

Factors That Increase the Interest in Entrepreneurship S1 Management University Wahid Hasyim Semarang

Yesi Fitrayanti¹, Anis Fitri Nur Rahmasari², Ratih Pratiwi³

^{1,2,3}Wahid Hasyim University, Semarang, Indonesia

Email: 22101011098@student.unwahas.ac.id

Received: June 22, 2025 | Revised: July 10, 2025 | Accepted: July 15, 2025

Abstract. This study aims to identify factors that influence the entrepreneurial interest of students in the Management Study Program at Wahid Hasyim University, Semarang. In the era of global competition and the state of the Indonesian economy that demands innovation and entrepreneurship as a solution to overcome poverty and misery, this study is important to examine the factors that motivate students to become entrepreneurs. The approach used is a literature study and field survey, including direct interviews with students, lecturers, and observations of student facilities and entrepreneurial activities on campus. Data were collected systematically to analyze the relationship between motivation, social environment, and the role of education in shaping students' entrepreneurial interest. The results of the study indicate that entrepreneurial motivation is influenced by the desire to be independent, self-confidence, and encouragement from a supportive social environment, such as family and friends. In addition, the social environment has a significant positive influence of 70.4% on students' entrepreneurial interest, which emphasizes the importance of the role of the environment in shaping entrepreneurial attitudes and actions. This study highlights the need to improve aspects of motivation and social support in developing entrepreneurship in higher education. It is estimated that these findings can be the basis for a development program strategy to increase students' interest in entrepreneurship, so that it can make a real contribution to economic growth and job creation in the future.

Keywords : Entrepreneurial Interest; Motivation; Social Environment; Semarang Students

INTRODUCTION

Indonesia is known for its abundant natural resources and the most dense population in the world. As of June 2023, Indonesia has 278.69 million people, making it one of the most populous countries in the world. This suggests that Indonesia is the poorest country in the world at 73rd. The analysis provides a comprehensive overview of the social and economic challenges facing Indonesia, with a poverty rate of 9.36%, or 25.90 million people living below the poverty line, and an unemployment rate of 5.45%. The analysis also emphasizes the importance of implementing policies and programs that support economic growth and create jobs to reduce unemployment. This confirms the importance of entrepreneurship in driving economic growth and plays an important role in economic development (Amalia & Hadi, 2024). Providing labor in a certain quantity and quality to meet the growing needs of various industries is a challenge for economic growth. Among the many problems brought about by Indonesia's increasing population, the narrowing of the job market is one of them. A lot of unemployment, especially in Indonesia, is caused by people finding it increasingly difficult to find work.

Wahid Hasyim University is a private university in Semarang, Central Java, Indonesia. According to Mudzakir, Wahid Hasyim University Semarang is better known as the "ASWAJA Campus" because Unwahas is a campus based on the teachings of Ahlussunnah wal Jamaah Annahdliyah or Aswaja ala Nahdlatul Ulama (NU). The competence of Wahid Hasyim University students must be improved to prepare graduates who meet the qualifications of

:-

the labor market. The number of job seekers is not proportional to the number of jobs available. Currently, even individuals with a bachelor's degree cannot always find a job that matches their diploma. As a result, many applicants find jobs that do not match their education, or even unemployment, which job seekers dread. With this phenomenon, building entrepreneurs is the solution to tackle unemployment in Indonesia. People who run businesses are called entrepreneurs. Apart from providing opportunities to generate income, entrepreneurship can also help the government reduce unemployment by creating more jobs. In addition, entrepreneurship shows a positive correlation between economic growth and entrepreneurial activity. The process of gathering information to achieve business goals is known as entrepreneurial intention (Khakim et al., 2024). The decision to become an entrepreneur is increasingly recognized as a viable alternative for individuals, especially university students, to navigate the current economic challenges. This interest in entrepreneurship is influenced by various factors, including motivation, social environment, and education, which can significantly shape an individual's entrepreneurial intentions.

Entrepreneurial interest is a sense of connection to entrepreneurial activities that create a business that is beneficial to oneself and the surrounding environment (Khudzaifah et al., 2024). Rahmansyah (2021) in (Syafira, n.d.) elaborates that entrepreneurial interest is a person's interest in starting a small or large business based on their own ideas to work with the aim of making a profit and allowing their business to grow. When someone wants to start their own business, they are motivated by entrepreneurial motivation. This is a state that encourages them to be independent, believe in themselves, think ahead, take risks, be creative, and highly value their desire to do so (Amalia et al., 2024). Interest in entrepreneurship is a feeling of like and interest accompanied by a desire to learn more and then realize all activities related to entrepreneurship (Widiyaastuti & Syuhad, 2022). Self-motivation for entrepreneurship means having the desire to fulfill one's own needs, without relying on others, and having a greater sense of pride and satisfaction for the results of hard work. Entrepreneurial motivation is defined as the drive, interest, or focus to carry out a business activity that is in line with the potential and expertise possessed by the individual. Entrepreneurial interest is a desire in the willingness to work hard and try as much as possible to meet their needs without being afraid of the risks that will occur, and have a strong desire to learn from failure (Gery, 2024). Meanwhile, (Khudzaifah et al., n.d., 2024) describes entrepreneurial interest as a feeling of liking to learn more and then realize all activities related to entrepreneurship. Entrepreneurial interest is the desire, linkage, and willingness to work hard to meet the needs of life without fear of risk, always learning from failure, and developing the business it creates.

Business success is determined by many things, including the social environment. Amsyari (1986: 12) asserts that the social environment is "other humans around him such as neighbors, friends, and even other people around him who are not yet known" (Gery, 2024). The social environment is often called the tangible environment because it relates to humans and other humans. Based on the above understanding, the social environment can be defined as everything that can affect them, including other people such as friends, neighbors, and even other people. Nainggolan & Harny's research (2020) found that the social environment has an influence of 70.4% on entrepreneurial intention. This is caused by support from parents, friends, and academic institutions that provide attention, appreciation, and assistance to someone who is trying (Hidayati Nur, 2024). There have

been many studies related to entrepreneurship, and some of them still have research gaps which are then adopted in this study. Among them, research by Sahban, Ramalu, & Syahputra (2016) revealed that the social environment has a positive and significant effect on entrepreneurial interest, because the social environment, especially family, can provide support and motivation that will make individuals more competent, confident, and responsible in realizing their intention to become entrepreneurs. However, Bahri & Trisnawati's research (2021) states that the social environment has no effect on student entrepreneurial interest. The purpose of this study is to identify and analyze the factors that can increase the entrepreneurial interest of S1 Management students at Wahid Hasyim University Semarang. This research aims to provide an in-depth understanding of these factors in order to assist in increasing the interest in entrepreneurship among students. The urgency of this research is that Entrepreneurship is increasingly recognized as a viable alternative to combat unemployment, especially among university students. This research emphasizes that entrepreneurial spirit is crucial in overcoming unemployment. Internal and external motivation, as well as a supportive social environment (such as family, friends, and community) greatly influence a person's interest and success in entrepreneurship (Utami & I Nyoman Budiono, 2024).

METHOD

This research was conducted at Wahid Hasyim University Campus Semarang, with the object of research being students of the S1 Management program. This data collection was carried out through literature studies and field surveys to obtain data in accordance with the situation of the research location. Observation is a systematic and directed observation of the activities of people or other objects to be studied. Data is obtained through direct interviews with students, lecturers, and also the student affairs department while observing interactions, participation in entrepreneurial activities. The data collected is primary data such as interview data, observation of student behavior and participation, and documentation of student facilities. The author conducts interviews with reference to the entrepreneurial motivation variable, which is analyzed through five main indicators, namely: 1)self-confidence, 2)innovative and creative, 3)have a leadership spirit, 4)effective and efficient, 5)oriented to the future (nuryanto wildan uli, 2020). The first indicator, namely self-confidence, aims to determine the extent to which students' self-confidence affects their interest in starting a business.

The second indicator, namely innovative and creative, examines the importance of students' ability to come up with new ideas and creative solutions in building entrepreneurial interest. The first indicator, self-confidence, aims to determine the extent to which students' self-confidence affects their interest in starting a business. The second indicator, namely innovative and creative, examines the importance of students' ability to come up with new ideas and creative solutions in building entrepreneurial interest. The third indicator, having a leadership spirit, is used to assess the role of student leadership in encouraging them to take on the role of entrepreneur.

The fourth indicator, effective and efficient, assesses how students' ability to manage time and resources impacts their entrepreneurial motivation. Finally, the future-oriented indicator is used to determine the influence of students' views on future opportunities and challenges in shaping entrepreneurial motivation early on. Through this approach, the data obtained is expected to provide a comprehensive picture of entrepreneurial motivation among students. This study also highlights the variable social environmental factors which

:-

are measured through four indicators, namely: 1)community work around the place of residence, 2)friends' profession, 3)parents' background, 4)social status (nuryanto wildan uli, 2020). The first indicator, community work around the place of residence, aims to determine the extent to which the social environment around where students live, especially in terms of community work, can encourage or hinder their interest in entrepreneurship. The second indicator, friends' profession, explores the influence of peers on students' interest in entrepreneurship, both through real examples and social encouragement. The third indicator, parental background, is used to assess the extent to which parents' experience or profession, particularly if they are entrepreneurs, shapes entrepreneurial motivation in students. The fourth indicator, social status, determines whether the socioeconomic conditions of students or their surrounding environment can influence the drive to start a business, either as a driver due to economic needs or as an inspiration due to access to resources.

These four indicators are explored through in-depth interviews that are differentiated between student respondents and lecturers / student affairs to gain a comprehensive perspective on the influence of the social environment on student interest in entrepreneurship. This study focuses on the Entrepreneurial Interest variable which is analyzed through four indicators, namely: 1)feelings of pleasure, 2)one's interest, 3)one's attention, 4)one's involvement (ahmad fitriah, 2019). The first indicator, pleasure, aims to determine the extent to which students feel enthusiastic or happy to be involved in entrepreneurial activities, both through personal experience and campus activities. The second indicator, one's interest, examines the aspects of entrepreneurship that attract students' attention and encourage their curiosity, including the role of curriculum and campus programs in fostering this interest. The third indicator, one's attention, describes how actively students seek information and keep abreast of developments in the world of entrepreneurship, as well as the sources they use to increase their knowledge. The fourth indicator, one's involvement, assesses the extent to which students have participated directly in entrepreneurial activities, either through campus programs such as business competitions and incubators, or in the form of independent businesses. Each indicator was analyzed through questions posed to students, lecturers, and student affairs to obtain a comprehensive picture of the factors that influence entrepreneurial interest among students.

RESULTS AND DISCUSSION

1. Motivation in Entrepreneurial Interest

Entrepreneurial motivation has a very close relationship with student interest in entrepreneurship, because motivation becomes an internal drive that shapes attitudes and actions towards entrepreneurial activities. Based on the results of interviews with students of Wahid Hasyim University Semarang, such as one student as informan one, as well as the views of lecturers and student affairs, found a number of indicators of motivation that are interrelated and together encourage the growth of interest in entrepreneurship. First, self-confidence is the main foundation in shaping interest. Students who are confident in their abilities tend to be more willing to take risks, as shown by informant one when starting a business selling risol and opening a toast outlet. Confidence here does not come suddenly, but is formed through experience and courage to make decisions, which then strengthens his interest in the business world. Furthermore, innovative and creative efforts are motivations that strengthen students' corporate strategies for entrepreneurship. The

:-

ability to generate new ideas and creative solutions to challenges not only plays an important role in growing the business, but also fosters students' enjoyment and involvement in the business process. In the case of informal one, the creative ideas applied in her business fueled her passion and confidence in creating something of value.

This example shows that creativity not only promotes innovation in business, but also fosters a sense of wanting to pay more attention to entrepreneurial activities, thus strengthening interest. Another related indicator is leadership, which also encourages active involvement in entrepreneurial activities. Students who have leadership skills, such as managing a team or developing a business strategy, will find it easier to adapt and survive in the business world. This leadership spirit not only shows courage and initiative, but also fosters confidence and determination in facing the challenges of entrepreneurship. Informa one, for example, demonstrated this skill well when he led his small business with his friends, which served as a leadership exercise and strengthened his interest in business. Effectiveness and efficiency also have a direct relationship with entrepreneurial interest. Students who are able to manage their time and resources efficiently usually show high motivation to grow. For example, the way informant one utilized her free time to work part-time and start a business shows her attention to and active involvement in productive activities.

These skills formed a strong entrepreneurial mindset, thus strengthening her interest in continuing to engage in business activities. Finally, future-orientation is the binding force of all motivations in the task. Students who have a long-term vision for the future will be better prepared for the future with business skills as a means to face competition. In this case, personal motivation to succeed and self-confidence are crucial in fostering feelings of happiness, care and engagement in the world of work. Overall, motivational indicators such as self-confidence, creativity, leadership, effectiveness, and future orientation support and interact with each other to encourage students' entrepreneurial interest in a sustainable manner.

2. Social Environment in Entrepreneurial Interest

Social environment is a strong supporting factor that helps students become more interested in becoming entrepreneurs. Observations and interviews conducted with students at Wahid Hasyim University Semarang show that social factors such as their living environment, their occupation, friends and family background greatly influence students' interest in business. One informant said that having grown up in an environment close to businesses, such as restaurants and workshops, he was exposed to the entrepreneurial spirit since childhood. This experience instilled a positive perception of small businesses and encouraged me to start a similar venture. Since students are accustomed to seeing and experiencing business processes firsthand, this example shows that a business-oriented living environment supports the development of entrepreneurial interests. Peer influence is also an important interrelated component. One informant said she was inspired by her friend who started a business earlier and made a profit. Success in concretely instilling passion and determination must be done by students, regardless of how small the capital is and how small the scale of the business is. This welcoming environment builds a culture of mutual support and instills the spirit of enterprise. As informant two and informant three, the student affairs department and lecturers said the involvement of peers is quite large because peers can imitate their own behavior. The domino effect occurs when someone in the social environment starts a business and succeeds, encouraging others to do the same,

which results in a domino effect on campus or their neighborhood.

Although family background influences entrepreneurial interest, it is not the only determining factor. In informant one's case, she has been involved in her parents' restaurant business since childhood. This interaction provided practical experience that enhanced basic knowledge in business management, customer service and financial management. A sense of responsibility and commitment to hard work emerged as a result of participating in the family business, which is an important asset to the business. However, as informants two and three, students and teachers confirmed that, in addition to the importance of family support, entrepreneurial interest also needs to be developed among students from non-entrepreneurial families, provided the social environment is supportive and their personal motivation is strong. Such social environmental factors work together to create an environment that encourages sustained entrepreneurial interest. With inspiring friends and relevant family experiences, as well as an environment where entrepreneurial values are applied daily, students' intrinsic motivation to start a business can be strengthened. When students see the entrepreneurial process and success happening around them, they not only become more interested, but they also feel more confident and motivated to take risks. Therefore, the relationship between these elements of the social environment is crucial to shaping and encouraging students' interest in entrepreneurship.

3. The Effect of Motivation and Social Environment on Entrepreneurial Interest

A strong relationship between personal drive and the influence of a supportive social environment determines the entrepreneurial spirit of students. According to interviews conducted with students, lecturers and members of Student Affairs at Wahid Hasyim University Semarang, interest in entrepreneurship is strongly influenced by personal motivation, including self-confidence, innovation, creativity, leadership, ability to work efficiently and future orientation. The student, like Informa, is a clear example of how these components support each other in driving interest in business. Her high self-confidence, built through part-time work experience and belief in her own abilities, reflects her courage to take risks and start small businesses such as selling rissole and toast. The way they capitalize on small opportunities to become potential businesses shows an innovative and creative attitude, which is in line with the lecturer's view that new ideas are needed to compete in the business world. The importance of leadership in maintaining and developing a business is demonstrated by their ability to manage the business and organize teamwork. In addition, the way informal optimally manages time and resources demonstrates efficiency and effectiveness. In addition, the way Informa sees future business challenges and opportunities demonstrates efficiency and effectiveness.

However, this inner motivation does not just grow out of thin air. The social environment in which students are raised helps them become more motivated to work. Growing up in a family environment of traders such as food stalls and workshops has instilled entrepreneurial values at an early age in the case of informant one. His interest in trading was also fueled by daily activities full of business interactions. Classmates are also an influencing external factor; seeing their friends successfully selling online encourages students to imitate and eventually set up their own business. The background of parents who work as entrepreneurs also provides emotional motivation and practical learning about business principles. The views of lecturers and student affairs as informant two and informant three also confirmed that, although family background is not always decisive, a

supportive social environment can influence students' mindset and desire for entrepreneurship. Although campus programs such as P2MW and Compass SMEs have not been fully utilized, they provide a platform that can increase internal motivation and gain external support. When personal motivation is linked to the impact of the social environment, there is a synergy that drives entrepreneurial interest more strongly and consistently. While the social environment provides an example and environment that students can emulate, personal motivation provides the inner drive, such as excitement, interest, attention, and involvement in business activities. With the combination of both, interest in entrepreneurship becomes more than a temporary desire; it develops into an enduring commitment shaped by experience, support from the surrounding environment, and inspiration. Therefore, fostering entrepreneurial interest in students depends largely on how these two components reinforce and support each other.

CONCLUSION

The conclusion of this study is that internal motivation and social environment affect students' interest in entrepreneurship at Wahid Hasyim University Semarang. Students are motivated to start a business by things such as the desire to be independent, self-confidence, creativity, and innovation. In addition, support from the social environment, such as peers and family, influences entrepreneurial attitudes and interests. Students' participation in campus activities, along with the role of lecturers and supporting facilities, increases students' desire for entrepreneurship and fosters their self-confidence. These results suggest that fostering entrepreneurial interest is highly dependent on the synergy between students' internal factors and the social environment that supports them. The development of entrepreneurship programs should be continuously improved to create a supportive environment and encourage students' interest in entrepreneurship for a brighter future. This is because students are more motivated to develop entrepreneurial potential early on if they live in a positive and stimulating environment.

REFERENCES

- Ahmad, F. (2019). *Pengaruh pembelajaran kewirausahaan dan lingkungan sosial terhadap minat berwirausaha mahasiswa Pendidikan Ekonomi Universitas Negeri Makassar*. [Jenis publikasi tidak disebutkan].
- Amalia, H., & Hadi, S. (2024). Faktor-faktor yang berpengaruh terhadap minat berwirausaha pada mahasiswa Hafidzpreneur. *Jurnal Kependidikan*, 13(1). <https://jurnaldidaktika.org>
- Amalia, S. A. M., & Afi, S. R. (2024). Pengaruh motivasi berwirausaha, faktor lingkungan dan mental terhadap minat berwirausaha mahasiswa (Studi pada mahasiswa UNISMA angkatan 2020). *Prodi Manajemen Fakultas Ekonomi dan Bisnis UNISMA*, 13(1). [Nama jurnal atau prosiding tidak disebutkan].
- Gery, M. (2024). Pengaruh motivasi dan lingkungan sosial terhadap minat berwirausaha (Studi kasus pada mahasiswa Fakultas Ekonomi Universitas Sumatera Barat). *Jurnal Ekonomi dan Bisnis Digital*, 1(3).
- Hidayati, N. (2024). Pengaruh pendidikan kewirausahaan, motivasi berprestasi, dan lingkungan sosial terhadap intensi berwirausaha mahasiswa FKIP UNS angkatan 2019. [Nama jurnal tidak disebutkan], 6(2).

:-

- Khakim, L., Khusna, N. A., Pratiwi, R., & Irhamni, M. R. (2024). Analisis peningkatan kewirausahaan, kreativitas inovasi, dan modal sosial terhadap minat wirausaha di Universitas Wahid Hasyim. *Jurnal Inovasi Kewirausahaan*, 1(3).
- Khudzaifah, M., Triana, E., Pratiwi, R., & Kustanti, R. (2024). Analisis lingkungan sosial terhadap minat berwirausaha mahasiswa Universitas Wahid Hasyim Semarang. *Jurnal Manajemen*, 11(3). <https://doi.org/10.37817/jurnalmanajemen.v11i3>
- Khudzaifah, M., Triana, E., Pratiwi, R., Kustanti, R., Manajemen, P. S., Ekonomi, F., & Bisnis, D. (n.d.). Analisis lingkungan sosial terhadap minat berwirausaha mahasiswa Universitas Wahid Hasyim Semarang. *[Publikasi tidak disebutkan]*. <https://doi.org/10.37817/jurnalmanajemen.v11i3>
- Nuryanto, W. U. (2020). Analisis pengaruh efikasi diri, motivasi, pendidikan wirausaha dan lingkungan sosial terhadap minat wirausaha UMKM di Kabupaten Serang. *Dynamic Management Journal*, 4(2).
- Syafira, R. (n.d.). Pengaruh hasil belajar pada mata pelajaran Produk Kreatif dan Kewirausahaan (PKK) dan motivasi berwirausaha terhadap minat berwirausaha siswa kelas XI di SMK Nusantara Padang tahun ajaran 2023/2024. *[Jenis dan nama publikasi tidak disebutkan]*.
- Utami, S. E., & Budiono, I. N. (2024). Peran jiwa entrepreneurship untuk mengurangi pengangguran perspektif ekonomi syariah. *Al Rikaz: Jurnal Ekonomi Syariah*, 2(2), 34–44. <https://doi.org/10.35905/rikaz.v3i1.10239>
- Widiyaastuti, K., & Syuhad, S. (2022). Pengaruh keterampilan berwirausaha, pengetahuan kewirausahaan dan sikap mandiri terhadap motivasi berwirausaha siswa SMKN 2 Jambi. *Jurnal Manajemen Pendidikan Ilmu Sosial*, 3(2). <https://doi.org/10.38035/jmpis.v3i2>