



Factor Analysis Considered by Entrepreneurial Student at UMM **Fien Zulfikarijah¹, Nur Subeki²**

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ABSTRACT

The purpose of the study was to determine the factors considered in entrepreneurial students at UMM. The research population is UMM students who are entrepreneurs, a sample of 100 from 10 faculties with a total of 10 students per faculty. The analysis tool used is factor analysis with 34 research variables. The results showed that of the 34 were selected variables, 22 variables were classified into 4 factors, namely the readiness to work, the independence, earning greater income and the life balancing. It means that students in entrepreneurship consider the readiness to work, the independence, earning the higher income and the life balancing. The dominant factor considered is the readiness to work.

Introduction

Recently entrepreneurship has become one of the attractions and choices for the younger generation which is shown by the emergence of young entrepreneurs in various types of businesses from small to large scale. The figures of young entrepreneurs who are widely published in various media indicate an increase in entrepreneurship among the younger generation. This publication has inspired many other young people to enter the business world. Likewise, with the younger generation, not a few of them take their time to carry out entrepreneurial activities. Entrepreneurship is part of the world of education which aims to prepare them after graduation (Tae, 2018). The increasing number of students cannot be separated from the role of universities in providing students with courses and entrepreneurship training. Graduates who receive entrepreneurship education (formal and informal) have great potential to become entrepreneurs (Nielsen, S. L., y Stovang, 2015).. Thus, it is very important to provide entrepreneurship material to students.

Entrepreneurship is an individual innovative business style concept basically refers to a person who has started a skill innovation and is looking for a higher achievement. Achieving this goal is the hope of young people in determining a better future by starting a business independently. Independence is a jargon for the

millennial generation who want to manage their lives independently, become more flexible in expressing, carrying out their ideas and desires without any obstacles or pressure from other parties. More than 35% of businesses started before the age of 30 (Hincapié, 2020). In other words, independence is an expression that is achieved as a form of labeling himself as an energetic and dynamic young person. However, they also have the view that they are trying to be entrepreneurial because they can switch back to paid work if they find that entrepreneurship is not the best option for them. Entrepreneurs today can no longer be said to be just a lower-class sector, but have developed and spread to the middle and upper sectors, meaning that many entrepreneurs have moved up or targeted the upper middle class. Even in Malaysia, which has become a catalyst from middle to upper income in 2020 (Yeng Kiat and Shuhymee, 2012),, business continuity is demonstrated by the ability to survive (Ayala & Manzano, 2014).

There are various driving factors in entrepreneurship, both push and pull (Nasiri & Hamelin, 2018). Some of the reasons for becoming an entrepreneur are meeting needs, helping the community, focusing instead of finances, goal orientation and solving social problems (Germak & Robinson, 2014),, self-efficacy, start-up education, social networks, economic status, social perception for entrepreneurs and government policy (Germak & Robinson, 2014). (Lee Byeong-Gweon, Jeon, 2014), entrepreneurial skills and knowledge and alertness opportunity (Boudreaux & Nikolaev, 2017). The increasing awareness of students in entrepreneurship in Indonesia gives hope for universities in realizing the minimum requirement of 1% of the total students in universities to become entrepreneurs. The policy applied to the independent campus program by the Ministry of Education is the government's effort to encourage the increasing number of entrepreneurs in Indonesia. Even in some countries that have programs to promote entrepreneurship (Poschke, 2013),, entrepreneurship and technology are the basis in economic evolution and are seen as important factors in the development of national economies in the West (Anurak Binnui, 2013). Related to this, this study aims to explore the factors that encourage students to become entrepreneurs by referring to entrepreneurship theory and the results of previous research. Thus the research variable is a combination of various studies that are relevant to the conditions and situations of entrepreneurship in Indonesia.

Literature Review

Entrepreneurship

Entrepreneurship has an inconsistent definition in some literature (Rigg & O'Dwyer, 2012). Initially, entrepreneurship was defined as a business process related to economic activities that described the process of taking risks by buying at a certain price and selling at an uncertain price. Then developed into the management of production factors, markets and finance. Entrepreneurship is the entrepreneurial spirit possessed by everyone which can be realized by hard work through will, skills and knowledge (Bujor & Avasilcai, 2016). Entrepreneurship today does not only have economic value, but more than that and very important is its sustainability. This sustainability depends on the commitment of the business and the environmental risks of both the product and the idea (Josiah & Ozele, 2016). In Islam, women are encouraged to participate in entrepreneurial activities for economic prosperity and social growth, although participation is very low compared to men globally (Muhammad et al., 2020).

Entrepreneurial

The existence of entrepreneurship as one of the supporters in increasing state income has been echoed and proclaimed throughout the world. The existence of entrepreneurship for a country is very necessary in growing the economy through the establishment of businesses and opening up employment opportunities, thereby helping to reduce the number of unemployed. Various efforts have been made by the government to encourage the growth and development of entrepreneurship through well-planned programs, both financially and non-financially. The financial program is in the form of facilitating the application of funding to financial institutions and grants. Europe provided grants of €96 billion during 2007-2017 to support agribusiness entrepreneurs (Dobryagina, 2019). Non-financial programs such as ease of licensing, training, technical guidance, business assistance and marketing. The role of entrepreneurs is in the spotlight in the development of high-growth businesses (Kim et al., 2016).

The concept of entrepreneurship is obtained from various sources, one source states entrepreneurship as a constructive theory which explains that people "construct" their own personal meaning by integrating new ideas and experiences into their previous knowledge (Rigg & O'Dwyer, 2012). Entrepreneurship is an economic activity carried out by a person independently in various fields whose goal is to earn income which is used to finance their needs. Entrepreneurs are currently in great demand for various reasons, both voluntarily and involuntarily. Some of the things that distinguish entrepreneurs from workers are that they are unsupervised jobs, without bosses and without rigid schedules (Jose Albarto, Jorge Velilla, 2016). An entrepreneur is someone who goes through life looking for opportunities to sell, innovate to increase value for customers and all their shareholders (Bujor & Avasilcai, 2016). Women entrepreneurs help in alleviating poverty and unemployment which leads to socio-economic prosperity in a country, besides that their income can be used for their children's education, health, and community improvement (Muhammad et al., 2020).

Entrepreneurial factors

Entrepreneurship is an activity that can emerge as an encouragement in individuals due to various considerations, there are many references that describe the reasons someone runs entrepreneurship either because of needs or opportunities, all of which have consequences. There is a lot of literature that explains the reasons someone runs entrepreneurship. Some distinguish between internal and external drives and go into more detail. The reason someone is an entrepreneur is a real action in running a business.

Factors that influence entrepreneurship are family support, business level in the region, social norms, cultural level or business education (Asimakopoulos, G.; Hernández, V.; Peña Miguel, 2019), formal and informal entrepreneur education is very important to become an entrepreneur in Indonesia. Malaysia (Nielsen, S. L., y Stovang, 2015), skills and competencies are needed in entrepreneurship (Arshida, 2012), Achieve economic, independence Personal development, Labor independence Working on what interests you, Managing one's own time, Need The challenge of starting a business, I have the monetary capital and Higher income (Rus-Casas et al., 2020). Risk, finding work-life balance, desire to develop business skills, need to seek self-employment, and desire to earn more than paid work (AndreaRey-Martí, AnaTur Porcar, 2015).

Opportunities (social and gender equality, education, production, innovation and infrastructure) and needs (Cervelló-Royo et al., 2020). The driving factors for

entrepreneurship are welfare and opportunities, the driving factors can be an unpleasant job or unemployment, while the pull factors can include the need for achievement, autonomy, and financial success (Amorós et al., 2021). Achieve economic independence, Personal development, Labor independence, Work on what interests you, Manage your own time, Need, Starting a business, Monetary capital and Higher incomes (Rus-Casas et al., 2020), The dominant factor influencing entrepreneurship is self-efficiency (Lee Byeong-Gweon, Jeon, 2014), poverty, income, Recession, Family pressure, Unemployment, Dissatisfied from job and Redundancy (Muhammad et al., 2020), opportunities and needs that come from work and education (Nasiri & Hamelin, 2018).

The reasons for final semester students at universities in Limpopo, South Africa to become entrepreneurs are social assessment of entrepreneurship, having entrepreneurial role models, knowledge of entrepreneurial support and perceived barriers to starting a business (Malebana, 2014). Entrepreneurial intention, Attitude towards becoming an entrepreneur, Perceived behavioral control Subjective, norms Entrepreneurial role models Social valuation of entrepreneurship, Knowledge of entrepreneurial support and Perceived barriers to starting a business (Malebana, 2014).

Method

The research population is students of the University of Muhammadiyah Malang who have a business and have been running for at least 1 year. The number of students who are entrepreneurs is not recorded, but all respondents are trying to represent students in 10 faculties. The number of samples planned is 100 entrepreneurial students with details of each faculty represented by 10 respondents. There are 34 research variables that are considered by entrepreneurial students.

Table 1 Research variable

| | |
|------------------------------------|---|
| 1. Entrepreneurship education | 18. Find work-life balance |
| 2. Entrepreneurship training | 19. Gaining family support |
| 3. Entrepreneurship Seminar | 20. Develop business skills |
| 4. Entrepreneurship Workshop | 21. Seizing entrepreneurial opportunities |
| 5. Have skills | 22. Avoiding unpleasant work |
| 6. Develop yourself freely | 23. Spending idle time |
| 7. Become a free worker | 24. Must pay for their own needs |
| 8. Doing the right job | 25. Have to start early |
| 9. Manage your own time | 26. Self-efficacy / self-confidence |
| 10. Loves challenges | 27. Earn your own money |
| 11. earn income | 28. Family pressure |
| 12. Earn higher income | 29. Social status |
| 13. Earn additional income | 30. Have role models for entrepreneurs |
| 14. Have money capital | 31. Have entrepreneurial knowledge |
| 15. Ready to take risks | 32. Understand the barriers in business |
| 16. Continuing the family business | 33. Participate in entrepreneurial gatherings |
| 17. Follow friends | 34. Coursework |

The analytical tool used is factor analysis, the steps of this analysis are formulate the problem, create a correlation matrix, determine the number of factors, rotation of factors and interpretation of factors. $x_1, x_2, x_3, x_4, \dots, x_{34}$ are research variable and x is entrepreneurial consideration factor. Based on the variables and analysis tools a conceptual can be formulated

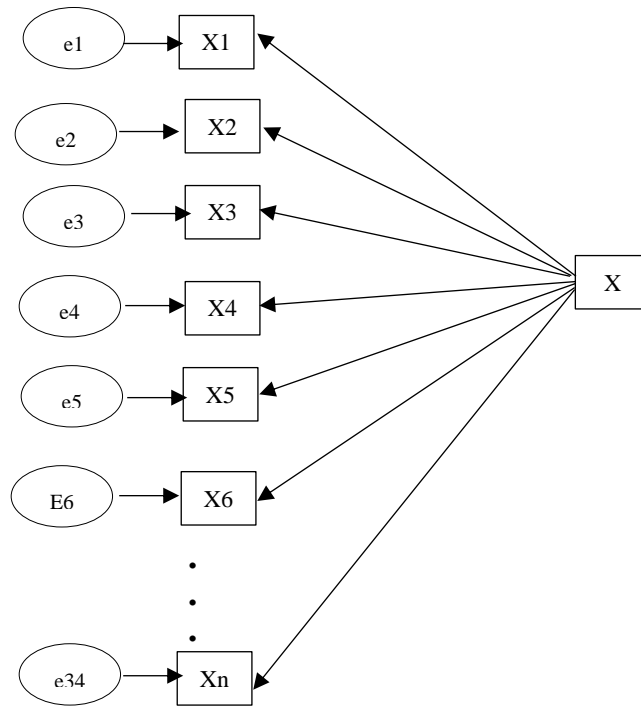


Figure 1 Conceptual Model

Result and discussion

Respondent Demographic

From 100 research respondents can be described based on status, semester, type of marketing, type of business and duration of running the business. The number of female respondents was 58% and male respondents were 42%; 4% semester II, 24% semester IV, 30% semester VI and 42% semester VIII; 91% types of online marketing and 9% offline marketing; 91% online and 9% offline; length of business is 24% less than 2 years and 76% more than 2 years. Thus, it can be said that most of the entrepreneurial students are women, studying in the VIII semester, online marketing, the type of fashion business and the duration of the business is more than 2 years.

Table 2 Respondent Demographic

| Profile | Frequency | Percentage (%) |
|-------------------|-----------|----------------|
| Status | | |
| Gender | | |
| Female | 58 | 52 |
| Male | 42 | 44 |
| Semester | | |
| II | 4 | 4 |
| IV | 24 | 24 |
| VI | 30 | 30 |
| VIII | 42 | 42 |
| Type of marketing | | |
| Online | 91 | 91 |
| Offline | 9 | 9 |
| Type of business | | |
| Culinary | 28 | 28 |
| Fashion | 45 | 45 |
| Creative | 15 | 15 |
| Souvenir | 12 | 12 |

| Profile | Frequency | Percentage (%) |
|--------------------|-----------|----------------|
| Length of business | | |
| < 2 year | 24 | 24 |
| >2 year | 76 | 76 |

Analysis data

Data from the results of questionnaires distributed to respondents were analyzed using SPSS factor analysis, while the results are as follows:KMO dan Barlett's Test

Table 3 KMO and Bartlett's Test

| | | |
|--|--------------------|---------|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | | .762 |
| Bartlett's Test of Sphericity | Approx. Chi-Square | 751.909 |
| | Df | 231 |
| | Sig. | .000 |

The initial stage of factor analysis was the KMO test and Barlett's test which were used to determine the feasibility of the variables in the study. Eligibility requirements are if the KMO MSA value is greater than 0.05. The results of the KMO MSA analysis are 0.762 which is greater than 0.50 and the Barlett's test value is 0.000 or less than 0.05, so the analysis has met the requirements and can be continued.

Anti-image matrix

From the initial anti-image correlation table there are 12 variables that do not meet the requirements because the value is smaller than 0.5, namely entrepreneurship education, entrepreneurship training, entrepreneurship seminars, having money capital, being ready to face risks, continuing a family business, getting family support, developing business skills, obtaining entrepreneurial opportunities, avoiding unpleasant jobs and spending time idle, following friends and on testing. Variables that do not meet the requirements are dropped from the model, so that all MSA > 0.50 or the overall value of communalities > 0.50 means that all research variables have a strong relationship based on the factors formed.

Communalities

Table 4 Communalities

| | Initial | Extraction |
|-----|---------|------------|
| X4 | 1.000 | .787 |
| X5 | 1.000 | .606 |
| X6 | 1.000 | .778 |
| X7 | 1.000 | .537 |
| X8 | 1.000 | .722 |
| X9 | 1.000 | .730 |
| X10 | 1.000 | .578 |
| X11 | 1.000 | .890 |
| X12 | 1.000 | .811 |

| | | |
|-----|-------|------|
| X13 | 1.000 | .818 |
| X18 | 1.000 | .568 |
| X24 | 1.000 | .788 |
| X25 | 1.000 | .734 |
| X26 | 1.000 | .708 |
| X27 | 1.000 | .787 |
| X28 | 1.000 | .793 |
| X29 | 1.000 | .733 |
| X30 | 1.000 | .679 |
| X31 | 1.000 | .690 |
| X32 | 1.000 | .735 |
| X33 | 1.000 | .819 |
| X34 | 1.000 | .622 |

Extraction Method: Principal Component Analysis.

All 22 research variables have a value greater than 0.50 meaning that all research variables are able to explain the factors in the study.

Total variance explaine

Table 5 Total Variance Explained

| Component | Initial Eigenvalues | | | Extraction Sums of Squared Loadings | | | Rotation Sums of Squared Loadings | | |
|-----------|---------------------|---------------|--------------|-------------------------------------|---------------|--------------|-----------------------------------|---------------|--------------|
| | Total | % of Variance | Cumulative % | Total | % of Variance | Cumulative % | Total | % of Variance | Cumulative % |
| 1 | 7.405 | 33.660 | 33.660 | 7.405 | 33.660 | 33.660 | 7.186 | 32.665 | 32.665 |
| 2 | 4.440 | 20.180 | 53.841 | 4.440 | 20.180 | 53.841 | 3.697 | 16.806 | 49.472 |
| 3 | 2.472 | 11.238 | 65.078 | 2.472 | 11.238 | 65.078 | 3.134 | 14.244 | 63.716 |
| 4 | 1.295 | 5.886 | 70.964 | 1.295 | 5.886 | 70.964 | 1.595 | 7.248 | 70.964 |
| 5 | .970 | 4.411 | 75.375 | | | | | | |
| 6 | .860 | 3.907 | 79.282 | | | | | | |
| 7 | .806 | 3.666 | 82.948 | | | | | | |
| 8 | .618 | 2.808 | 85.756 | | | | | | |
| 9 | .592 | 2.689 | 88.444 | | | | | | |
| 10 | .519 | 2.357 | 90.802 | | | | | | |
| 11 | .404 | 1.836 | 92.637 | | | | | | |
| 12 | .349 | 1.585 | 94.222 | | | | | | |
| 13 | .266 | 1.211 | 95.433 | | | | | | |
| 14 | .216 | .983 | 96.416 | | | | | | |
| 15 | .168 | .765 | 97.181 | | | | | | |
| 16 | .150 | .682 | 97.862 | | | | | | |

| | | | | | | | | |
|----|------|------|--------|--|--|--|--|--|
| 17 | .110 | .498 | 98.361 | | | | | |
| 18 | .105 | .476 | 98.837 | | | | | |
| 19 | .092 | .419 | 99.256 | | | | | |
| 20 | .072 | .329 | 99.585 | | | | | |
| 21 | .054 | .247 | 99.833 | | | | | |
| 22 | .037 | .167 | 100.00 | | | | | |
| | | | 0 | | | | | |

Extraction Method: Principal Component Analysis.

The total variance explain table shows the value of each of the analyzed variables, namely initial eigenvalues and extraction sums of squared loadings on 22 variables. This analysis aims to explain a variance by adding up the values in the total initial eigenvalues column with a result of 22 which means that the variables analyzed are 22. The second is the sum of the values in the column and the extraction sums of squared loadings with the result of 4 which means that the number of variations or the number of factors involved formed is 4. The writing of eigenvalues is sorted from the largest to the smallest value with a variance value > 1 as shown in table 4. Of the 22 research indicators that have been selected, they are grouped into 4 factors, namely the first factor with eigenvalues of 7,405 and a variance value of 33.66%. The second factor with eigenvalues of 4.440 and the value of variance of 20.160%. The third factor with eigenvalues of 2,472 and a variance value of 11.238%. The fourth factor with eigenvalues of 5.886 and the value of variance of 8.121%, thus the next step can be continued.

Component matrix

Table 6 Component Matrixa

| | Component | | | |
|-----|-----------|-------|-------|-------|
| | 1 | 2 | 3 | 4 |
| X4 | -.172 | .664 | -.487 | .280 |
| X5 | -.229 | .707 | -.185 | .141 |
| X6 | -.008 | .756 | -.450 | -.062 |
| X7 | -.076 | .510 | -.381 | -.159 |
| X8 | -.106 | .687 | -.467 | -.143 |
| X9 | -.476 | .585 | .178 | -.360 |
| X10 | -.195 | .632 | .203 | -.315 |
| X11 | -.373 | .589 | .617 | .153 |
| X12 | -.205 | .529 | .585 | .383 |
| X13 | -.167 | .627 | .599 | .194 |
| X18 | .128 | -.239 | -.230 | .664 |
| X24 | .756 | .334 | -.324 | .013 |
| X25 | .755 | .301 | -.048 | .267 |
| X26 | .813 | .211 | .046 | .033 |
| X27 | .842 | .174 | .203 | -.076 |
| X28 | .862 | .114 | .185 | .042 |

| | | | | |
|-----|------|-------|-------|-------|
| X29 | .846 | .111 | .028 | .072 |
| X30 | .680 | -.008 | .223 | -.409 |
| X31 | .746 | .079 | .336 | -.123 |
| X32 | .842 | .083 | .137 | .004 |
| X33 | .867 | .228 | -.119 | .026 |
| X34 | .605 | -.085 | -.216 | -.044 |

Extraction Method: Principal Component Analysis.

a. 4 components extracted.

The results of the component matrix show the correlation or relationship between each variable and the factors that will be formed. As an illustration, the variable (X4) has a correlation with factor 1 of -0.172, factor 2 of 0.667, factor 3 of -0.487 and factor 4 of 0.280. thus X4 is included in factor 2 because the value is the largest and so on.

Rotated component matrix

Table 7 Rotated Component Matrix

| X | Variabel | 1 | 2 | 3 | 4 |
|-----|---|-------|-------|-------|-------|
| X4 | Entrepreneurship Workshop | -.172 | .664 | -.487 | .280 |
| X5 | Have skills | -.229 | .707 | -.185 | .141 |
| X6 | Develop yourself freely | -.008 | .756 | -.450 | -.062 |
| X7 | Become a free worker | -.076 | .510 | -.381 | -.159 |
| X8 | Doing the right job | -.106 | .687 | -.467 | -.143 |
| X9 | Manage your own time | -.476 | .585 | .178 | -.360 |
| X10 | Loves challenges | -.195 | .632 | .203 | -.315 |
| X11 | earn income | -.373 | .589 | .617 | .153 |
| X12 | Earn higher income | -.205 | .529 | .585 | .383 |
| X13 | Earn additional income | -.167 | .627 | .599 | .194 |
| X18 | Find work-life balance | .128 | -.239 | -.230 | .664 |
| X24 | Must pay for their own needs | .756 | .334 | -.324 | .013 |
| X25 | Have to start early | .755 | .301 | -.048 | .267 |
| X26 | Self-efficacy / self-confidence | .813 | .211 | .046 | .033 |
| X27 | Earn your own money | .842 | .174 | .203 | -.076 |
| X28 | Family pressure | .862 | .114 | .185 | .042 |
| X29 | Social status | .846 | .111 | .028 | .072 |
| X30 | Have role models for entrepreneurs | .680 | -.008 | .223 | -.409 |
| X31 | Have entrepreneurial knowledge | .746 | .079 | .336 | -.123 |
| X32 | Understand the barriers in business | .842 | .083 | .137 | .004 |
| X33 | Participate in entrepreneurial gatherings | .867 | .228 | -.119 | .026 |
| X34 | Coursework | .605 | -.085 | -.216 | -.044 |

The rotated component matrix analysis aims to ensure that a variable is included in the factor group based on the largest correlation value between the variables and the formed factors (components). In the X4 variable there are 4 correlation values, namely -0.077; 0, 838; 0.156 and -0.233 of the 4 values, the largest is 0.838, then the

X4 variable is included in the factor group 2. The result of factor rotation is that 4 new factors have been formed, namely factor 1 with 11 indicators, factor 2 with 9 indicators, factor 3 with 1 indicator and a factor of 4 with 1 indicator.

Component transformation matrix

Table 8 Component Transformation Matrix

| Component | 1 | 2 | 3 | 4 |
|-----------|-------|-------|-------|-------|
| 1 | .967 | -.103 | -.212 | -.095 |
| 2 | .225 | .772 | .552 | .221 |
| 3 | .118 | -.627 | .718 | .278 |
| 4 | -.010 | .006 | .368 | -.930 |

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

The component transformation matrix table explains that the correlation value for component 1 is $0.967 > 0.5$, component 2 has a correlation value of $0.772 > 0.5$, component 3 has a correlation value of $0.718 > 0.5$, component 4 has a correlation value of $0.930 > 0.5$, meaning that the four factors formed are worthy of being used as variables to be analyzed.

Factor Interpretation

Based on the 4 formed factors, they can be divided into 2, namely 2 new factors and 2 old factors, the naming of new factors is concluded from a set of variables formed. 2 factors considered from the interpretation table are readiness and independence, while the old factors are higher income and life balance.

Table 9 New Factor namely

| No | Factor | | Construct variable | Eigen value | % of Variance |
|----|-------------------|-----|---|-------------|---------------|
| 1 | Readiness to work | X24 | Must pay for their own needs | 7.405 | 33.660 |
| | | X25 | Have to start early | | |
| | | X26 | Self efficacy / self-confidence | | |
| | | X27 | Earn your own money | | |
| | | X28 | Family pressure | | |
| | | X29 | Social status | | |
| | | X30 | Have role models for entrepreneurs | | |
| | | X31 | Have entrepreneurial knowledge | | |
| | | X32 | Understand the barriers in business | | |
| | | X33 | Participate in entrepreneurial gatherings | | |
| | | X34 | Coursework | | |
| 2 | Independencial | X4 | Entrepreneurship Workshop | 4.440 | 20.180 |
| | | X5 | Have skills | | |

| | | | | | |
|---|--------------------|-----|-------------------------|-------|--------|
| | | X6 | Develop yourself freely | | |
| | | X7 | Become a free worker | | |
| | | X8 | Doing the right job | | |
| | | X9 | Manage your own time | | |
| | | X10 | Loves challenges | | |
| | | X11 | earn income | | |
| | | X13 | Earn higher income | | |
| 3 | The higher income | X12 | Earn higher income | 2.472 | 11.238 |
| 4 | The life balancing | X18 | Find work-life balance | 1.295 | 5.886 |

Result and discuss

This research focuses on knowing all the factors that are considered and most considered to be entrepreneurs in UM students, so that there are two main topics of discussion:

Factors considered by UMM students to become entrepreneurs

The results showed that in carrying out entrepreneurial activities, UMM students had the following reasons:

1. Readiness to work. The results of respondents' answers indicate that doing business is not just trial and error, but requires careful preparation so that the business is carried out according to expectations. Respondents are very aware that running a business does not necessarily succeed, in fact they often have to fall up and down in the same business or have to change types of business to find a business field that really suits them. In addition, readiness forces an individual's urge to survive in very limited conditions. The results of this study are in accordance with research (Amorós et al., 2021) which states that there are driving factors that originate in entrepreneurship. The readiness factor have 11 variable will be explained above
 - a. Must pay for their own needs. Respondents with limited tuition fees and completing college beyond the time limit set by their families must try to pay for themselves. This condition forces students to do business activities.
 - b. Have to start early. respondents realize that achieving success requires a process and time that is not short, therefore they start their business early in the hope that their business will be successful before graduating from college.
 - c. Self-efficacy / self-confidence. Becoming an entrepreneur is a choice that can increase self-confidence both in relationships and in college.
 - d. Earn your own money. In addition to the pocket money that has been given by the family, it will be a matter of pride if you can make your own money and can support yourself, thus lightening the burden on the family.
 - e. Family pressure. The current unstable economic conditions make students have to be able to overcome their financial problems independently. In addition, students are also expected to be able to help family finances.
 - f. Social status. Entrepreneurship as a trend becomes a matter of pride for young people who can improve their social status. Becoming a young business entrepreneur has a strategic role in socializing, especially with the emergence of entrepreneurs and entrepreneurial communities.
 - g. Have a role model for entrepreneurial leaders. The existence of entrepreneurial figures has played a role in inspiring and encouraging entrepreneurial interest in UMM students. They are not just profiles that can be imitated, but also can be invited to communicate and discuss in helping the problems faced by students. communication is done through social media by following and DM.

- h. Have entrepreneurial knowledge. The ease of accessing information including entrepreneurship on the internet makes almost all students understand and understand the concept of entrepreneurship. This is supported by the existence of entrepreneurship courses in each study program and the existence of a community of entrepreneurial students. This knowledge is very important in preparing real entrepreneurial activities.
 - i. Understand the barriers in business. Information about entrepreneurship does not only talk about business success, but also business risks/barriers. This understanding is very important for entrepreneurial students to anticipate and prepare if this happens to their business. In addition, readiness to find solutions can be obtained through discussions and seminars.
 - j. Participate in entrepreneurial gatherings. Another tool that is very useful for students is business meetings with experts with sharing sessions in exploring and inspiring entrepreneurship.
 - k. Coursework. The existence of entrepreneurship courses allows students to get tasks such as making a business plan, making them understand more about entrepreneurial processes and procedures.
2. Independence
- a. Entrepreneurship workshops. Workshops conducted by universities by inviting business experts are able to encourage and increase students' courage in entrepreneurship.
 - b. Have skills. Most students have management skills ranging from producing goods/services, managing human resources, marketing and managing finances. In addition, they are able to use online media which makes it easier for them to carry out entrepreneurial activities.
 - c. Develop yourself freely. The choice to do entrepreneurial activities is a way to develop themselves according to the rules that are made by themselves, this is certainly different if they work in the company.
 - d. Be a free worker. Entrepreneurial activities make business owners free to determine all activities and are not tied to anyone.
 - e. Do the work accordingly. Being an entrepreneur is a suitable job for students who really don't want to work in other companies/others.
 - f. Manage your own time. Entrepreneurial students can run their business and serve their customers anytime without being limited by working hours
 - g. Likes challenges. Becoming an entrepreneur is the choice of students who dare to take risks because in business it is not always possible to earn income for sure. The size of the income depends on their courage and hard work to get it.
 - h. Earning income. Some students have earned income from their parents/family, but they want to earn their own income.
 - i. Earn higher income. With the competencies possessed by students or students who have just graduated, it is likely to be difficult to get a higher income in the workplace, while with entrepreneurship it will be difficult to get a higher income.
3. The higher income. Some entrepreneurial students run businesses to earn income, some state that utilizing friendships and relationships and selling using various media will increase their sales volume. They try to find the cheapest sources that can be sold at the same or higher prices than competitors will lead to greater profits.
4. The life balancing. Busyness in doing assignments and lectures makes life monotonous and boring, therefore they feel the need to carry out business activities as a balancer for routine and of course obtain financial benefits.

The factors most considered by UMM students to become entrepreneurs

The dominant of the four factors that encourage students to be entrepreneurs, the readiness factor is the dominant driving factor affecting student entrepreneurship. There is no research that specifically mentions readiness, but if it is seen from the reference it is more directed to the push factor.

Conclusion

This study develops variables both from the results of previous studies and the results of initial interviews with respondents. 34 variables were obtained and after being analyzed into 22 which were divided into 4 factors, namely entrepreneurial readiness, independence, the higher income and the life balance. The dominant factor in the consideration of students in entrepreneurship is readiness in entrepreneurship. This means that students are forced to become entrepreneurs due to economic pressures and family financial conditions, however, they are already prepared for the risks they will face in running a business.

Limitations and Future Research Potential

There are still many students who are successful in business are not willing to be respondents, because they are often associated with delays in graduation. In future research, this research should continue this research by making the results of this study as an independent variable.

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