problem of unemployment which is increasing every year (www.minded-rakyat.com). Entrepreneurship means creating a new business by facing risks and uncertainties in order to achieve a profit, by

identifying opportunities and constraints and supporting the resources needed to set up a business.

The Indonesian government has carried out various campaign efforts and structured activities to encourage the growth of entrepreneurship in Indonesia. One indicator of developing countries according to McClelland is the emergence of entrepreneurs at least 2% in a country. Currently, Indonesia has 3.10% Entrepreneurs (BPS, 2022), but it is still below the ASEAN average of 6%, especially compared to developed countries with 14% of the population becoming entrepreneurs.

The COVID-19 epidemic has introduced new challenges to the stability of economic growth, the risk of an economic deficit, and the likelihood of an economic recession in Indonesia. According to Bank Indonesia, the Covid-19 pandemic impacted a significant 87.5 percent of micro, small, and medium enterprises (MSMEs). Out of this total, approximately 93.2 percent of them saw adverse effects on the sales aspect. (Source: Bisnis.com, 2021). The worldwide economy has been significantly affected by the widespread transmission of the Covid-19 epidemic. The Covid-19 pandemic has rapidly disseminated and caused significant economic repercussions, becoming the most substantial economic upheaval witnessed globally in decades (Pramono, Manurung, Heriyatie, & Kosasih, 2021).

According to Zimmerer (2002), the expansion of entrepreneurship in a country is influenced by the involvement of universities in providing entrepreneurship education. The university has the responsibility of imparting education and equipping its graduates with entrepreneurial skills, as well as inspiring them to pursue entrepreneurship as a vocation. Universities should use a specific entrepreneurial learning model that is grounded in empirical evidence. This would enable students to acquire valuable knowledge and foster their excitement for entrepreneurship (Yohnson 2003, Wu & Wu, 2008). The issue at hand pertains to the increasing drive for entrepreneurship among students, as well as the various elements that impact their desire or inclination to pursue an entrepreneurial career post-graduation.

Encouraging the entrepreneurial mindset among college students is seen as a viable solution to lower the unemployment rate, as it is anticipated that these scholars will develop into knowledgeable young entrepreneurs capable of initiating their own ventures. Moreover, to enhance the nation's competitiveness in the current and future business landscape, which heavily relies on knowledge and intellectual capital, it is imperative to focus on fostering the growth of young entrepreneurs among educated individuals (intellectuals). It is important to provide encouragement to students who are aspiring college graduates and foster their desire to become entrepreneurs, particularly among students. The institution is the Faculty of Islamic Religion of the University of Muhammadiyah North Sumatra.

The Faculty of Islamic Religion at Muhammadiyah University of North Sumatra is a prominent private campus in the region. Conducting research on the determinants of entrepreneurial inclinations among students on campus is crucial. This study aims to examine the factors that influence students' intentions to become entrepreneurs. Previous research by Indarti & Kristiansen (2003), Kusumawardani & Richard (2020), Israr & Saleem (2018), and Kusuma & Warmika (2016) has identified gaps in knowledge regarding the determinants of intention formation. Inconsistent entrepreneurs elucidate their impact and importance.

Empirical facts provide evidence that university education levels actually have lower levels of entrepreneurial success than entrepreneurs with high school education levels (Indarti and Langerberg 2006; in Sumarsono 2015). The results of this study indicate that there is a possibility that the orientation of education or economic and business education curriculum in Indonesia is not directed at forming entrepreneurs. Universities should no longer prioritize how students can graduate quickly and get jobs. But universities should focus more on how graduates

are able to create jobs. For this reason, it is necessary to increase the entrepreneurial intention among students. Intention or serious intention to entrepreneurship must be embedded in the minds of students.

2 Theoretical Foundation

2.1 Entrepreneurial Intention

There are several indicators of entrepreneurial intention according to the research of Engle et al. (2010) and Kolvereid (2006) as follows.

- 1) Happy entrepreneurship
- 2) Readiness for entrepreneurship
- 3) Careful consideration for entrepreneurship
- 4) Decided to be an entrepreneur

2.2 Demographic Factors

1. Gender/Gender
According to Manson and Hogg (in Wijaya, 2007), women generally exhibit less anxiety when it comes to selecting a career compared to men. Women perceive employment as being of lesser importance. Women continue to confront heightened traditional expectations of fulfilling the roles of spouses and homemakers (Wijaya, 2007). A study conducted on Chinese undergraduates revealed that male students exhibited a higher propensity for entrepreneurship compared to their female counterparts (Plant and Ren, 2010)
2. Study Program Background
Likewise with the curriculum in higher education, there are curriculum differences between faculties with business and non-business backgrounds. At the economics faculty, the lecture material and curriculum taught will be more related to entrepreneurship. This will provide a higher level of understanding of entrepreneurship compared to non-economic (business) faculty students. So that students studying at the economics (business) faculty will tend to have higher entrepreneurial intentions than non-business faculty students (Sumarsono, 2013).
3. Parents background
The relationship between parents and children in general is very large contribution to the development of children. Research by Jacobowitz and Vidler (Hirrich and Peters, 1998) found that entrepreneurs tend to have fathers or mothers who are relatively close to the entrepreneurial world. Parents will tend to want their children to be more successful than their parents. And teach children based on the background of their parents.
4. Entrepreneurial experience.
Students with prior entrepreneurial experience exhibit higher levels of entrepreneurial inclinations compared to those without such experience (Suharti and Sirine, 2011).

2.3 Attitude Factor

Numerous more research emphasise how personal attitudes affect one's desire to pursue entrepreneurship. Gurbuz & Aykol (2008) and Tjahjono & Ardi (2010) discovered that students' intentions to start their own businesses were impacted by a number of the attitude components described in Fishbein and Ajzen's Theory of Planned Behaviour (TPB) model. The TPB's attitude components include:

1. Autonomy/authority(Autonomy/authority);
2. Economic challenge(economic challenge);
3. Self realization(self-realization);
4. Perceived confidence(perceived belief);
5. Security & workload(security and workload);
6. Avoid responsibility(avoiding responsibility); and
7. Social career(social career).

2.4 Contextual Factor

The inclusion of contextual elements in addition to socio-demographic and attitude characteristics renders the research model of an individual's entrepreneurial intention inadequate, as these three sets of factors constitute a fundamental unit in the model of an individual's entrepreneurial ambitions. Researchers have focused a lot of attention on a few contextual aspects, including: (1) The importance of entrepreneurship education and experience (Vesper & McMullan, 1988; Kourilsky & Carlson, 1997; Gorman et al., 1997; Rasheed, 2000). Theoretically, a person's likelihood of becoming an entrepreneur can be raised by giving them exposure to school and business from a young age. This claim is supported by the findings of several investigations (Kourilsky & Walstad, 1998; Gerry et al., 2008). From the theoretical explanation and research background, the following conceptual framework can be drawn up:

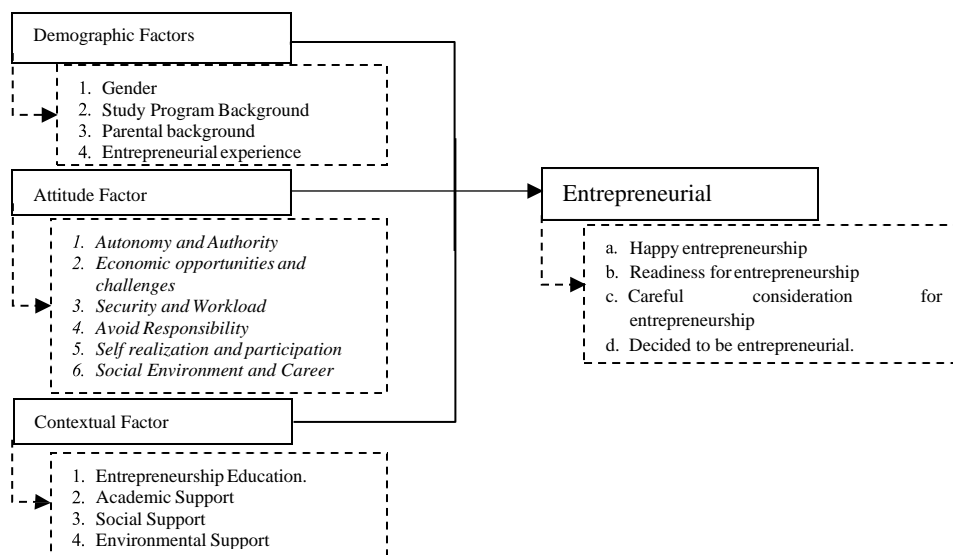


Fig 1. Conceptual Framework

This study aimed to examine the impact of several factors on students' entrepreneurial intentions at the Faculty of Islamic Religion, University of Muhammadiyah North Sumatra. These included demographic factors (gender, field of study, parental background, entrepreneurial experience), attitude factors (autonomy and authority, economic opportunity and challenge, security and work load, avoid responsibility, self-realization and participation, social environment and career, perceived confidence),

The research's hypotheses, which are based on the theoretical underpinnings and conceptual framework explanation, are:

H₁: Attitude factors have a significant effect on the entrepreneurial intentions of students.

H₂: Contextual factors have a significant effect on the entrepreneurial intentions of students.

3 Research Methods

The sort of research that this is belongs to is quantitative research. This research's nature is discussed in a descriptive explanatory manner. This study adheres to the criterion of valid data by adopting a survey approach through a questionnaire on Google Form Media that employs a Likert scale. Every participant in this study was a current student. At Muhammadiyah University of North Sumatra, there are 3,564 students enrolled in 4 academic programmes at the Faculty of Islamic Religion.

Ninety students made up the sample, which was selected using the cluster random sampling technique. To ensure that every faculty is represented in the same proportion, cluster random sampling is employed. Prioritising representation between business (economics) faculty and non-economic faculties is done by sample proportion. This focus is meant to ensure that testing results are balanced, particularly when it comes to the disparities in the goals of students with backgrounds in business (or economic education) and those without (or non-economic) education. The following conditions apply to the respondents: (1) Enrolled students; (2) At least one semester two. (3) Have participated in courses on entrepreneurship. methods for gathering data that combine secondary (literature study) and primary (questionnaire) data.

This study used the Multiple Linear Regression analysis methodology with the SPSS 25 programme for data analysis. In this study, both endogenous and exogenous variables are used. The psychological traits (desire for achievement, locus of control, and self-efficacy) and environmental factors are examples of exogenous variables, while entrepreneurial ambitions are examples of endogenous variables.

4 Results and Discussion

4.1 Results

Descriptive Statistical Analysis

The characteristics of the respondents in this study were determined based on the answers of questionnaires issued to 90 participants, the results of the respondents' characteristics were as follows:

Table 1. Descriptive Statistical Analysis

Characteristic	Choice	Dimension			Variable	
		Happy entrepreneur ship	Readiness for entrepreneur ship	Careful consideration for entrepreneurs hip	Decided to be an entrepreneur	var. Entrepreneurial Intention
Gender	Male (38)	3.86	4.13	3.86	3.81	3.92
	Female (52)	3.59	3.92	3.55	3.55	3.65
Study Program Background	Business (45)	4.15	4.28	4.00	4.02	4.11
	Non Business (45)	3.26	3.73	3.37	3.31	3.42
Parental Background	Entrepreneur (37)	3.70	4.08	3.78	3.81	3.84
	Not Entrepreneur (53)	3.71	3.96	3.62	3.56	3.71
Entrepreneurial Experience	Once	3.74	4.08	3.82	3.74	3.84
	Never	3.65	3.87	3.43	3.53	3.62
	Average	3.70	4.00	3.67	3.66	3.76

1. By Gender

Table 1 shows that male respondents have higher scores than female respondents on all dimensions. Male respondents gave a better assessment of entrepreneurial intentions than female respondents. This explains that students are more likely to have greater intentions than female students as evidenced by the respondents' answers where students prefer entrepreneurship than students, students are more ready for entrepreneurship than female students, students have more mature considerations than students in entrepreneurship, and lastly, students are more have confidence in entrepreneurship compared to female students. Women consider work not important because they are still faced with greater traditional demands of being a wife and housewife (Wijaya, 2007). The results above indicate that there are differences in business intentions between the sexes of women and men.

2. Based on Study Program Background

Table 1 also shows an overview of the influence of the background of the study program on entrepreneurial intentions. From these data, it can be seen that study programs with business backgrounds have higher entrepreneurial intentions than non-business programs. The study program with a business background is the Islamic Business Management Study Program and Islamic Banking, while the non-business study program is the Early Childhood Islamic Education Study Program and Islamic Religious Education. So it can be concluded that study programs with business backgrounds are more likely to have greater intentions than non-business as evidenced by respondents' answers where respondents who study in business background study programs prefer entrepreneurship, are more prepared for entrepreneurship, have more mature considerations in entrepreneurship

3. Based on Parents' Background

Table 1 also describes the effect of parental background on the intensity of respondents' entrepreneurship, where the results of the study show that respondents with entrepreneurial parents have greater entrepreneurial intentions than respondents with non-entrepreneurial backgrounds. If you look at the preferences for entrepreneurship, respondents who have entrepreneurial parents with non-entrepreneurs are almost the same, but respondents whose parents are entrepreneurs prefer entrepreneurship, are more ready to enter entrepreneurship, have more mature considerations in entrepreneurship compared to respondents whose parents have non-entrepreneurial backgrounds

4. Based on Entrepreneurial Experience

Finally, Table 1 also obtains a description of respondents based on their entrepreneurial experience where respondents who have entrepreneurial experience have greater entrepreneurial intentions than those who have no entrepreneurial experience at all. These results are evidenced by the respondents' answers where respondents who have entrepreneurial experience prefer entrepreneurship, are more ready for entrepreneurship, have more mature considerations in entrepreneurship, and have more confidence in entrepreneurship than respondents who have no entrepreneurial experience at all.

Multiple Linear Regression

Determination Test

The coefficient of determination quantifies the extent to which the attitude component and contextual factor contribute to understanding the entrepreneurial intention. The coefficient of determination is determined by the value of R Square, as indicated in the table below:

Table 2. Determination Test

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the
1	.910a	.829	.825	1.044

The R Square coefficient value in Table 2 is 0.829, indicating that 82.9% of the entrepreneurial ambition can be explained by the attitude and contextual factors. The remaining 17.1% is impacted by variables not included in the study.

Simultaneous Test

Simultaneous test / F test was carried out to determine the level of significance through an alpha value <0.05 of the attitude factor and contextual factors simultaneously on entrepreneurial intentions. The results of the F test in this study are shown in the following table.

Table 3. Simultaneous Test (F)

ANOVA						
	Model	Sum of Squares	df	Mean Square	F	Sig
1	Regression	459.550	2	229,775	210,635	.000b
	Residual	94,905	87	1.091		
	Total	554,456	89			

The table shows that the value of Fcount is 210.635, whereas the value of Ftable at a significance level of 0.05 is 2,708. Based on this, it can be concluded that Fcount is greater than

Ftable, indicating a significant result with a significance level of 0.000 or less than 0.05. Therefore, it can be inferred that the combination of attitude elements and contextual factors has a favorable and noteworthy impact on entrepreneurial inclinations. The combination of the attitude factor and contextual element has a notable impact on the entrepreneurial intention of students enrolled in the Faculty of Islamic Religion at the University of Muhammadiyah North Sumatra.

T test

The t test can be used to assess the statistical significance of each variable in the regression model. The subsequent explanation will delineate the partial examination of each variable.

Table 4. Partial Test (t)

Model	Coefficients ^a				
	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	-2.117	.864		-2.452	.016
1 Attitude Factor	.086	.013	.561	6.476	.000
Contextual Factor	.118	.027	.383	4.419	.000

The obtained results can be used to create a regression equation model, which can be expressed in the following form:

The regression equation can be described as follows:

$$Y = -2.177 + 0.086 X_1 + 0.118 X_2$$

1. The constant is -2.177. This means that the entrepreneurial intention is negative 2.177 when the attitude factor and contextual factor are zero, or in other words, if there is no influence from the attitude factor and contextual factor, then the entrepreneurial intention has a fixed number of -2.117. This means that when attitude factors and contextual factors have no influence on students' entrepreneurial intentions, students' entrepreneurial intentions are minus or very low.
2. Attitude factor regression coefficient (X1) has a positive value of 0.086, meaning that the attitude factor has a positive effect on increasing students' entrepreneurial intentions. This shows that a good attitude factor can increase the entrepreneurial intention of students, every 1 point increase in the attitude factor will increase the entrepreneurial intention of 0.086.
3. Contextual factor regression coefficient (X2) has a positive value of 0.118, meaning that contextual factors have a positive effect on increasing students' entrepreneurial intentions. This shows that good contextual factors can increase students' entrepreneurial intentions, every 1 point increase in contextual factors will increase entrepreneurship intentions by 0.118.

From the results of the Multiple Regression Coefficient that has been described in the description above, hypothesis testing will then be carried out.

Attitude Factor Variable

The test findings yielded a t-value of 6.476 for the attitude component variable, which is greater than the critical t-value of 1.987, with a significance level of 0.000, indicating statistical significance at the 0.05 level. The attitude component has a positive and statistically significant influence on entrepreneurial inclinations, as indicated by a significance value below 0.05. Consequently, the hypothesis (H1) is deemed valid. There is a direct correlation between the attitude factor of students and their entrepreneurial intention. Specifically, a greater attitude factor towards entrepreneurship leads to a higher entrepreneurial intention among students at the Faculty of Islamic Religion, Muhammadiyah University of North Sumatra. Conversely, a lower attitude factor towards entrepreneurship results in a lower entrepreneurial intention among these students. This study will examine the impact of attitude factors, including autonomy and authority, economic opportunities and challenges, security and workload, avoidance of responsibility, self-realization and participation, social and career environment, and perceived trust. These factors will be further explained in Table 5.

Table 5. Test of the Influence of Attitude Factors on Entrepreneurial Intentions

		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	T	Sig.
1	(Constant)	.385	.551		.699	.487
	<i>Autonomy and Authority</i>	.134	.059	.148	2.291	.025
	<i>Economic opportunities and challenges</i>	.156	.049	.183	3.174	.002
	<i>Security and Workload</i>	.134	.185	.157	.721	.473
	<i>Avoid Responsibility</i>	-	.193	-.221	-1,000	.320
		.193				
	<i>Self realization and participation</i>	.205	.097	.227	2.106	.038
	<i>Social Environment and Career</i>	.229	.100	.260	2.285	.025
	<i>Perceived confidence</i>	.222	.067	.230	3.334	.001

Table 5 outlines the impact of the components of the attitude factor on entrepreneurial intention. It reveals that out of the seven aspects considered, five of them exhibit a noteworthy and positive influence on entrepreneurial intention. The factors that exert a positive and substantial impact include autonomy and authority, economic opportunities and challenges, self-realization and participation, social environment and career, and perceived confidence. The factors of security and workload exhibit a beneficial albeit statistically insignificant impact on augmenting students' entrepreneurial inclinations. Conversely, the act of evading responsibility does not have a noteworthy detrimental impact on entrepreneurial aspirations.

Contextual Factor

The test findings indicate that the t-value for the contextual factor variable is 4.419, which is greater than the critical t-value of 1.987, with a significance level of 0.000, which is less than 0.05. The statistical analysis reveals that contextual factors exert a favorable and significant impact on entrepreneurial inclinations, as indicated by a significance level below 0.05. Consequently, the hypothesis (H2) is deemed valid. There is a direct correlation between the level of contextual factors among students and their entrepreneurial intention. Specifically, as the contextual factor towards entrepreneurship increases, so does the entrepreneurial intention among students at the Faculty of Islamic Religion, Muhammadiyah University of North Sumatra. Conversely, a decrease in the contextual factor towards entrepreneurship leads to a decrease in entrepreneurial intention among these students. This study will examine the impact of contextual factors, including entrepreneurial education, academic encouragement, social encouragement, and environmental encouragement. These factors will be analyzed in relation to their influence, as outlined in Table 6 below:

Table 6. Test of the Effect of Contextual Factors on Entrepreneurial Intentions

		Coefficients^a				
		Unstandardized		Standardized		
		Coefficients		Coefficients		
Model		B	Std. Error	Beta	T	Sig.
1	(Constant)	-1,258	1.022		-	.221
	Entrepreneurship	.158	.078	.141	2,026	.046
	Academic	.308	.093	.272	3.321	.001
	Social Push	.051	.078	.052	.658	.512
	Environmental Push	.550	.096	.515	5760	.000

Table 6 outlines the impact of contextual factors on entrepreneurial ambitions, specifically highlighting four elements. Among these elements, three demonstrate a noteworthy and favorable influence on entrepreneurial intents. The factors that exert a positive and substantial influence are: entrepreneurship education, academic encouragement, and environmental encouragement. This implies that when students receive comprehensive education on entrepreneurship within the campus, along with encouragement from the academic institution and the surrounding environment, it will significantly impact their intentions to engage in entrepreneurial activities. The institution is known as the Faculty of Islamic Religion Muhammadiyah. The University of North Sumatra. The presence of social encouragement has a favorable, albeit statistically insignificant impact on fostering student entrepreneurship ambitions. In other words, receiving social support does not effectively contribute to an increase in entrepreneurial aspirations. The institution is the Faculty of Islamic Religion of the University of Muhammadiyah North Sumatra.

4 Discussion

The Influence of Attitude Factors on Student Entrepreneurial Intentions Faculty of Islamic Religion, University of Muhammadiyah North Sumatra.

The findings indicated that the attitude component exerted an influence on the entrepreneurial inclinations of the students. The institution is the Faculty of Islamic Religion of the University of Muhammadiyah North Sumatra. This demonstrates that when the attitude elements are effectively upheld, they have the potential to enhance students' intents towards entrepreneurship. The regression analysis results support the hypothesis that various elements of the attitude variable, including autonomy and authority, economic opportunities and challenges, self-realization and participation, perceived trust, and social environment and career, are present in this study. When students possess autonomy in managing their life, embrace difficulties and novelty, and consistently strive for excellence, while being nurtured by a supportive atmosphere and harboring confidence in the potential of entrepreneurship, it will significantly influence their entrepreneurial intents. The institution is the Faculty of Islamic Religion of the University of Muhammadiyah North Sumatra. The study found that the five factors of attitude had a statistically significant beneficial impact on the entrepreneurial intention of students, with a significance level of 5%.

Element autonomy and authority (autonomy and authority) will be able to increase entrepreneurial intentions when students have power over decisions about their lives, the power to choose their own work, want independent work and like jobs that have free working hours. Elements of economic opportunity and challenge (economic opportunities and challenges) will be able to increase entrepreneurial intentions when a student wants a challenging job, a job that provides motivation, a job where compensation is based on achievement and work that can realize his abilities. The element of self-realization and participation (self-realization and participation) will be able to increase entrepreneurial intentions when students are able to create something new, want creative work, structured and orderly and visible over all work processes. For elements of the social environment and career (social environment and career) it will be able to increase entrepreneurial intentions when students like social activities, are involved in an organization and have confidence in their future careers. And finally, the element of perceived confidence will be able to increase entrepreneurial intentions when students have confidence in success in entrepreneurship, have entrepreneurial abilities, have entrepreneurial skills and have knowledge about entrepreneurship obtained on campus. involved in an organization and confidence in his future career. And finally, the element of perceived confidence will be able to increase entrepreneurial intentions when students have confidence in success in entrepreneurship, have entrepreneurial abilities, have entrepreneurial skills and have knowledge about entrepreneurship obtained on campus. involved in an organization and confidence in his future career. And finally, the element of perceived confidence will be able to increase entrepreneurial intentions when students have confidence in success in entrepreneurship, have entrepreneurial abilities, have entrepreneurial skills and have knowledge about entrepreneurship obtained on campus.

This study did not find any significant effect of security and workload (security and workload) and avoid responsibility (avoiding responsibility) on the entrepreneurial intentions of students. For the element of security and workload (security and workload) it has a positive but not significant effect or in other words the element has no real effect in increasing student entrepreneurship intentions, which means that when someone wants a job that is completely safe and an easy workload, it will not be real in increase entrepreneurial intention Faculty of Islamic Religion, University of Muhammadiyah North Sumatra. Meanwhile, the element of

avoid responsibility (avoiding responsibility) has an insignificant negative effect, which means that when someone who avoids responsibility will have low entrepreneurial intentions.

The Influence of Contextual Factors on Student Entrepreneurial Intentions Faculty of Islamic Religion, University of Muhammadiyah North Sumatra.

The study findings suggest that contextual factors have an impact on entrepreneurial inclinations among students and faculty members of the Faculty of Islamic Religion at the University of Muhammadiyah North Sumatra. This demonstrates that when the contextual factors are effectively maintained, they have the potential to enhance students' intentions in entrepreneurship. The regression analysis conducted for hypothesis testing reveals that some assumptions regarding the impact of contextual factors on students' entrepreneurial inclinations are not substantiated in this study. The statistical tests revealed a significant and positive correlation between elements of entrepreneurship education, academic support, and environmental support with student entrepreneurial intentions. However, no significant correlation was found between social encouragement and student entrepreneurial intentions.

Element Entrepreneurship education will be able to increase entrepreneurial intentions when students are interested in entrepreneurship courses, taught by lecturers who have the ability to teach entrepreneurship material well, feel encouraged after learning entrepreneurship and feel encouraged when participating in college practice. Element Academic encouragement will be able to increase entrepreneurial intentions when students become interested in seeing other students who are successful in entrepreneurship, are academically encouraged to issue creative ideas in entrepreneurship, conduct events that support entrepreneurship, and support infrastructure. Elements of environmental support will be able to increase entrepreneurial intentions when students are easy to get capital, easy in administration, easy to get information, and supported by economic conditions.

This study did not find a significant influence from the element of social support, which means that when someone is considered appropriate by close family, close friends, important people and people around the environment, they are not able to have a real influence on students' entrepreneurial intentions. Faculty of Islamic Religion, University of Muhammadiyah North Sumatra.

5 Conclusion

Based on the results that have been found in this study, the following conclusions can be drawn:

1. Demographic factors in this case gender, study program background, parental background and student entrepreneurship experience found that the male gender had a higher entrepreneurial intention than the female. Students who have a business study program background have higher entrepreneurial intentions than students who have a non-business study program background. Students whose parents are entrepreneurs have higher entrepreneurial intentions than students whose parents have non-business jobs. Students who have entrepreneurial experience have higher entrepreneurial intentions than students who do not have entrepreneurial experience.
2. Attitude factors, namely autonomy and authority (autonomy and authority), economic opportunity and challenge (economic opportunities and challenges), self-realization and participation (self-realization and participation), social environment and career (social

- environment and career) and perceived confidence (perceived trust). There are 2 (two) elements of attitude, namely Security and Workload and Avoid Responsibility not proven to have a significant effect on students' entrepreneurial intentions.
3. Contextual elements, such as entrepreneurship education, academic assistance, and environmental support, have demonstrated a favorable and substantial impact on students' entrepreneurial inclinations. The impact of social support on students' entrepreneurial inclinations remains unproven.

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