ENTREPRENEURIAL MOTIVATION IN BUSINESS EDUCATION STUDENT GRADUATES IN PHENOMENOLOGICAL STUDY

Dimas Putri Mega Pratesa  
Indonesian College of Economics, Malang  
Dimasputri2503@gmail.com

Dieva Zahrohtu Anfi  
Indonesian College of Economics, Malang

Adelia Rahma  
Indonesian College of Economics, Malang

Sumarsetio Yoga  
Tebuka University Malang  
yogasumarsetio@gmail.com

Abstract: Universities as centers for the development of science encourage students to carry out entrepreneurial activities. As happened in the Business Education Study Program, State University of Malang, where Bachelor of Education graduates not only work as educators or employees, but also as entrepreneurs. Becoming an entrepreneur, especially for Business Education graduates, is influenced by various motivations. Therefore, this research aims to explore in depth the motivational phenomena that encourage Business Education graduates to become entrepreneurs. The subjects in this research were 5 Business Education graduates from the State University of Malang. Research was carried out in depth using interviews, observation, documentation and audiovisual. Based on research, two main keys to motivation were found, namely internal stimulus and external stimulus.

Keywords: Entrepreneurship, Business Education, Entrepreneurial Motivation, Entrepreneurship Education

INTRODUCTION

The government continues to encourage an entrepreneurial spirit in the educational sphere. Frinces, (2010) stated that the Indonesian government was encouraging an entrepreneurial climate by allocating a budget in the hope of creating economic development. This budget allocation includes business assistance, providing training and seminars, as well as many others whose aim is to foster interest in entrepreneurship. In entrepreneurship, there is an intention that underlies the reason someone wants to become an entrepreneur. Various reasons were given by previous researchers. The reason someone chooses to become an entrepreneur is also due to several motivations that arise within him. This human desire to become competent is called entrepreneurial motivation (Ngundiati & Fitrayati, 2020). Ayu & Rara, (2019) defines entrepreneurship as involving oneself in an activity by providing energy that leads to achievement and self-satisfaction. Entrepreneurial motivation is a person's reason for creating existing opportunities.

Apart from that, various motivations such as wanting to be respected, continuing family traditions and increasing income are behind the choice of entrepreneurship (Ayu & Rara, 2019; Barton et al., 2018; Hassan et al., 2021). Hessels et al., (2008) define the motivation to become entrepreneurs as independence and the joy of being able to do the work they want and not having to work for other people, this is what makes them feel that their life has achieved comfort and
success. The entrepreneurial profession is now increasingly popular, some people even consider entrepreneurship to be a way to channel their hobbies positively. Currently, quite a few people are running entrepreneurship while being employees or students. According to Frinces, (2010) entrepreneurship, it is a profession chosen carefully and honorably which requires careful and good planning. That is why motivation is defined as an inner state that energizes activity and directs or channels behavior towards a goal (Maryetti et al., 2019). With motivation, a person will also easily recognize business opportunities that exist around him.

Fostering entrepreneurship among students is the most frequently discussed topic in universities, the government and in research where there is increasing interest in the field of entrepreneurship (Ratten & Jones, 2021). Universities include entrepreneurship in the curriculum as an effort to encourage students to increase entrepreneurial motivation, one of which is through entrepreneurship education. Entrepreneurship education is a university’s effort to prepare graduate students with an entrepreneurial spirit (Atmaja & Margunani, 2016; Martínez-Gregorio et al., 2021; Soares et al., 2021). This is supported by research conducted Ngundiati & Fitrayati, (2020) that entrepreneurship education and entrepreneurial motivation significantly influence interest in entrepreneurship by 63.8%. So providing entrepreneurship courses in lectures will provide benefits for students or students who have graduated. Previous research shows that students who take entrepreneurship courses have more innovation and ideas for starting a business (Ayu & Rara, 2019).

Students are the young generation who have strong pedagogical competencies (knowledge, skills, attitudes) in the field of entrepreneurship which will be the savior of the Indonesian economy. Considering that the capabilities required in the world of work are increasingly stringent, equipping students with entrepreneurial knowledge can be a reason to become an entrepreneur. In 2021, students will be dominated by millennial genes. Millennials are the generation born between the 1980s and 2000s (Nufzatutsaniah et al., 2021). The younger generation needs to be given motivation that they are the ones who will open jobs in the future (Novriansyah et al., 2021). It is important for educational institutions or universities to improve which skills (competencies) must be developed in educating future entrepreneurs. Ratten & Jones, (2021) revealed that not having optimal knowledge and skills in business makes it difficult for someone to start a business. This is why curriculum learning exists at universities, in a study it was revealed that the existence of an entrepreneurship curriculum has encouraged them to start a business (Ratten & Jones, 2021; Soares et al., 2021).

The university that has provided entrepreneurship education is Malang State University in the Business Education program. Although the desired competency for graduates is to become a teacher, currently students are also directed to become entrepreneurs, by providing entrepreneurship learning. Apart from that, several programs in terms of entrepreneurship have also been carried out. For example, through practice and experience it can increase entrepreneurial motivation in students and graduates, these activities include seminars and workshops, visits to MSMEs and entrepreneurial practice (Amrina et al., 2018). The better the entrepreneurship education that students receive, the better their interest in entrepreneurship will be (Atmaja & Margunani, 2016).

In the midst of the entrepreneurial phenomenon among young people, this research seeks to uncover entrepreneurship among Business Education graduates. The phenomenological method is used to develop new insights and add to existing theories. This method is normative and structurally oriented (Berglund, 2015). Several research results have been conducted, including that Amrina et al., (2018) the higher a person’s education, the lower their entrepreneurial intentions. This is contrary to research Atmaja & Margunani, (2016) which states that if entrepreneurship education is good it can actually give rise to a better interest in
entrepreneurship. Apart from that, Edelman, et al., Maryetti et al., (2019) also emphasized that there are still shortcomings in the world of entrepreneurship education.

Referring to the results of this research, a more in-depth study is needed regarding entrepreneurial motivation because there is still no literature that discusses in detail and explores entrepreneurial motivation in more depth. In line with this, gaps were also found in research Farhangmehr et al., (2016) which revealed that much of the research to date is still in the exploration stage and has not provided empirical results regarding the view of Entrepreneurship Education that can increase entrepreneurial motivation. So this research focuses on how entrepreneurship motivates students who graduated from Business Education at the State University of Malang in a phenomenological study.

METHOD

This research is research using a qualitative approach, namely research to understand and interpret a number of individuals or groups originating from social or humanitarian problems (Creswell, 2009). To understand and interpret this research, the type of research used is phenomenology. Neubauer et al., (2019) explains phenomenological research as a form of qualitative research that focuses on and explains individuals’ lived experiences in the world. The phenomenon in this research cannot be described using a quantitative approach, because it will examine individual experiences in depth. Therefore, in qualitative research using this type of phenomenological study, a clear and in-depth picture will be obtained regarding the entrepreneurial motivation of Business Education graduates. So that in accordance with the research focus of the criteria in this study, the key informants are:

2. Manage your own business.

Based on these considerations, the target subjects in this research were graduates of the Business Education Program who became entrepreneurs. These key informants numbered five people who graduate from the Business Education Program who become entrepreneurs. Second is secondary data which is supporting data that is available or data that has been processed in such a way that it can be used as a reference or guide. Meanwhile, analyzing data refers to Creswell, (2015), where this research describes a linear and hierarchical approach from bottom to top which is able to explain research results from specific to general in accordance with the objectives of qualitative research.

Data collection technique

The data collection procedure is the most important step in conducting qualitative research, because the main aim of the research is to obtain data. In this research, data collection techniques were adopted which (Creswell, 2009) stated that data collection procedures involved four types of strategies, namely observation, interviews, documentation and audio-visual.

1. Observations

This research is located in four regions in East Java, where there are business locations of business education graduates or alumnus as the subject locations, including Blitar, Kediri, Malang and Jombang. The observations made in this research were by directly following the informants’ daily lives at business locations. One of them is observing the process of business activities and the behavior of informants in operating the business they run, so that they can gain direct experience from the informants studied.
2. Interviews
In carrying out phenomenological research, you must be able to explore information that comes from the experiences of the subjects being studied. So that the implementation of data collection using the interview method does not leave the research context, interview guidelines are needed which are described in the table below.

<table>
<thead>
<tr>
<th>Research focus</th>
<th>Interview Aspects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entrepreneurial motivation for graduates</td>
<td>1. Motivating factors to become an entrepreneur</td>
</tr>
<tr>
<td></td>
<td>2. Challenges in entrepreneurship</td>
</tr>
<tr>
<td></td>
<td>3. The attitude taken when experiencing obstacles or risks</td>
</tr>
<tr>
<td></td>
<td>4. Current entrepreneurial opportunities</td>
</tr>
<tr>
<td></td>
<td>5. The relationship between the education undertaken and the business undertaken</td>
</tr>
<tr>
<td></td>
<td>6. Entrepreneurial hopes</td>
</tr>
</tbody>
</table>

Table 1 Interview Guide

3. Documentation
In this research, documentation is used to record things related to analyzing biographies, business permits, business vision and mission, operational plans for the business being carried out, collecting letters needed during the research.

4. Audio visual
This audio-visual data was collected by analyzing photos at the research location, recording the process of carrying out entrepreneurship, computer software used in the informant's business.

RESULTS AND DISCUSSION
Entrepreneurial motivation is a reference or reason that encourages a person, both from external and internal stimuli, to carry out entrepreneurial activities. Every entrepreneur has a background for his choice to become an entrepreneur. Where their choices can come from stimulation or stimuli from the surrounding environment or from themselves. This research found the motivation that encourages business education graduates to choose to become entrepreneurs. Motivation in this research is categorized into two, namely internal stimulus and external stimulus.

Internal stimulus
Internal stimulus is a person's emotional stimulation that motivates them to carry out entrepreneurial activities. Internal stimulus comes from within each individual so that he or she is moved to become an entrepreneur. Internal stimulation consists of entrepreneurial skills, comfort, realizing potential, developing business, not liking working under pressure, freedom of management and career choices.

1. Freedom to organize business
Freedom to manage a business here means an individual's feeling of having freedom in managing a business. For some people, entrepreneurship is a choice to have control over themselves. If you become an employee, there are rules that must be followed, but with entrepreneurship a person has the opportunity to manage finances, time, build relationships with fellow entrepreneurs and choose their own goals. In line with Wardana et al., (2020) that, some entrepreneurs use their freedom to organize their personal lives and work
behavior flexibly. (Strobl et al., 2012) also added that entrepreneurs are interested in working independently and taking control of their work. The opinions of two previous studies are also confirmed by (Barton et al., 2018) entrepreneurial motivation in managing work life including the ability to control time and work, be independent in making decisions, and have the freedom to combine work and personal life. By becoming an entrepreneur, individuals have flexibility in managing and controlling their business.

2. Doesn't like working under pressure
For some people, working with various demands and performance problems can make them feel uneasy about doing their work, and can even trigger stress. So the choice to become an entrepreneur can also come on the basis of avoiding other people's expectations about the progress of the work being done. Yin, (2022) also confirmed that when students are stressed at work, they will choose the path of starting a business. Apart from this motivation, they started entrepreneurship with the hope that their lives and families would improve.

3. Career choice
Choosing entrepreneurship as a career is a form of an individual's ideals or desire to realize a career as a successful entrepreneur. Păunescu et al., (2018) stated the same thing that entrepreneurship is a desired career opportunity. Although not many people dare to pursue a career as an entrepreneur because entrepreneurship is not promising. However, some people are also encouraged to have benefits that they cannot get when they are employees. According (Douglas & Shepherd, 1999) to the context of career choice, entrepreneurial individuals hope to obtain utility from income. Like having a higher income than working as an employee. As it goes Lee & Rodríguez-Pose, (2021), the benefits of entrepreneurship mostly translate into higher wages or new jobs.

4. Comfort
Feeling safe and comfortable in managing one's own business is also a reason that encourages someone to choose entrepreneurship. When a managed business runs well, it will feel pleasant and comfortable. Even though the results obtained are small, it will give you satisfaction as an owner. In the study, Top et al., (2012) the convenience cluster received the highest score of 21%, with entrepreneurs motivated by the flexibility of running their business around other life pursuits such as family. Having a feeling of comfort when working will influence the results of the work day itself.

5. Self-potential
Realizing your own strengths can motivate you to become an entrepreneur. Someone who understands their strengths and weaknesses can utilize their abilities to enter the business world. For example, if someone is aware of their cooking talent, they can open a culinary business. By exploiting their own intellectual knowledge and professional potential will bring an individual to achieve success (Parowicz, 2018). Cania & Heryani, (2020) in his research results, he added that when someone realizes their inner potential, they will be encouraged to start entrepreneurship so that they can achieve achievements as a form of appreciation for their own abilities. It is important for individuals to realize their potential and talents so that they can be developed to achieve profit or success.

6. Entrepreneurial skills
Having high skills also supports someone to apply their abilities in the entrepreneurial field. According to Suripto, (2013) entrepreneurial knowledge, it can produce reliable entrepreneurs because it encourages creative and innovative thinking. In this case, it is supported by the statement Ratten & Jones, (2021), subjects that support someone starting a business, namely entrepreneurship, procurement of goods, accounting and many others. For example, someone who has been equipped with the skills to do shop displays will find
it easier to manage the business. In contrast to this opinion (Farhangmehr et al., 2016), his research stated that initial knowledge related to business management education does not determine students' motivation to pursue entrepreneurship. Skills are not only able to manage a business but also how an entrepreneur has the skills to build interactions and provide services to consumers. Trevelyan (2009) also explains about skills. When entrepreneurs believe that they have the knowledge and skills to take action and define themselves as entrepreneurs, they tend to use explorative and aggressive strategies. Apart from formal education, entrepreneurial skills can be obtained through various channels such as participating in entrepreneurship training (for example in government pre-employment programs) (Odia & Odia, 2013). Having entrepreneurial skills is capital for someone to go through the entrepreneurial stage more easily.

7. The desire to continue to develop
The desire to continue to develop is a form of inner drive that wants to keep moving forward and not give up in facing various situations. The desire to develop means that someone has goals and targets that they want to achieve. Agree with (Păunescu et al., 2018) those who explain that having entrepreneurial motivation means that people have the opportunity to develop relevant talents and skills. Therefore, perception of entrepreneurial ability is the most important determining factor in entrepreneurial attitudes.

The internal stimulus that has been interpreted above is motivation that arises from within a person so that they choose to become an entrepreneur and maintain their business to make it better. Even though becoming an entrepreneur is not easy, the awareness that comes from within will create a stronger drive because it can be carried out wholeheartedly based on one's own desires.

External stimulus
External stimulus is encouragement from outside that increases motivation to carry out entrepreneurial activities. External stimulation comes from various things such as the family environment, educational environment, social environment. In the external stimulus theme, we can find what encouragement is included in external stimulus, including colleagues who own businesses, success of figures or influencers, recognizing opportunities, entrepreneurial practices, family support, family background and educational background.

1. Parental background
the reasons an entrepreneur chooses entrepreneurship is because they follow in their parents' footsteps in becoming an entrepreneur. Family ties are primarily used by scholars studying family business (Jennings & Brush, 2013). In line with (Yin, 2022) what is also revealed, the entrepreneurial experience of family members has a positive impact on two types of student entrepreneurial motivation. Parents Scherer et al., (1989) are the most likely to be significant role models who, through the social learning measures just described, either encourage or discourage their children from pursuing entrepreneurial careers. Parents often become role models when they succeed in growing their business. Moreover, parents who try to instill an entrepreneurial spirit in their children, this will provide a stimulus for a child to do the same.

2. Family support
Family support is an external stimulus for someone to decide to become an entrepreneur. Family support takes many forms, for example support in the form of business capital, teaching entrepreneurial skills, or just verbal support. This will encourage an entrepreneur to continue to progress and develop. Strobl et al., (2012) also explained that support from
various sources and in different ways can make things easier for entrepreneurs, especially in the early stages of business. If social support or other people are high, the greater the intention to become an entrepreneur (Wijaya, 2008). Another study Ibrahim et al., (2015); Top et al., (2012) revealed that someone who has a positive attitude towards the people they consider important in their life (family, close friends and teachers) can take their beliefs to the next level so that they are motivated to become entrepreneurs according to their environment. This means that support from various parties will encourage someone to become an entrepreneur because they gain the trust of other people.

3. Educational background
The education that an entrepreneur has taken can foster the intention to become an entrepreneur. Schools must integrate entrepreneurship as part of their curriculum and must teach entrepreneurship from an early age (Ofili, 2014). In various lines of compulsory education and higher education, entrepreneurship is a topic that is often discussed because it can be instilled from an early age. The learning received, especially at business schools, can become capital for prospective entrepreneurs to start managing a business. In line with the opinion Ibrahim et al., (2015) that students who undergo the entrepreneurship education process have a more positive attitude towards an entrepreneurial career. Education that also teaches entrepreneurship will make students better prepared to face work challenges after completing their education.

4. Entrepreneurial practice
Entrepreneurial practice activities are individual experiences in implementing entrepreneurship. According to Farhangmehr et al., (2016) entrepreneurial practice, it has a significant effect on students' motivation to become entrepreneurs. On the other hand, Kartika et al., (2022) the results of his research stated that the percentage of entrepreneurial practices was in the low category, however, entrepreneurial practices still influence entrepreneurial motivation because entrepreneurial practices are also able to grow skills and expertise in entrepreneurship. Entrepreneurial practice activities will help someone to implement their business plan. From entrepreneurial practice, someone can evaluate the business that has been designed because there is a companion or mentor, so they have the opportunity to consult. Through entrepreneurial practices, you can also open up new opportunities to grow your business when the business plan you create can attract investors to work together.

5. Able to read opportunities
Recognizing opportunities around you is a form of external encouragement that allows someone to sell what consumers need. For example, when many people need oil but the price has doubled, an entrepreneur can sell oil at a lower price with a different brand. Even though the quality is far below, consumers will still come because what they need is oil and it is cheap. This is similar to what is said Jennings & Brush, (2013), entrepreneurial activities can result from needs or opportunities. Knowing needs will help entrepreneurs recognize opportunities. Parowicz, (2018) revealed that to achieve success they must be in a position to recognize opportunities and exploit them. Because being able to read opportunities will provide an advantage for the business to be known to more people and increase sales. Ibrahim et al., (2015) also added that entrepreneurship provides space and opportunities for individuals to work on the things they want to explore and create profitable opportunities.

6. The success of influencers and figures
Seeing the success of a figure or idol is something that encourages someone to have the courage to start a business. According to Cania & Heryani, (2020) an influencer, an
Influencer is someone who is able to influence their followers, who are called followers on social media. An influencer is able to promote their own products or other people's products. Especially for influencers who are successful at a young age, they will easily encourage their followers to do the same thing, namely being productive at an easy age. As revealed in the research Sukristin, (2016), learning carried out in schools using the metaphor method where teachers provide tips for entrepreneurial success from entrepreneurial figures is able to increase activity and learning outcomes. This shows that stories of successful people can motivate you to become an entrepreneur. The desire to become an entrepreneur in order to be like an idol figure also requires the right strategy, so that the business can survive. The research Rippa & Secundo, (2019) revealed that as many as 13% chose social entrepreneurship as a motivating factor related to business ownership and the desire to imitate role models. So it can be said that role models or idols are often an encouragement for someone to have the same success as an entrepreneur.

7. Colleagues who own businesses
The success of colleagues in business is also an external encouragement that motivates someone to become an entrepreneur. In line with the opinion Cania & Heryani, (2020), the entrepreneurial spirit can grow when one is in a social environment where entrepreneurial ideas can be discussed so that this can foster interest in entrepreneurship. The environment will shape a person's personality, including when in an entrepreneurial environment, a person's entrepreneurial spirit will be formed and ultimately they will also enter into entrepreneurship.

The external stimulus above is a form of support from outside that will influence a person's choice to become an entrepreneur. Entrepreneurial motivation that comes from outside and inside both has an influence on someone to manage their business better. However, Odia & Odia, (2013) expressing that encouragement from others (external) is good but self-encouragement (internal) is the best. So that you yourself are able to determine the extent to which someone will act as an entrepreneur.

CONCLUSION
Based on the results of a phenomenological study that explored entrepreneurial motivation in business education graduates, it was found that the motivation that drives entrepreneurship is influenced by two things, namely internal stimulus and external stimulus, both of these drives are influenced by various factors that support creating an entrepreneurial spirit. Entrepreneurial motivation that comes from outside and inside both has an influence on someone to manage their business better.

SUGGESTION
Future researchers are expected to focus more on the impact of corporate entrepreneurship education on entrepreneurial motivation. This is done to see whether existing entrepreneurship education has been implemented effectively or not. In addition, it is hoped that future researchers can add additional sources so that the information obtained is more diverse and detailed. Especially people who have more than three years of entrepreneurial experience. Because their views on the three things studied: meaning, motivation and entrepreneurial strategy will of course be more diverse and detailed due to the experiences they have had. So that the results of future research can further enrich knowledge about entrepreneurship.
REFERENCES


https://doi.org/10.1007/s40037-019-0509-2


Suripto. (2013). BUSINESS LEARNING PROCESS IN DISTANCE LEARNING SYSTEM (Learning Alternative that Fosters an Entrepreneurial Attitude) BUSINESS INSTRUCTIONAL PROCESS IN DISTANCE LEARNING SYSTEM. In Technodic Journal (Vol. 17).


