Determination of Students' Intentions of IAIN Syaikh Abdurrahman Siddik Bangka Belitung in Entrepreneurship

Penentuan Niat Mahasiswa IAIN Shaikh Abdurrahman Siddik Bangka Belitung dalam Berwirausaha

Wulpiah, Kiki Listari

ABSTRACT

This empirical study aims to determine the factors that influence the intention of IAIN Syaikh Abdurrahman Siddik students to become entrepreneurs. Discussing in an implemented manner whether environmental factors (access to capital, access to information and access to social networks) influence the intention of IAIN students to become entrepreneurs? Do skill factors (communication skills, ability to develop business strategies and ability to operate IT devices) influence the intention of IAIN students to become entrepreneurs? Do orientation factors (entrepreneurial knowledge, entrepreneurial desire) influence the intention of IAIN students to become entrepreneurs? Do obstacles (financial risk, lack of expertise, social risk, and lack of commitment) influence the intention of IAIN students to become entrepreneurs? This study is a quantitative study with descriptive analysis techniques, and inferential analysis, using Multiple Linear Regression, and the assistance of SPSS 23.0 software. The population of this study were IAIN Bangka Belitung students. Respondents in this study were selected using purposive sampling techniques. The population of the study was 500 students from three faculties, so that a sample of 125 students was obtained. Based on the research results, it can be concluded that environmental factors, skills, orientation, and obstacles have a positive influence on entrepreneurial intentions.

Keywords: environmental factors, skills, orientation, obstacles and intentions entrepreneurship

ABSTRAK

Penelitian empiris ini bertujuan untuk mengetahui faktor-faktor yang mempengaruhi niat mahasiswa IAIN Syaikh Abdurrahman Siddik untuk menjadi wirausahawan. Membahas secara terimplementasi apakah faktor lingkungan (akses permodalan, akses informasi dan akses jejaring sosial) mempengaruhi niat mahasiswa IAIN untuk menjadi wirausahawan? Apakah faktor keterampilan (kemampuan komunikasi, kemampuan menyusun strategi bisnis dan kemampuan mengoperasikan perangkat IT) mempengaruhi niat mahasiswa IAIN untuk menjadi wirausahawan? Apakah faktor orientasi (pengetahuan kewirausahaan, keinginan berwirausaha) mempengaruhi niat mahasiswa IAIN untuk menjadi wirausahawan? Apakah hambatan (risiko keuangan, kurangnya keahlian, risiko sosial, dan kurangnya komitmen) mempengaruhi niat mahasiswa IAIN untuk menjadi wirausahawan? Penelitian ini merupakan penelitian kuantitatif dengan teknik analisis deskriptif, dan analisis inferensial, menggunakan Regresi Linear Berganda, dan bantuan perangkat lunak

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SPSS 23.0. Populasi penelitian ini adalah mahasiswa IAIN Bangka Belitung. Responden dalam penelitian ini dipilih dengan menggunakan teknik purposive sampling. Populasi penelitian ini adalah 500 mahasiswa dari tiga fakultas, sehingga diperoleh sampel sebanyak 125 mahasiswa. Berdasarkan hasil penelitian, dapat disimpulkan bahwa faktor lingkungan, keterampilan, orientasi, dan hambatan memiliki pengaruh positif terhadap intensi berwirausaha.

Kata Kunci: *faktor lingkungan, keterampilan, orientasi, hambatan dan niat kewirausahaan*

1. Introduction

According to Rasyidi in Ariamtisna (2008), the high unemployment rate is partly due to the lack of entrepreneurial spirit in society. This is indicated in the education system in higher education which produces more graduates of workers with high academic qualifications, whereas what is needed are graduates with an entrepreneurial spirit because the number of entrepreneurs in Indonesia should be 2% of the total population, but currently there are only four hundred and fifty thousand entrepreneurs in Indonesia. Educated people tend to avoid job choices This Because his preference to work in office higher. Preference This based on calculation cost that has been spent during education and expect a comparable rate of return. Only 5% are entrepreneurs, namely by opening a business that can employ workers or employees who are paid permanently (Darmaningtyas in Citra 2010).

The tendency shows that the higher the level of education, the greater the desire to get a safe job. Educated people do not dare to take risky jobs such as entrepreneurship. The main job status choice for college graduates is as a labourer, in the sense of working for other people/companies on a regular basis. still with accept wages Which routine. Small The interest in entrepreneurship among college graduates is very unfortunate. In fact, the existing job market does not allow it. For absorb all over graduate of universities in Indonesia, college graduates are starting to choose entrepreneurship as a career choice.

Based on BPS data, the 2014-2016 National Labor Force Survey (SAKERNAS) on Open Unemployment according to the highest education completed, there was a fluctuation in the unemployment rate from year to year. In 2016, the number of unemployed at the college level was around 944,666 persons, with 695,304-person graduate of S1 and 249,362 diploma and academy graduates. One way to overcome unemployment and improve the Indonesian economy is by increasing the interest of young people in entrepreneurship. According to McClelland (1961), a country can prosper if at least 2% of its population becomes entrepreneurs. For Indonesia, 2% of the 250 million population means 5 million entrepreneurs. This number is still far from fact Because amount businessman Indonesia only around 450,000 entrepreneurs or only 0.18% of the population of Indonesia (Suharti & Sirine, 2011).

Furthermore, Zimmerer (2002) stated that one of the driving factors for the growth of entrepreneurship in a country lies in the role of universities through the implementation of entrepreneurship education. Universities are responsible for educating and providing entrepreneurial skills to their graduates and providing motivation to dare to choose entrepreneurship as their career. Universities need to implementing concrete entrepreneurial learning patterns based on empirical input to equip students with meaningful knowledge in

order to encourage students' enthusiasm for entrepreneurship (Yohnson 2003, Wu & Wu, 2008). The question is how to foster motivation entrepreneurship in circles student And What factors influence students' motivation or intention to choose an entrepreneurial career after they graduate is still a question and requires further study through this research.

Currently, the conditions faced will be further exacerbated by the global competitive situation (for example the implementation of the ASEAN Economic Community) that Indonesian college graduates are faced with the complexity of free competition with graduates from foreign universities. Therefore, college graduates need to be directed and supported to not only be oriented as job seekers but can and are ready to become job creators. Therefore, fostering the entrepreneurial spirit of college students is believed to be a solution to reduce the unemployment rate, because for bachelor expected can become educated young entrepreneurs who are able to start their own businesses. The number of young entrepreneurs in Indonesia, which is only around 0.18% of the total population, is still far behind developed countries such as America, which has 11.5%, and Singapore, which has 7.2% young entrepreneurs from its total population. In fact, according to consensus, a country, in order to progress, ideally has entrepreneurs as much as 5% from total its population Which can be a competitive advantage for the nation.

Furthermore, in responding to the current and future business world competition which relies more on knowledge and intellectual capital, so that it can become a competitive force for the nation, the development of young entrepreneurs needs to be directed at groups of educated young people (intellectuals). Students are prospective college graduates who need to be encouraged and grown intention they for entrepreneurship (Entrepreneurial intention). Zimmerer (2002), stated that one of the driving factors for the growth of entrepreneurship in a country lies in the role of universities through the implementation of entrepreneurship education.

In order to answer the above reality, the existence of IAIN Bangka Belitung, which has three faculties with eight study programs, with more than three thousand students (Academic, 2017), is expected to be able to mobilize the entrepreneurial spirit of students so that they can create... work, However the problem data alumni IAIN Bangka Belitung shows that not many alumni become entrepreneurs. This study will try to explore this phenomenon, in order to find out what factors can motivate students to become entrepreneurs. This is due to the learning system applied in various universities. high at the moment This, generally more focused on the accuracy of graduation and speed of getting a job, and marginalizing the readiness to create jobs. In general, the problem of students (read graduates) not being optimal in entrepreneurship can be identified as being caused by the lack of number of students who are entrepreneurs, low interest student entrepreneurship and relatively lack of institutional intervention in increasing students' interest in entrepreneurship.

2. Methodology

2.1 Design of Research

This research is designed in a survey research type. The information that will be explored in this study is information about the factors that influence students' intentions to become entrepreneurs at IAIN Bangka Belitung. This research is explanatory research because it aims to

examine the characteristics of variables and the relationships between existing variables. This research also aims to explain the causes and impacts of the relationship. From its investigation (type *of investigation)*, the research This is study causality which analyses the causal relationship between the determinant factor variables in the formation of students' entrepreneurial intentions.

The data used is subject data, namely the type of research data in the form of opinions, attitudes, experiences or characteristics of a person or group of people who are the subjects of research (respondents). In this study, the author received a report in the form of written questions (questionnaires) that had been prepared by the researcher. The data source used in this study is primary data.

The population of this study were students of IAIN Bangka Belitung. Respondents in this study were selected using *purposive sampling techniques.* The sample criteria were students in semesters 3, 5 and 7 who had received Eye Studying Entrepreneurship/Introduction Business in general regular or in the form of extracurricular activities choice. In this case, the population was taken as many as 500 people from three faculties, each consisting of 200 people from the Faculty Sharia and Islamic Economics, 200 persons from the Faculty of Tarbiyah, and 100 people from the Faculty of Da'wah and Communication. The sample will be taken 25% of the population, meaning 125 people.

2.2 Hypothesis Development

Research and Hypothesis Development Framework this research can be seen in the following image:

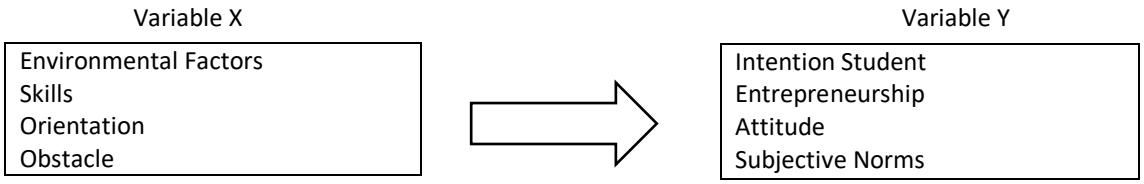

Figure 1 Framework

Based on the framework of thought in the literature review above, several hypotheses are formulated to be tested in this study:

1. H_1 Factor environment influential positive towards students' entrepreneurial intentions
2. H_2 : Factor Skills influential positive towards students' entrepreneurial intentions
3. H_3 : Orientation factors have a positive influence on students' entrepreneurial intentions.
4. H_4 : Factor Obstacle influential positive to student entrepreneurial intentions

In this study, primary data was obtained through direct interviews in the field using a structured study questionnaire, which divided in 4 parts: factor environment, skill factors, orientation and obstacle factors and entrepreneurial intentions. Overall, these factors were measured using a 5-point Likert Scale, where respondents were asked to answer with a number choice between 1-5 (1 = strongly disagree, and 5 = strongly agree). Option the covers:

Table 1 Score and Category

Score	Category
1	Very No Agree
2	No Agree
3	Normal just / Neutral / Enough
4	Agree
5	Strongly agree

To find out the results of a study whether a hypothesis is accepted or rejected, an analysis of the data that has been obtained is carried out. The data analysis tools used in this study are:

1. Descriptive Analysis
   Descriptive analysis is the analysis that in the form of a description of the research results supported by the theory of tabulated data, then summarized. This descriptive method is in the form of a description of the problem related to research variables.

2. Quantitative Analysis
   Quantitative analysis is an analysis that carried out by using statistical formulas and calculation techniques used for data testing, theory, And hypothesis. For now results research accepts or rejects a hypothesis, then an analysis is carried out on the data that has been obtained. The data analysis tools used in this study are:

2.3 Test Instrument Study

2.3.1 Validity Test

Validity indicates the extent to which a measuring instrument measures what it is intended to measure. A measuring scale is said to be valid if the scale is used to measure what it is supposed to measure. Validity testing in this study was carried out in 125 respondents with a real level of 0.05 or 5%. Criteria in determine validity the questionnaire is as follows:

If r-count > r-table then the question is valid
If r-count < r-table so the question is invalid

2.3.2 Reliability Test

Reliability is index Which shows the extent to which a measuring instrument can be trusted or relied upon. Reliability calculations are carried out on valid questions or statements. Reliability testing in this study was carried out on 125 respondents with a real level of 0.05 or 5%. There are several ways that can be used to calculate reliability, one of which is by formulating the *Cronbach Alpha coefficient* (Sugiyono, 2010).

$$r_{11} = \left[\frac{K}{K-1}\right]\left[1 - \frac{\sum \sigma_b^2}{\sigma_t^2}\right]$$

With base taking the decision is:

If coefficient alpha Cronbach positive ≥ 0.6 then the factor is reliable.
If Cronbach's alpha coefficient negative ≤ 0.6 then the factor is not reliable.

2.3.3 Testing Assumptions Classic

Before conducting a regression test, a classical assumption test is first carried out. This test is carried out to... to obtain belief that use regression model multiple produce *estimator linear* Which unbiased (Algifari, 2000). This condition will occur if several assumptions called classical assumptions are met.

1. Normality Testing

   Normality Test aims to test whether in a regression model, the *dependent variable,* the *independent variable,* or both have a normal distribution or not. A good regression model is normally distributed or close to normal. To test whether the regression model is normally distributed can be seen from the *probability plot graph* (P-Plot). The normality test can be detected by looking at the distribution of data (points) on the diagonal axis and following the direction of the diagonal line, then the regression model meets the assumption of normality. The basis for decision making is:

   - If the data is spread far from the diagonal and the points follow direction line diagonal so model regression does not meet assumption of normality.
   - If the data is spread around the diagonal line and follows direction line diagonal so model regression meets the assumption of normality.

2. Multicollinearity Testing

   The multicollinearity test aims to test whether the regression model determines the correlation between *independent variables.* If the *independent variables* are correlated with each other, then these variables are not *orthogonal. Orthogonal* variables are variables whose correlation value between independent variables is equal to zero. Protection is done by using tolerance value and VIF (variance Inflation Factors). If mark–mark tolerance value > 0.10 and value VIF < 10, then no happen multicollinearity.

3. Heteroscedasticity Testing

   The purpose of heteroscedasticity testing is to test whether in a regression model there is an inequality *of variance* from *the residuals* of one observation to another (Ghozali, 2005). Symptoms of heteroscedasticity occur when *the disturbance terms* for each observation are no longer constant, but vary. A good regression model is one where heteroscedasticity does not occur. Testing for symptoms heteroscedasticity is done by using *scatterplot* model with the following basic thinking:

a. If there is a certain pattern, there are points (points) that form a regular pattern. wavy then narrows) then heteroscedasticity occurs.
b. If there is no clear pattern, and the points are spread above and below zero on the Y axis, then heteroscedasticity does not occur.

2.3.4 Analysis Regression Multiple

Multiple linear regression analysis is used to determine the influence of independent on dependent. The form of the equation is as follows:

$$Y = b\ 1\ X\ 1 + b\ 2\ X\ 2 + b\ 3\ X\ 3 + b\ 4\ X\ 4$$

By looking at the regression coefficient value in the equation above, we can determine the magnitude of the influence of the independent variables on the dependent variable.

2.3.5 F Test and Coefficient of Determination

Simultaneous testing is intended to see whether influence direct from variable *independent***.** individually on the *dependent variable* significant or No. Can Also it is said that testing This is to test whether the regression coefficient price (b) is truly a meaningful price or just a coincidence. just. Testing in a way *simultaneous* use test

Steps in test t is:

1. Formulating a hypothesis
   a. H0: b i = 0, meaning each variable independent has no effect on the dependent variable.
   b. Ha: b ¡ ≠ 0, It means each variable independent has a significant effect on the dependent variable
2. Determine level significance (α) that is by 0.05
3. Criteria Testing

If the significance of the F statistic or the level of significance Which produced > 0.05 so H0 accepted, meaning that each independent variable actually has no effect on the dependent variable. On the other hand, if the statistical F Significance or the resulting significance level is ≤ 0.05 then H0 is rejected, meaning that each independent variable has a significant effect on the dependent variable.

The coefficient of determination (R2) measures how far the ability of the model formed in explaining the variation of the *independent variable.* The value of R2 [is] between 0-1 (0 <R2 [<] 1) this coefficient of determination is used to find out how much the independent variable influences the dependent variable. If R2 [approaches] 1, it means that the independent variable has an increasing influence on variable No free. Weakness The basis for using the coefficient of determination is the bias towards the number of *dependent variables* included in the model. Each additional *independent variable,* (R^2) definitely increases, regardless of whether the variable has a significant effect on the *dependent variable* or not. Therefore, many researchers recommend using the *Adjusted* R [2 value] when evaluating the best *regression model.* No Like R2, the Adjusted R2 value [can] *increase* or decrease. if one variable *independent* added into the model (Ghozali, 2005).

2.3.6 t-test

For now, influence Which significant variables independent in a way partial to variable dependent so used test t. As for the testing steps are as follows:

1. Determining the hypothesis:
   Hobby = 0, meaning the independent variable has no effect on the dependent variable
   Ha: b i ≠ 0, meaning the independent variable has a significant effect on the dependent variable

2. Determining the t-table value with Level of Significant (α) 5%, degree of *freedom* (df) = n – 2 (with n = number of respondents) and two-sided testing, then in determining the t -table using /2.
3. Criteria testing:
   - Hey accepted when: t count ≤ t - table
   - Hey rejected if: t count > t - table
   - Probability of t -count ≥ *Level of Significant* = 0.05 then H 0 is accepted
   - Probability of t -count < *Level of Significant* = 0.05 then H 0 is rejected
4. Perform calculations in accordance with the statistical approach (tool) used, namely by using the SPSS *for Window Release 20.00 program.*
5. Drawing conclusions from t -count with *Level of Significant* to determine whether Ha and Ho are accepted or not.

3. Result and Discussion

3.1 Result

3.1.1 The Influence of Environmental Factors on Entrepreneurial Intentions

The terminology of Intention plays a distinctive role in directing action, namely connecting deep considerations that are believed and desired by someone with certain actions. Intention is the sincerity of a person's intention to do an act or to bring up a certain behaviour (Wijaya, 2007). In general, the antecedent factors of intention can be expressed through *the Theory of Planned Behaviour,* namely beliefs or attitudes towards behaviour, subjective norms and behavioural control. The formation of intention can be explained by the theory of planned behaviour which assumes that humans always have goals in behaving (Fisbein & Ajzen, 1975).

In the context of this research, students who behave entrepreneurially are more likely to depict the entrepreneurial paradigm. two and three from an entrepreneurial perspective, namely *the venture opportunity school of thought and the strategic formulation school of thought,* a combination of exploiting opportunities due to PMW and due to planning, Which strategic. Although thus, without they realize that the courage to take risks is their main capital from a psychological aspect. The business world is a world of risk. However, not everyone sees it that way. As stated in this respondent's statement, that:

"We first conduct an analysis of consumer interest, *target market,* the product is not only selling now, the money obtained is not entirely for assets, but for purchasing products, for marketing costs, some are saved (as cash in case the business collapses). The important thing is planning and analysis at the beginning."

Based on opinion the looks that courage to take risk based on calculation Which ripe, namely mature business planning and the influence of science engaged in, namely Economics and Business which always discusses the issue of risk.

This chapter will describe the results of the study on the Determinant Factors of IAIN Students' Intention to Become Entrepreneurs. This study was conducted with 125 respondents. The data used are primary data from questionnaires distributed to research respondents, namely 125 students in semesters 3, 5 and 7 who have taken the Introduction to Business or Entrepreneurship Course. The data used in this study are primary data obtained from the results of respondents' answers which are research samples through questionnaires. The results of the answers from these respondents will later become information for answer problem Which has put forward on previous chapter.

In accordance with the problems and problem formulation that have been put forward and the interests of hypothesis testing, then technique analysis Which used in study This includes analysis descriptive Which covering evaluation Respondent to variables studied and quantitative analysis as an analysis that uses formulas and calculation techniques to overcome the problems being studied. The calculation technique used in this study is the Multiple and Simple Linear Regression Analysis model.

Furthermore, the data processing and analysis process as well as discussion of research results are still ongoing.

1. Results of Validity Test

Validity testing is carried out based on item analysis, namely correlating the score of each item with the variable score. (results summation all over score question items). The correlation technique uses *Pearson Correlation.* Validity testing in this study was conducted on 125 respondents with a real level of 0.05 or 5%. A question item is declared valid if it has a value r count > r table or sig ≤ 0.05. The results of the validity test can be seen in Table 2:

Table 2 Results of Validity Test

Variables	Indicator	r count	Sig	r table	Information
Environmental Factors	Item1 Item2 Item3 Item4	0.476 0.341 0.409 0.520	0.000 0.000 0.000 0.000	0.1478 0.1478 0.1478 0.1478	Valid Valid Valid Valid
	Item5	0.331	0.000	0.1478	Valid

Variables	Indicator	r count	Sig	r table	Information
Skill Factor	Item1 Item2 Item3	0.474	0.043	0.1478	Valid Valid Valid
	Item4 Item5 Item6	0.413	0.000	0.1478	Valid Valid Valid
	Item7 Item8 Item9	0.474	0.000	0.1478	Valid Valid Valid
	Item10	0.278	0.002	0.1478	
		0.417	0.012	0.1478	
		0.472	0.000	0.1478	
		0.471	0.002	0.1478	
		0.347	0.000	0.1478	
		0.279	0.002	0.1478	
		0.314	0.000	0.1478	
Orientation Factor	Item1 Item2 Item3	0.403	0.000	0.1478	Valid Valid Valid
	Item4 Item5 Item6	0.181	0.043	0.1478	Valid Valid Valid
	Item7 Item8 Item9	0.231	0.009	0.1478	Valid Valid Valid
	Item10	0.318	0.000	0.1478	
		0.394	0.000	0.1478	
		0.411	0.000	0.1478	
		0.403	0.000	0.1478	
		0.327	0.000	0.1478	
		0.288	0.001	0.1478	
		0.389	0.000	0.1478	
Inhibitory Factors	Item1 Item2 Item3	0.491	0.000	0.1478	Valid Valid Valid
	Item4 Item5	0.366	0.000	0.1478	Valid Valid
		0.393	0.000	0.1478	
		0.408	0.000	0.1478	
		0.555	0.000	0.1478	
Student Entrepreneurial Intentions	Item1 Item2 Item3	0.449	0.000	0.1478	Valid Valid Valid
	Item4 Item5	0.431	0.000	0.1478	Valid Valid
		0.400	0.000	0.1478	
		0.517	0.000	0.1478	
		0.542	0.000	0.1478	

Source: Data primary processed, 2023

Based on Table 2 above, the calculated r value is obtained of all the questionnaire items for the research variables, namely environmental factors, skill factors, orientation factors, obstacle factors and Student Entrepreneurial Intentions, showed a value greater than the r table value. or sig ≤ 0.05. So that the questionnaire of environmental factor variables, skill factors, orientation factors, obstacle factors and Student Entrepreneurial Intentions is valid and can be used for further research.

2. Results of Reliability Test

Reliability means If answer somebody to the questions is consistent or stable over time. The higher the reliability coefficient, the more reliable the answer. Which obtained from respondents. Reliability testing in this study was carried out by calculating the magnitude mark *Cronbach's Alpha* instrument of each variable tested. If the *Cronbach value's Coefficient Alpha* is greater than 0.6, then the answers from the respondents to the questionnaire are used as a measuring tool rated stated *reliable.* If mark *Cronbach's*

Coefficient Alpha smaller 0.6, so answer from for respondents in the questionnaire as a measuring tool were deemed unreliable. The results of the reliability test can be seen on Table 3:

Table 3 Results of Test Reliability

Variables	Cronbach's Alpha	Information
Environmental Factors	0.794	Reliable
Skill Factor	0.724	Reliable
Orientation Factor	0.732	Reliable
Inhibitory Factors	0.724	Reliable
Student Entrepreneurial Intentions	0.715	Reliable

Source: Primary data processed, 2023

Cronbach Alpha value of all research variables is greater than 0.6. Thus, the respondents' answers from the research variables of environmental factors, skill factors, orientation factors, obstacle factors and Student Entrepreneurial Intentions are reliable, so that the questionnaire from the variables of environmental factors, skill factors, orientation factors, obstacle factors and Student Entrepreneurial Intentions is reliable and can be used for further research.

3. Respondent Analysis

This analysis identifies the characteristics of respondents based on gender and faculty of origin of students who are respondents to the study. The following is an explanation of the identity of respondents based on gender:

a. Identity Respondents Based on Gender

Table 4 Identity Respondents

NO	IDENTITY	FREQUENCY	PRESENTATION
1	Man	50	40 %
2	Woman	75	60 %
TOTAL		125	100 %

Source: Primary data processed, 2023

Based on Table 4 above, data was obtained that there were 50 male respondents with a percentage of 40 % whereas Woman as much as 75 persons with a percentage of 60%. This shows that the majority of respondents are women. Women tend not to prioritize logic in making decisions, especially in entrepreneurial decisions compared to men.

b. Based on Faculty of Origin

Table 5 Identity Respondents Based on Origin Faculty

NO	FACULTY OF ORIGIN	FREQUENCY	PRESENTATION
1	Faculty Sharia and Islamic Economics	55	44 %
2	Faculty Education	55	44 %
3	Faculty Da'wah and Communication	15	12 %
	TOTAL	125	100%

Source: Primary data processed, 2023

Based on Table 5 above, data was obtained that respondents from the Faculty of Sharia and Islamic Economics were 55 people with a percentage of 44%, the Faculty of Tarbiyah was 100 people with a percentage of 44%. 55 persons with presentation as big as 44 %, while the Faculty of Da'wah and Communication has 15 people as much as 12%. This shows that the majority of respondents originate from Faculty Sharia and Economy Islam and Faculty Education And the rest originate from Faculty of Da'wah and Communication.

4. Descriptive Analysis

This analysis is intended to explain the map or condition of each variable based on the perception of the respondents. In this analysis, the average prices of each indicator of each variable will be used, so that it will be explained in detail. The variables used are environmental factors, skill factors, orientation factors, obstacle factors and Student Entrepreneurial Intentions. A description of the respondent's perception of the overall variables can be seen from the results of the descriptive statistical analysis. Results The complete descriptive analysis is presented in Table 6 below:

Table 6 Answer Respondents to Overall Variables (Mean*)*

Variables	Average (Mean)	Category
Factor Environment	3.7936	Tall
Skill Factor	3.8336	Tall
Factor	3.8381	Tall
Orientation		
Inhibitory Factors	3.8368	Tall
Student Entrepreneurial Intentions	3.7840	Tall

Source: Data primary processed, 2023

For environmental factor variables, factors skills, orientation factors, obstacle factors and student intentions Entrepreneurship can know that Respondents generally gave high answers to all indicators of the environmental factor variables, skill factors, orientation factors, obstacle factors and Student Entrepreneurial Intentions with a total average value of of 3.40 - 4.20. The results of the descriptive analysis show that environmental factors, skill factors, orientation factors, obstacle factors and Student Entrepreneurial Intentions have been perceived well, so that student perceptions are in the "high" category.

5. Testing Assumptions Classic

The classical assumption test is carried out to test the regression model so that a regression model is obtained from the least squares method which produces an unbiased *linear estimator. Model* regression Which obtained distributed normal and free from symptoms of autocorrelation, multicollinearity, and heteroscedasticity.

a. Normality Testing

The normality test is a test to determine normality and aims to test whether the dependent variable and the independent variable both have a normal distribution or not. So, if the data has a normal distribution, the t-test and F-test can be carried out, while if the normality assumption cannot be met, inference cannot be made with the t and F statistics. The results of the normality test with Normal PP Plot with regression can show on.

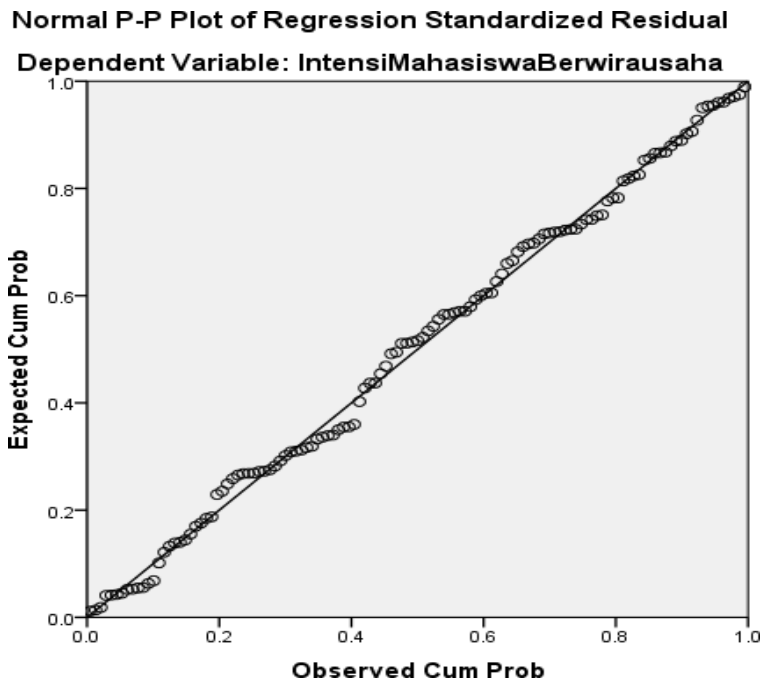

Figure 2 Normality Test

Source: Data primary processed, 2023

The results of the normality test with the Normal PP Plot show that the probability figures are around a linear or straight line. This means that all variables used in this study have random data that is normally distributed. So that further statistical testing can be carried out, both t-test and F-test.

b. Multicollinearity Test

Multicollinearity aims to test whether there is a correlation between independent variables in the regression model. Testing for multicollinearity is done by paying attention to the size of *the tolerance value* and the size of the VIF (Ghozali, 2011). If mark *tolerance value* > 0.10 or < 1 and

VIF < 10, then there is no multicollinearity. The results of the multicollinearity test are presented in Table 7 below:

Table 7 Results Multicollinearity Test

Coefficients [a]			
Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Obstacle	,950	1,052
	Factor Environment	,941	1,063
	Skills	,913	1,096
	Orientation	,951	1,052
a. Dependent Variables: Intensity Student Entrepreneurship			

Source: Data primary processed, 2023

From Table 7, the calculation results show that *tolerance* value > 0.10 or < 1 and VIF < 10. Matter This can concluded that the regression model equation does not contain multicollinearity problems Which It means No There is correlation between the independent variables so that it is suitable for further analysis.

c. Heteroscedasticity

Heteroscedasticity occurs when the variance of the disturbance probability distribution is not constant for all observations of the research variables. The method used to test heteroscedasticity in this study uses a *catterplot diagram.*

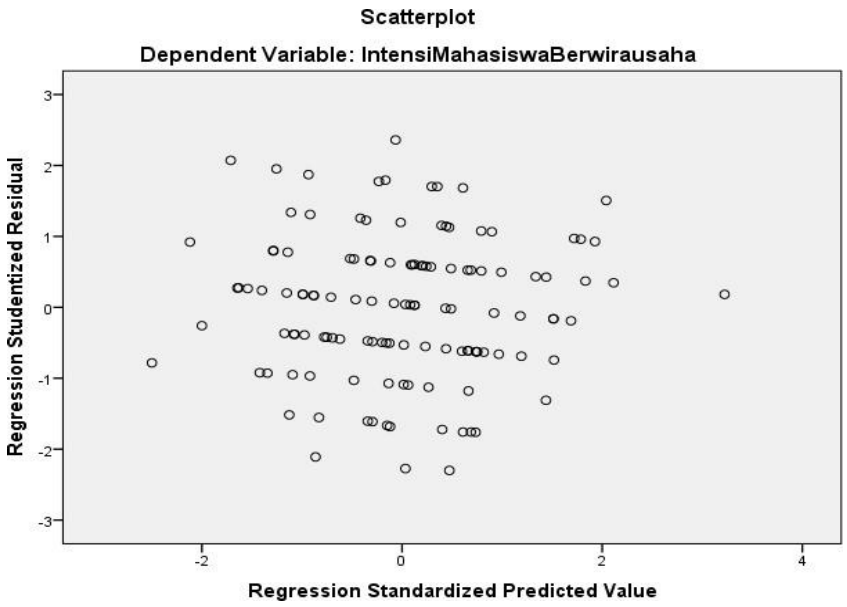

Figure 3 Test Heteroscedasticity Source: Primary data processed, 2023

Source: Processed primary data, 2023

Based on Figure 3, it can be concluded that there is no clear pattern, and the points are spread above and below 0 on the Y axis, so there is no heteroscedasticity.

6. Testing Hypothesis In general Parsial (Test - t)

The t-statistic test basically shows how much the extent of the influence of one independent variable individually in explaining the variation of the dependent variable. The results of the t-test can be shown on Table 4.5. Test hypothesis This aiming to determine whether or not there is an influence of environmental factors, skills factors, orientation factors, and barriers partially on students' entrepreneurial intentions.

Table 8 Test Hypothesis Partially

Coefficients [a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	6,024	6,766		,890	,375
	Environmental Factors	,179	,083	,184	2,155	,033
	Skills	,189	,082	,199	2,300	,023
	Orientation	,242	,080	,258	3,041	,003
	Obstacle	,230	,093	,209	2,459	,015

a. Dependent Variables: Intensity Student Entrepreneurship

Source: Data primary processed, 2023

Based on Table 8, the multiple regression on model for Student Entrepreneurial intentions for the influencing factors, namely environmental factors, skill factors, orientation factors, and obstacle factors, is as follows:

Intensity = 6,024 + 0.179X1 + 0.189X2 + 0.242X3 + 0.230X4

From the equation above, it can be interpreted that the variables of environmental factors, skill factors, orientation factors, and obstacle factors have a positive regression coefficient direction or are directly proportional to the Intention of Students to Become Entrepreneurs, this shows that the variables of environmental factors, skill factors, orientation factors, and obstacle factors will have a positive influence on the Intention of Students to Become Entrepreneurs.

3.1.2 The results of the t-test using the SPSS program are as follows:

1. The Influence of Environmental Factors on Student Entrepreneurial Intentions

H0 : b 1 = 0 None influence factors environment towards students' entrepreneurial intentions

H 1 : b 1 > 0 Factor the environment has significant positive influence on Student Entrepreneurial Intention

Based on the calculation results shown in the table above, the p-value of the t-test results was obtained from Environmental factor variable is 0.033. Because the value p value smaller from

level significant □ = 5% or (0.033 < 0.05), then Ho is rejected; which means that environmental factors have a significant positive influence on students' entrepreneurial intentions.

2. The Influence of Skill Factors on Student Entrepreneurial Intentions

H0 : b 2 = 0 There is no influence of skill factors on students' intention to become entrepreneurs
H 2 : b 2 > 0 The skill factor has a significant positive influence on students' entrepreneurial intentions.

Based on the calculation results shown in the table above, the p-value of the t-test results was obtained from Skill factor variable is 0.023. Because the p value is smaller than the significance level □ = 5% or (0.023 < 0.05), then Ho is rejected; which means that the skill factor has a significant positive influence on student entrepreneurial intentions.

3. The Influence of Orientation Factors on Student Entrepreneurial Intentions

H0 : b 3 = 0 There is no influence of orientation factors on students' entrepreneurial intentions
H3 : b 3 > 0 Factor orientation have influence positive significant on Student Entrepreneurial Intentions

Based on the calculation results shown in the table above, the p-value of the t-test results was obtained from variable Factor orientation as big as 0.003. Due to mark p value smaller from level significant □ = 5% or (0.003 < 0.05), then Ho is rejected; which means that the orientation factor has a significant positive influence on Student Entrepreneurial Intention.

4. The Influence of Inhibiting Factors on Student Entrepreneurial Intentions

H0: b 4 = 0 There is no influence of inhibiting factors on students' intention to become entrepreneurs
H 4 : b 4 > 0 Inhibitory factors have a significant positive influence on students' entrepreneurial intentions

Based on the calculation results shown in the table above, the p-value of the t-test results of the Inhibition Factor variable is 0.015. Because the p-value smaller than the significance level □ = 5% or (0.015 < 0.05), so rejected; Which means Factor obstacle have influence positive Which significant to Student Entrepreneurial Intentions.

5. Testing Hypothesis In general *Simultan* (Test - F)

The F statistical test basically shows whether all independent variables included in the model have a joint influence on the dependent variable. The results of the F test using the SPSS program are as follows:

Table 9 Testing Hypothesis in a Way Simultan

ANOVA [a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	174,480	4	43,620	6,573	,000 b
	Residual	796,320	120	6,636		
	Total	970,800	124			

Dependent Variables: Intensity Student Entrepreneurship
Predictors: (Constant), Orientation, Factor Environment, Obstacles, Skills
Source: Data primary processed, 2023

Following formula outcome hypothesis F test like following:

Ho: Environmental factors, skill factors, factors orientation, inhibiting factors do not have a simultaneous effect on Student Entrepreneurial Intentions.
Ha: Factor environment, factor skills, factor orientation, inhibiting factors have a simultaneous influence on students' entrepreneurial intentions.

Based on the calculation results shown in Table 3.8 above, the p value obtained from the F test results is 0.000. Because the p value is smaller than the significance level □ = 5% or (0.000 < 0.05), then Ho is rejected; which means that the variables of environmental factors, skill factors, orientation factors, and obstacle factors have a simultaneous influence on Student Entrepreneurial Intention.

6. Coefficient Determination (R^2)

To determine the magnitude of the influence of environmental factors, skill factors, orientation factors, and obstacle factors that simultaneously influence the Intention of Students to Become Entrepreneurs, the multiple determination coefficient (*Adjusted* R Square) is used. The results of the multiple determination coefficient can be shown in the following table:

Table 10 Coefficient Determination

Model Summary [b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,424 [a]	,180	,152	2.57604

Predictors: (Constant), Orientation, Factor Environment, Obstacle, Skills
Dependent Variables: Intensity Student Entrepreneurship
Source: Data primary processed, 2023

From Table 10, it can be seen that the magnitude of the multiple determination coefficient (*Adjusted* R^2) is 0.152, which means that 15.2% of Student Entrepreneurial Intention is influenced by the four independent variables consisting of environmental factors, skill factors, orientation factors, and obstacle factors. While the remaining 84.8% is influenced by other variables not included in the research model.

3.2 Discussions

3.2.1 The Influence of Environmental Factors on Entrepreneurial Intentions

Based on the calculation results, it shows that environmental factors have a significant positive influence on Student Entrepreneurial Intention. According to Lupiyoadi (2007), environmental factors that influence someone to become an entrepreneur include the family environment, and the social environment or community environment. For students, the academic environment where someone studies also play a role in shaping a student's interest in becoming an entrepreneur (Suherti & Sirine, 2012). Environment social is connection interaction between

A person with the social environment (Walgito, 2004). This interaction occurs when between one individual and another there is a close relationship and they know each other well, for example family. The social environment in entrepreneurship occurs if someone interacts with relatives who are entrepreneurs, has neighbours and the surrounding community who are mostly entrepreneurs and lives in an entrepreneurial environment. Social environment will have a profound influence on individual development. Research by Purwinarti et al. (2006), regarding motivating factors for entrepreneurship, found that social environmental factors influence someone to become an entrepreneur, because more pushed with see for neighbour who are successful entrepreneurs.

Mulyana (2012) stated that the intention or interest is not inborn, but grows and develops according to the factors that influence it. Interests can change depending on the factors that influence it, including: is factor environment. According to Lupiyoadi 2007) environmental factors that influence interest include family environment, educational environment and community environment. Indarti et al. (2008) stated that there are three environmental factors that influence successful entrepreneurship, namely the availability of information, access to capital and ownership of social networks.

3.2.2 The Influence of Skills on Entrepreneurial Intentions

Based on the calculation results, it shows that the skill factor has a significant positive influence on students' entrepreneurial intentions. The higher a student's self-confidence in their ability to be able to work, the greater their desire to become an entrepreneur. Personal perceptions like this hold role important in development someone's intention. Innovative, creative and flexible values are elements of someone's originality. An innovative entrepreneur is someone who is creative and believes in new ways. better. Wirasasmita (2003) the characteristics are as follows:

(1). No never satisfied with the way it is done now, even though the method is quite good. (2). Always pour imagination into his work (3). Always want to appear different or take advantage of differences. The meaning of the theory above is not only following other people, but having your own opinion and having the ability to carry out something.3.2.3 The Influence of Skills on Entrepreneurial Intentions

3.2.3 Influence Orientation to Entrepreneurial Intention

Based on the calculation results, it shows that orientation factors have an influence positive which is significant to the intention of students to become entrepreneurs. Someone who always

prioritizes tasks and results is someone who always prioritizes the values of achievement motives, profit orientation, perseverance and tenacity, determination, hard work, strong drive, energetic, and initiative. Taking the initiative means always wanting to find and start something. To start It requires strong intentions and determination as well as great will. Once successful or accomplished, the next success will follow, so that the business will progress and develop. In entrepreneurship, opportunities only obtained if there is initiative.

Behaviour This initiative is usually obtained through their years of training and experience, and its development is obtained through self-discipline, critical thinking, responsiveness, and a spirit of achievement. Various motivations will emerge in business if we try to get rid of prestige. We will be able to work hard, energetically, without being embarrassed to be seen by friends, as long as what we do is halal. Suryana (2001) put forward the characteristics and nature of entrepreneurship, namely Task and result oriented, namely: (1). Fulfilling the need for achievement, (2). Job orientation in the form of profit, persistent and steadfast, determination Work hard. (3). Take the initiative. Orientation Entrepreneurship (entrepreneurial orientation) is an orientation that has principles in the effort to identify and exploit the opportunity (Paulina and Wardoyo, 2012). Entrepreneurial orientation as orientation for become the first in matter innovation, own attitude to take risks, and be proactive towards changes that occur. Kusuma And Warwick (2016), state that individual Which own orientation entrepreneurship Which strong, will be more willing to take risks, and not just stick to past strategies. Key dimensions of entrepreneurial orientation include the will to be independent (autonomy), the desire to innovate (innovativeness), the tendency to be aggressive towards competitors (competitive aggressiveness), and behave proactive against the odds market (proactiveness).

3.2.4 Influence Obstacles to Entrepreneurial Intention

Based on the calculation results, it shows that the obstacle factor has a significant positive influence on the intention of students to become entrepreneurs. The willingness and ability to take a risk is Wrong One The main value in entrepreneurship. It is in this situation of risk and uncertainty that entrepreneurs make decisions that have the potential for failure or success. The choice of this risk is very dependent on: The attractiveness of each alternative 1). Be prepared to suffer losses 2). Relative likelihood of failure or success 3) The ability to take risks is determined by: Self-confidence. 4) Willingness use ability in looking for opportunity 5); Possibility of making a profit. The ability to assess risk situations realistically. 6). Entrepreneurship is full of risks and challenges, such as competition, fluctuating prices, unsold goods and so on. However, all these challenges must be faced with full calculation. Therefore, risk takers are found in innovative and creative people who are the most important part of entrepreneurial behaviour. Suryana, (2001) put forward the characteristics and nature of entrepreneurship, namely daring to take risks, namely daring and being able to take work risks and liking challenging work.

4. Conclusion and Recommendation

4.1 Discussions

This study aims to determine the influence of environmental factors, skills, orientation, and obstacles on the entrepreneurial intentions of IAIN students in Bangka Belitung. From the results of the analysis that has been carried out based on the results of research data processing, the

following conclusions can be drawn: 1) Environmental factors have a significant positive influence on students' entrepreneurial intentions; 2) Skill factors have a significant positive influence on students' entrepreneurial intentions; 3) Orientation factors have a significant positive influence on students' entrepreneurial intentions and; 4) Inhibitory factors have a significant positive influence on students' entrepreneurial in-tensions.

4.2 Recommendation

The study of students' entrepreneurial intentions is still wide open for elaboration in various contexts. For the socio-demographic factor group, gender issues, parents' jobs, fields of study and concrete experiences in entrepreneurship are the factors studied in this study because previous studies have not shown a clear direction. type sex in a number of studies shows an influence on students' entrepreneurial intentions, namely that male students have higher entrepreneurial intentions than female students. The results of this study are expected to be the basis for the development of science related to entrepreneurship. In addition, for students who intend to become entrepreneurs, it is important to have an entrepreneurial attitude (creativity, initiative, and self-confidence) which can.

For researchers who will examine the influence of environmental factors, skills, orientation, and obstacles on students' entrepreneurial intentions, the number of respondents for each characteristic studied should be balanced in proportion so that each existing characteristic can be represented evenly. Further researchers can also add variables, for example long background behind education, gender, access capital, and family support.

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