

ANALYSIS OF THE EFFECT OF ACADEMIC SUPPORT, STRUCTURAL SUPPORT AND RELATIONAL SUPPORT ON THE ENTREPRENEURSHIP (CASE STUDY OF UNIVERSITIES "X" STUDENTS IN SEMARANG CITY)

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ABSTRACT

This study aims to analyze the effect of Academic Support, Structural Support and Relational Support on Entrepreneurial Intention. The population of this study was students of one of the Universities in Semarang City who had received entrepreneurship courses. The sample in this study obtained data as many as 140 respondents. This study uses a primary data collection method in the form of a questionnaire. The data analysis technique used is descriptive statistical analysis, classic assumption test, multiple linear regression analysis and hypothesis testing. Processing research data with the help of SPSS 18. The results of this study are Academic support influences the intention of entrepreneurship, structural support influences the intention of entrepreneurship and relational support influences the intention of entrepreneurship. Simultaneously the three variables of this study influence the intention of entrepreneurship.

Keywords: *Academic Support, Structural Support, Relational Support and Entrepreneurial Intention.*

INTRODUCTION

Unemployment is a problem in various countries, especially in developing countries, especially Indonesia. The open unemployment rate as of February 2018 was recorded at 5.13% or 6.87 million of the total population in Indonesia. Meanwhile, if viewed from the level of education, the level of open unemployment at diploma level I/II/III is 7.92% while at the level of Vocational High School (SMK) is 8.92% and for low education at the Elementary School level with open unemployment rate of 2.67% (Central Statistics Agency, 2018). In other words, there is a supply of labor that is not absorbed, especially at the level of education in Vocational and Diploma I/II/III. Whereas those with low education tend to accept any work.

Entrepreneurship is one problem solving in unemployment. Growing independent and successful entrepreneurs will become Indonesia's economic powerhouse that is able to overcome passive and active unemployment and ultimately able to overcome absolute or permanent poverty levels (Hendro, 2011).

The intention of entrepreneurship is now starting to get special attention. Intention is also one of the psychological aspects of human beings that drives them to get something to achieve a goal, so that the intention contains an element of the desire to know and learn

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from something they want as their needs (Rifsi, 2014). Rasli (2013), states the intention of entrepreneurship is a situation where in a person's mind there is a desire to grow a business or create a new business.

There are several factors that influence one's entrepreneurial intentions, namely Academic support, structural support and relational support. Academic support can be interpreted in Indonesian means Academic support or support from scientific parties. Professional education in higher education is an effective way of achieving the knowledge of entrepreneurship needed, and effective education can be a driving factor for people in entrepreneurial careers (Negash and Amentie, 2013).

Structural support is a good and orderly environment in physical infrastructure, company physical assets, R & D laboratories and intangible things that have a role in encouraging entrepreneurial intentions according to Niosi and Bas (in Fini et al., 2009). A good and orderly environment has a role in encouraging entrepreneurship. When initiatives, incentives and facilities are available, a person will develop the intention to start their own business (Denanyoh et al., 2015)

Relational support is also referred to as social support in some studies, but still has the same definition. Relational support is support from family or relatives who can encourage someone specifically to create entrepreneurial intentions. Social or relational networks have a very large impact on one's intentions for entrepreneurship (Al Harassi et al, 2014). Studies on students in Iran show positive and significant results between social support and entrepreneurial intentions (Shiri et al., 2012).

This research was conducted in one of the Universities in Semarang City to find out how much students are interested in becoming entrepreneurs. The purpose of this study was to analyze the effect of Academic support, structural support, and relational support on the intention of entrepreneurship in students.

LITERATURE REVIEW

The intention of entrepreneurship is the individual's intention to create a business on the basis of the application of a business concept that does not yet exist with something new (Hetty and Hani, 2013). Another opinion states the intention of entrepreneurship is the desire of individuals to do certain actions or behaviors by taking action to choose a career as an entrepreneur (Dewa et al., 2016). Rasli (2013) states the intention of entrepreneurship is a situation where in a person's mind there is a desire to grow a business or create a new business. When students have an orientation to enter the world of entrepreneurship since young, of course it will be easier to develop the company and achieve success in the future.

Academic Support

Academic support is support from Academics such as the university environment including facilities, campus information and adequate infrastructure (Hetty and Hani, 2013). Students with moderate Academic performance tend to choose to become entrepreneurs compared to students whose Academic performance is bad or very good (Kothari, 2013).

It is clear that professional education in higher education is an efficient way of reaching and achieving the knowledge and knowledge needed about entrepreneurship (Gerald and Saleh, 2011). Professional education in higher education is an effective way of achieving the required knowledge about entrepreneurship and effective education can be a driving factor for people in entrepreneurial careers (Negash and Amentie, 2013).

In Academic support, higher education plays an important role because besides support through tertiary education itself provides moral support and facilities so students are moved to start new businesses. Academic institutions are required to train and make diverse graduates in creating their businesses through Academic processes. To better prepare students for entrepreneurship, entrepreneurship education helps students to become experts at a high level with innovative competencies for a better entrepreneurial spirit.

Academic support shows that if universities provide adequate knowledge and inspiration about entrepreneurship, the possibility of choosing a career as an entrepreneur will increase for students, it can be seen that these results ensure the key role of education in an effort to develop entrepreneurial intentions. So that education can take place, knowledge about entrepreneurship is obtained. According to (Gerald and Saleh, 2011) it is clear that professional education in higher education is an efficient way of reaching and achieving the knowledge and knowledge needed about entrepreneurship. So that the goal of education is to realize a person who is able to help themselves or others, so that a prosperous human life can be realized.

Structural Support

Structural support is a supportive environment to achieve a goal. Today's entrepreneurship is largely shaped by economic and political mechanisms. Environment is an atmosphere or situation in a place where social interaction occurs and gives influence in mindset and views both directly and indirectly to the development of the soul and individual attitudes.

Structural support is a structural or supportive factor to achieve a goal including physical, non-physical and financial infrastructure (Hetty and Hani, 2013). Students have less practical skills in the world of entrepreneurship, this is because most of the management students generally prefer to be civil servants and private employees in the job market according to their education (Sivarajah, 2013).

Structural support has meaning and dimensions which means a good and orderly environment in physical infrastructure, the company's physical assets and intangible things have a role in encouraging entrepreneurship. Creating an entrepreneurial environment that is suitable for prospective entrepreneurs to enhance their entrepreneurial vision.

Comprehensive support including cooperation from all sectors in the community, encourages the intention of entrepreneurship. A good and orderly environment has a role in encouraging entrepreneurship. It is suggested by researchers that in the study of the intention of entrepreneurship, the perception of the environment should be studied compared to the actual environment itself because the perceptions of the individual are expected to have more influence than the environment itself (Karimi et al., 2011). A positive and significant relationship is shown by structural support for entrepreneurial intentions,

this means that when initiatives, incentives and facilities are available, students will develop the intention to start their own business (Denanyoh et al., 2015). It is clear that in the environment, community support plays an important role in forming good and orderly entrepreneurial intentions in an infrastructure.

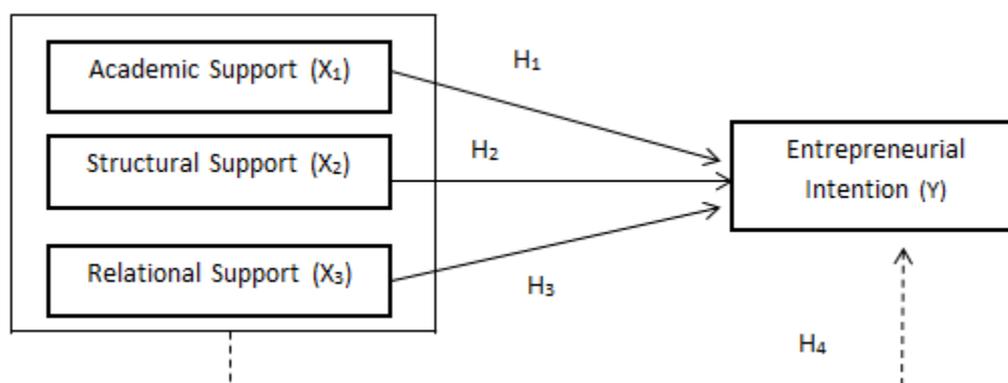
Relational Support

Relational is a thing that indicates both in monetary and sentimental terms from family and relatives, which can encourage someone in entrepreneurship. Family is another factor that influences career choice of respondents, after their personal experience according to Robertson (Denanyoh et al., 2015). Social or relational networks have a very large impact on one's intentions for entrepreneurship (Al-Harassi et al., 2014). Relational support as an emotional source and information provided to solve problems and conditions that occur.

If someone knows that there will be such support when he starts a business, he will be encouraged to choose a career as an entrepreneur (Turker and Selcuk, 2008). So it can be concluded that relational support is support that comes from people who have social relationships familiar with individuals who receive assistance.

Relational support as an emotional source and information provided to solve problems and conditions that occur. Relational support is support that comes from people who have social relations familiar with individuals who receive assistance. Therefore, support from family and friends influenced the choice of one's career to a degree, this relational support more indicated monetary and sentimental support from family and friends. Social or relational networks have a very large impact on one's intentions for entrepreneurship (Al Harassi et al., 2014).

Figure 1
Framework



RESEARCH METHODS

The dependent variable in this study is: intention to entrepreneurship (Y). The intention of entrepreneurship is the tendency or tendency of individuals to take action on entrepreneurship by creating new products through business opportunities and risk taking (Sarwoko, 2011). In this study the intention of entrepreneurship variables is measured by

indicators (Silvia, 2013): a) Eigoal, namely being an entrepreneur is a professional goal. b) Eidoventure, which will try everything to start and run my own business. c) Eibusiness, which is hoping to be able to create a new business in the future.

The independent variables in this study are: Academic support (X1), structural support (X2) and relational support (X3). Academic support is support from Academics such as the university environment including facilities, campus information and adequate infrastructure (Hetty and Hani, 2013). In this study Academic support variables are measured using the Agustina (2004) indicator. Structural Support variables are structural or environmental factors that support to achieve a goal include physical, non-physical and financial infrastructure (Hetty and Hani, 2013). In this study structural support variables are measured by indicators (Buchari, 2011). Relational Support variables are things that indicate support both in monetary and sentimental terms from family and relatives, which can encourage someone to engage in entrepreneurial activities especially in a culture that is collective (Yurtkoru et al., 2014). In this study relational support variables are measured by indicators (Buchari, 2011).

The population in this study were Universities students 'X' in the city of Semarang who had received entrepreneurship courses, namely 206 people. While the sample in this study was determined by the Slovin formula obtained by the number of samples as many as 140 students of "X" Universities in Semarang City. Methods of collecting data using a questionnaire.

RESULTS AND DISCUSSION

Demographic data of respondents can be seen on the table 1 in appendix. Based on table 1, it can be seen that the respondents of this study were mostly 18 - 25 years old consisting of 106 people.

===== Table 1 =====

Based on table 2 in appendix from the gender side, it can be seen that the majority of respondents were women consisting of 81 people. While men as many as 59 people.

===== Table 2 =====

Validity testing states that all indicators are valid. Instrument reliability testing used in this study using the Cronbach's Alpha formula. A reliable measurement scale should have a Cronbach's Alpha value of at least 0.60 (Bhuono, 2005). The results of the reliability test calculations can be seen on the table 3 in appendix.

===== Table 3 =====

A good regression model is where the model has a normal or near normal distribution. From the results of testing the normality of the data with the One Sample Kolmogrof-Smirnov Test on table 4 in appendix, it shows the Asymp.Sig (2-tailed) value of 0.983, because of its significance ($0.983 > 0.05$), it can be concluded that the residual value is normally distributed.

===== Table 4 =====

A good regression model should not have a correlation between independent variables. The results of the multicollinearity test are presented on the table 5 in appendix.

===== Table 5 =====

From the results of table 5 in appendix, it can be seen the value of Variance Inflation Factor (VIF) to three variables, namely Academic support, structural support and relational support as a whole ≤ 10 , and tolerance \geq value of 0.10 so that the regression model used in this study is free of multicollinearity.

Heteroscedacity test aims to test whether in the regression model variance of residual inequality or other observations occurs (Ghozali, 2009). One way to detect symptoms of heteroscedasticity is by the Park test.

===== Table 6 =====

The results of heteroscedasticity test using the Park test on table 6 in appendix show that the significance value for Academic Support (X1) variable is 0.181, Structural Support (X2) is 0.296 and Relational Support (X3) is 0.821. The results of the SPSS output display provide no significant parameter coefficients for the independent variables, it can be concluded that the regression model does not have heteroscedasticity.

Multiple Linear Analysis

Multiple linear regression analysis is used to determine the relationship between independent variables (X) Academic Support, Structural Support and Relational Support with the dependent variable (Y), namely the intention of Entrepreneurship. Table 7 in appendix shows test results of multiple linear regression analysis.

===== Table 7 =====

The equation of multiple linear regression in table 7 is as follows:

$$EI = -1.877 + 0.246 AS + 0.254SS + 0.292RS + e$$

Partial Test (t Test)

The t test was conducted to determine the effect of variable X (Academic support structural support and relational support) partially on the Y variable (entrepreneurial intention) (Ghozali, 2006). In this study the value of t table is $(n - k)$ where $n = 140$ and $k = 4$ then $(n - k = 136)$ so t table is 1.65563. Based on the results of the t test, Academic support variables have a significant effect on entrepreneurial intentions with a significance level of $0.000 < 0.05$, while $t\text{-count } 4.291 > t\text{-table } 1.65563$, it can be concluded H1 is accepted. This study supports the results of research conducted by Suharti and Sirine (2011), which states that Academic Support has a significant effect on Entrepreneurial Intentions. This means that Academic Support is a major trigger for students in growing Entrepreneurial Intention. because Academic support shows that if universities provide adequate knowledge and inspiration about entrepreneurship, the possibility of choosing a career as an entrepreneur will increase for students, it can be seen that these results ensure the key role of education in an effort to develop entrepreneurial intentions. So that education can take place, knowledge about entrepreneurship is obtained.

Structural support variables have a significant effect on entrepreneurial intentions with a significance level of $0.000 < 0.05$, while $t\text{-count } 3.907 > t\text{-table } 1.65563$, it can be concluded H_2 is accepted. This study supports the results of research conducted by Rafirsta and I Gde (2016). Revealing that Structural Support has a significant effect on the intention of entrepreneurship. This means that Structural Support can trigger student intentions in entrepreneurship. It is clear that in the environment, community support plays an important role in forming good and orderly entrepreneurial intentions in an infrastructure.

Relational support variables have a significant effect on entrepreneurial intentions with a significance level of $0.000 < 0.05$, while $t\text{-count } 5.954 > t\text{-table } 1.65563$, it can be concluded that H_3 is accepted. This is in line with the results of Rafirsta and I Gde's research (2016) revealing that Relational Support has a significant effect on entrepreneurial intentions. Support from family and friends influenced the choice of one's career to some extent, this relational support more indicated monetary and sentimental support from family and friends. Social or relational networks have a very large impact on one's intentions for entrepreneurship.

Simultaneous Test (Test F)

F test or ANOVA is done by comparing the level of significance set for research with a probability value from the results of the study (Ghozali, 2006). This test aims to examine the accuracy of the regression model used in this study.

- a. If the value of $F\text{-count} \geq F\text{-table}$ then H_0 is rejected and H_a is accepted.
- b. If the value of $F\text{-count} < F\text{-table}$ then H_0 is accepted and H_a is rejected.

In this study the value of $F\text{-table}$ is $N_2 = (n - k)$ and $N_1 = (k - 1)$ where $n = 140$ and $k = 4$ then $(140 - 4 = 136)$ and $N_1 = 3$ becomes $F\text{-table}$ of 2.67. The results of the F test are presented on the table 8 in appendix.

===== Table 8 =====

From the results of SPSS output in the table 8 shows $p\text{-value } 0.000 < 0.005$, meaning significant, while $F\text{-count } 65.252 > F\text{-table } 2.67$. Thus the Academic support variables, structural support and relational support simultaneously influence the intention of entrepreneurship.

Coefficient of Determination

This test aims to find out how much the variable attachments. The dependent variable is the intention of entrepreneurship with its independent variables (Academic support, structural support and relational support). The higher the coefficient of determination shows the higher the ability of the independent variable to explain variations in changes to the dependent variable and vice versa. The following results from the test coefficient of determination are shown on table 9 in appendix.

===== Table 9 =====

The results of the regression analysis from Table 4 can be seen the coefficient of determination (Adjusted R Square) of 0.581. This means that 58.1% of the variation in entrepreneurial intentions can be explained by the three independent variables namely

Academic Support, Structural Support and Relational Support, while the rest (100% -58.1% = 41.9%) are explained by other factors.

CONCLUSION

Based on the results of the research conducted, it can be concluded that Academic Support has a significant effect on the Intention of Entrepreneurship. With the results of the t-test statistics obtained t-count 4.291 > t-table 1.65663 and a significant value of 0.000 < 0.05. Structural Support has a significant effect on the Intention of Entrepreneurship. With the results of the t-test statistics obtained t-count 3.907 > t-table 1.65663 and a significant value of 0.000 < 0.05. Relational Support has a significant effect on the Intention of Entrepreneurship. With the results of the t-test statistics obtained t-count 5.954 > t-table 1.65663 and a significant value of 0.000 < 0.05. Academic Support, Structural Support and Relational Support simultaneously influence the Intention of Entrepreneurship. With the results of F-count 65.252 > F-table 2.67 and a significant value of 0.000 < 0.05.

SUGGESTION

From the results of the above conclusions, it can be seen that Academic Support Structural Support and Relational Support have an influence on the Intention of Entrepreneurship. For Universities, this can be used as input to increase the interest in entrepreneurship in students. By increasing workshops and associations programs for young entrepreneurs to be able to exchange ideas about the business they are carrying out and also invite other students who have an interest in entrepreneurship but cannot channel it.

For the next researcher, they should consider other factors that can influence Entrepreneurial Intention other than Academic support, Structural Support and Relational Support by comparing the intention of entrepreneurship with students between universities or institutions, so that they can see differences in interest in entrepreneurship with Structural Support and Relational Support at universities or institutions with each other.

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Appendix

Table 1
Age of Respondents

Age of Respondents	Total	Percentage
Age 18 – 25 years	106	75.7%
Age 26 – 33 years	14	10.0%
Age > 33 years	16	11.4%
Not known	4	2.9%
Total	140	100%

Table 2
Respondent's Gender Descriptive

Gender	Total	Percentage
Male	59	42.1%
Female	81	57.9%
Total	140	100%

Table 3
Reliability Test Results

Research variable	Cronbach's Alpha	r-criteria	Conclusion
Academic Support	0.759	0.60	Reliable
Structural Support	0.680	0.60	Reliable
Relational Support	0.779	0.60	Reliable
Entrepreneurial Intention	0.814	0.60	Reliable

Table 4
Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
Unstandardized Residual		
N		140
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	1.29566803
Most Extreme Differences	Absolute	.039
	Positive	.034
	Negative	-.039
Kolmogorov-Smirnov Z		.461
Asymp. Sig. (2-tailed)		.983

a. Test distribution is Normal.

b. Calculated from data.

Table 5
Multicollinearity Test Results

Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients		Collinearity Statistics		
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	-1.877	1.059		-1.772	.079		
	ACADEMIC SUPPORT	.246	.057	.260	4.291	.000	.822	1.217
	STRUCTURAL SUPPORT	.254	.065	.276	3.907	.000	.602	1.660
	RELATIONAL SUPPORT	.292	.049	.416	5.954	.000	.618	1.619

a. Dependent Variable: Entrepreneurial Intention

Table 6
Heteroscedasticity Test Results

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.608	.641		4.069	.000
	ACADEMIC SUPPORT	-.047	.035	-.124	-1.345	.181
	STRUCTURAL SUPPORT	-.041	.039	-.113	-1.048	.296
	RELATIONAL SUPPORT	-.007	.030	-.024	-.227	.821

a. Dependent Variable: ABSRES

Table 7
Partial Test Results (t Test)

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-1.877	1.059		-1.772	.079
	ACADEMIC SUPPORT	.246	.057	.260	4.291	.000
	STRUCTURAL SUPPORT	.254	.065	.276	3.907	.000
	RELATIONAL SUPPORT	.292	.049	.416	5.954	.000

a. Dependent Variable: Entrepreneurial Intention

Table 8
Simultaneous Test Results

ANOVA ^b						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	335.874	3	111.958	65.252	.000 ^a
	Residual	233.347	136	1.716		
	Total	569.221	139			

a. Predictors: (Constant), RELATIONAL SUPPORT, ACADEMIC SUPPORT, STRUCTURAL SUPPORT

b. Dependent Variable: ENTREPRENEURIAL INTENTION

Table 9
Determination Coefficient Test Results

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.768 ^a	.590	.581	1.310

a. Predictors: (Constant), RELATIONAL SUPPORT, ACADEMIC SUPPORT, STRUCTURAL SUPPORT

b. Dependent Variable: ENTREPRENEURIAL INTENTION