

## Comparative Analysis of Student Entrepreneurial Interest Inventory Test



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**ABSTRACT:** The development of entrepreneurship is one of the factors in the economic development of a country. So that entrepreneurship education is needed to increase student interest in becoming entrepreneurs. This research is a longitudinal study with a descriptive quantitative design with the aim of comparing students' interest in becoming entrepreneurs before obtaining Islamic Entrepreneurship courses with after obtaining Islamic Entrepreneurship courses. The data analysis used in this research is descriptive analysis by using the RIASEC inventory test questionnaire as a data collection tool. The population in this study were new students at one of the universities on the island of Java. The results showed that there was an increase in the number of students who had an interest in entrepreneurship after taking Islamic Entrepreneurship courses compared to before getting Islamic Entrepreneurship courses.

**KEYWORDS:** Inventory test, RIASEC, Entrepreneurship,

### I. INTRODUCTION

One indicator of a country's economic development can be seen from the growth in the number of entrepreneurs in each country (Reza, 2022). The number of entrepreneurs in Indonesia is now only 3.4 percent, which is still insufficient to become a developed country, which requires 12 to 14 percent. This is still very far juxtaposed to other ASEAN countries such as Malaysia, Singapore and Thailand (Ardiansyah et al., 2021). Entrepreneurs are strategic agents of economic change so that Indonesia can change to be one of country that has upper middle income. (Rasmijaya, 2013). Entrepreneur has role in economic growth and absorb labor, also it has a role in distributing the results of development (Bagis, 2021).

The large number of unemployment in Indonesia makes it necessary to make efforts to create new jobs that can accommodate labor, including fostering interest in entrepreneurship (Sukron Djazilan & Darmawan, 2022). This is because in the short term it is an effort to overcome unemployment by opening new jobs and developing entrepreneurship, hoping to arouse the enthusiasm of individuals around so that they have the desire to try to open a business so that they can create jobs for themselves and other individuals (Sukidjo, 2005). Entrepreneurial ability is a very important component in supporting economic development. To become a young entrepreneur, it is necessary to have a strong desire and knowledge to establish a new business and have a positive view of entrepreneurial activities (Sinambela et al., 2021). The lack of interest in entrepreneurship among student is a concern. The fact that there are job vacancies cannot absorb all college graduates in Indonesia, this requires university graduates to equip themselves with knowledge to create jobs. So that entrepreneurship becomes one of the career choices. Higher education has a big role in producing educated workers in their fields or across fields and workers who have insight and entrepreneurial spirit (Alwys, 2016). Entrepreneurial interest cannot just appear without any influencing factors (Mambu et al., 2019)

The role of entrepreneurship education is one of the factors of entrepreneurship growth in a country (W et al., 2008). Entrepreneurship education is needed to motivate and foster students' desire for entrepreneurship (Syam et al., 2018) As a perpetration of entrepreneurship development in advanced education in Indonesia, this makes entrepreneurship education courses in the class with a weight range between 2 to 3 credits (Widyawati, 2018). Entrepreneurship literacy in advanced education is anticipated to give benefits in order to foster high competitiveness, increase the capability to introduce, and be suitable to prepare for technology (Darwis et al., 2021). Creating an entrepreneurial spirit in students begins with equipping students with life skills to develop their skills in the field of business both for themselves and for others. The purpose of the existence of entrepreneurship science in the college curriculum is to create a mindset in students so that it creates an orientation to create jobs besides looking for work. Entrepreneurial skills are likened to the two sides of a coin, which have academic knowledge

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achievements and expertise skills. The combination of the two sides of the ability to be able to overcome the difficulties and challenges of employment opportunities (Yusuf et al., 2019).

Developing an Islamic Entrepreneur University is needed as an effort to create new entrepreneurs. One of the efforts is to map the potential interests of each student through an interest test. By knowing the interests since the beginning of entering the university, it is hoped that the university can manage these students in the future during their studies at the university. The nature and strength of a person's interests and attitudes are important aspects of personality. The existence of an interest test reveals a person's reaction to various situations which as a whole will reflect his interests (Kurniawati & Mulwinda, 2015). The entrepreneurship that is carried out by prioritizing Islamic values so that entrepreneurship material is in accordance with the Islamic perspective. Islamic entrepreneurship activities are one of the efforts to achieve the vision and mission to print Islamic Entrepreneurship. The provision of Islamic entrepreneurship knowledge in the early semester of the lecture period is expected to foster student interest in becoming an entrepreneur.

Based on the phenomenon mentioned above, research is needed to analyze student interest in becoming an Islamic entrepreneur, to find out how effective Islamic entrepreneurship learning is for new students on the growth of student interest in becoming an entrepreneur. There may be some research that relates to student interest that has been done. The existence of specific learning used by students in entrepreneurship education has been little delved in terms of how they affect entrepreneurial intentions (Bonesso et al., 2018). Proclivity entrepreneurship is an indicator of whether a pupil will take an entrepreneurship course but in a competitive job request, scholars seek to separate themselves in terms of chops, positions and stations. This results in further interest in extra-curricular conditioning that alternate the education scholars have entered in a more formal setting (Roulin & Bangerter, 2013).

Research on the analysis of entrepreneurial interest inventory was previously conducted (Putri, 2016) on the effect of entrepreneurial knowledge and parents' occupation on entrepreneurial interest of students of SMKN 2 Pariaman. This study found that entrepreneurial knowledge and family experience with business found entrepreneurial knowledge had a positive effect on entrepreneurial interest. Dimension of entrepreneurial personality with Pearson & Marr's archetype adaption force test in the environment of entrepreneurship shows that studies in entrepreneurship show that narratives help people connect colorful gestures. The actuality of literature shows that the narrative trip can be described through archetypes and is related to entrepreneurial gesture (Wikantiyoso et al., 2021). Research on measuring the influence of the Big five inventory scale with entrepreneurial intentions shows that there is a compatibility of the big five inventory scale with entrepreneurial intentions (Erik, 2020).

## II. LITERATURE REVIEW

### 1) Theory of Planned Behavior (TPB)

Theory of Planned Behavior (TPB) is one of the theories that has been widely applied in various fields of behavioral research. This theory is the foundation of perspective that can work influenced a person to accomplish specific behaviors (Seni & Ratnadi, 2017). According to Bagis et al (2022) Proposition of Planned Behavior is a series of combinations of stations towards gesture, private morals, and perceived behavioral control leading to the conformation of behavioral intention and latterly forming gesture. This proposition assumes that a person's gesture isn't only controlled by himself (full individual control), but also requires control, videlicet the vacuity of coffers and openings and indeed certain chops, so it's necessary to add the conception of perceived behavioral control which is perceived to impact intention and gesture (Putra et al., 2013). Theory of Planned Behavior (TPB) is very suitable for explaining a person's interest behavior. So that Theory of Planned Behavior (TPB) is defined as intensity which is a dimension of an individual's subjective possibility in the relationship between self and behavior. In this case, intent is a component within the individual that refers to the desire to perform certain behaviors (Ajzen, 1991).

### 2) Inventory Test

An inventory test is a report questionnaire, to determine personality characteristics, interests, stations, and values. Force tests are veritably useful for chancing out personality characteristics similar as interests, tone-adaptation, provocation, and prejudices. Some supplies give an analysis of interests in educational classes or fields of study, which in turn are related to career opinions. One of the interest inventories available today is the SDS (Self-Directed Search) developed by John Lewis Holland. Holland suggested that everyone has several personality types and there is a dominant type. By knowing the more dominant personality type, a person can determine the type of work that best suits him or her. Someone who is able to find the work environment that suits him best, will have an impact on maximum work effort and self-optimization. There are six personality types according to Holland, namely RIASEC. The application of Holland's RIASEC theory can be used to determine the right career for a person, including the work environment, and job analysis (Armstrong et al., 2008).

The personality types according to Holland are as follows (Eny usmawati, 2019) :

#### a) Realistic

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A person with the realistic type likes activities that are organized, stable and related to tools and machines. A person with this type also claims to be incompetent in social relationships but considers themselves competent in mechanical, conformity, and practical matters. The type of people who deal with objective, concrete environments and manipulative physical attitudes. like conditioning that involve motor chops, tools, machines, outfit and structures, similar as sports, gibing , crafts and shop work.

### b) Investigative

A person with this type likes theoretical and investigative, creative, symbolic activities. Like being in a laboratory and doing research. A person with this type also dislikes activities that are social, and repetitive. The type of people who dealt terrain by using their minds operate ideas, words, and symbols. They prefer scientific and theoretical things such reading and collecting. They deflect social situations and judge themselves as unfriendly, mannish, patient, scientific, and withdrawn. They exceed especially in academic and scientific subjects, and are generally worst commanders

### c) Artistic

A person with this type likes things that are free, creative, independent, and consider themselves pure. A person with this type dislikes things that are static, and systematic. Tends to be emotional, impulsive. and imaginative. In finding solutions to problems, they rely on subjective impressions and fantasies in finding solutions to problems. They connect with the surrounding by accomplishing art forms and products. They rely on subjective impressions and fantasies to solve problems. They prefer all things art, such as music, art, literature, drama-related works, and nature-related creative activities.

### d) Social

They likes social activities such as volunteering, teaching, or providing assistance to others. A person with this type dislikes manual and technical things. They are usually thoughtful, persuasive and have a high regard for activities that help others. These are people who deal with the terrain by using their chops in interacting and relating to others. They are characterized as socially minded and in need of social commerce. They prefer activities related to education, improvement, and religion, such as in mosques, government, and community services, They see themselves as well-disposed, natural, cheerful, conservative, responsible, accomplished, and well- accepted. In the career world, they usually occupy positions as teachers, and counselors.

### e) Enterprising

A person with an enterprising type does not like scientific activities, but is more oriented towards commercial values, likes economic and business activities. Manipulating others in order to achieve organizational goals, confident, optimistic, and dominant. They are individuals who face things by expressing a degree of boldness, dominance, enthusiasm, and impulsiveness. Characterized as conclusive, gregarious, accepting of tone, confident, aggressive, and exhibitionist, they prefer deal-related, administrative, and leadership jobs and conditioning that meet their needs for dominance, verbal expression, recognition, and power.

### f) Conventional

A person with this type considers themselves to be organized, proficient in numerical and clerical skills. Usually inclined to develop computational skills, and manipulate definite data. Dislikes things that are free, and uncertain. They are people who dealt with the surroundings by selecting goals and activities that bring about social approving. The approach to the problem is stereotyped, correct and unoriginal. They create a neat, friendly, and conservative impression. They prefer tasks related to administration and computational tasks, and in the career world they usually occupy positions as accountants, bookkeepers, etc.

## 3) Interest in Entrepreneurship

Interest is a sense of preference and a sense of interest in something and activity, without anyone telling you to. According to Bird(1988) , entrepreneurial interest refers to an individualized statement of a person's thoughts aimed at creating a new business, building a new business concept or creating new value in an existing company. Interest is principally the acceptance of a relationship between oneself and commodity outside oneself. The stronger or near the relationship, the lesser the interest. Winkel (2004), interest is defined as a tendency for a sedentary subject to be interested in a particular field of study or subject matter and feel happy to study that material. Entrepreneurial interest is the power to encourage oneself and be able to act to meet life's needs and solve life's problems, advance business or create new businesses with a feeling of pleasance because it brings benefits to him to try to meet his life's requirements without fear of the pitfalls he'll face, always learn from the failures endured, and develop the business he created (Hendrawan & Sirine, 2017).

According to Ardiansyah( 2021), entrepreneurial interest is the awareness of individuals because of the pleasure of doing entrepreneurial activities so that it gives rise to a sense of pleasure for entrepreneurship. Entrepreneurial involment comes from within a person to produce a business field. Grounded on the below description, what's meant by entrepreneurial interest is the eager desire, involment and amenability to wade through or be strong-conscious with the attention of to attempt to meet their requirements without fear of the pitfalls they will face, always learning from the failures endured, and developing the business they created. Entrepreneurial interest isn't only a desire from in but must look forward to the eventuality of setting up a business.

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### 4) Islamic Entrepreneurship

Entrepreneurship in an Islamic Perspective( EIP) is principally a person's geste in carrying openings through optimization of coffers grounded on the Muslim work heritage( Shamsudin etal., 2010). Islamic entrepreneurship (islamic prenuership) means all forms of activity in establishing, leading, managing, taking pitfalls, and getting a business proprietor in agreement with Islamic training(Makhrus & Cahyani, 2017) . Islam is a religion taught by the Prophet Muhammad SAW based on the holy book of the Quran, which was revealed to the world through the revelation of Allah SWT. Conforming to Sudrajat, entrepreneurship is a process of creating commodity new( new creation) and making commodity different from being bones ( invention). The thing is to achieve individual weal and added value for society.

Islamic entrepreneurship uses the principle of responsibility in running its business, but the responsibility is more to Allah SWT (hablum minallah) and responsibility to society and its social environment (hablum minnas)(Bahri, 2018) . In principle, profitable ethics is basically running an honest business in agreement with religious (Ramadan, 2003). The doctrine in Islam is closely related to the ultimate goal of human life. Thus what is meant by Islamic Entrepreneurship is in carrying out its trading activities without forgetting its relationship with God (hablumminallah) in terms of worship so that the benefits obtained become a blessing. Islamic Entrepreneurship is emphasized on trading that follows the Qoran and Hadith.

### III. METHOD

This research is a longitudinal research of the same variable, namely student interest in becoming an Islamic Entrepreneurship within a certain period of time. Data collection was carried out using a quantitative approach using a questionnaire. With a population of all students of class 2022 at one university. The instrument in this study was the RIASEC inventory test. The method of analysis carried out in this study is to analyze the results of the inventory test, namely 6 RIASEC domains, then 1 dominant domain is selected. Students with the dominant Enterprising (E) domain are then separated from students who are dominant in other domains (R-I-A-S-C) so that student data with interest in employees is obtained.

**Table 1. Demography**

No.	Faculty	Inventory Test Islamic Entrepreneurs					
		Before the Islamic Entrepreneurship course			After Islamic Entrepreneurship course		
		Male	Woman	Total	Male	Woman	Total
1	Faculty of Teacher Education and Science	114	315	429	74	284	358
2	Faculty of Islamic Studies	42	60	102	36	52	88
3	Faculty of Engineering and Sciences	326	84	410	205	127	332
4	Faculty of Agriculture and Fisheries	85	71	156	72	57	129
5	Faculty of Psychology	185	65	250	53	167	223
6	Faculty of Economy and Business	211	330	541	162	285	447
7	Fakultas of Pharmacy	23	140	163	19	132	151
8	Faculty of Arts	20	41	61	30	22	52
9	Faculty of Law	68	57	125	45	63	108
10	Faculty of Health Sciences	145	477	622	113	412	525
11	Faculty of Medicine	23	72	95	43	75	118
	<b>Total</b>	<b>1242</b>	<b>1712</b>	<b>2954</b>	<b>852</b>	<b>1676</b>	<b>2531</b>

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### IV. RESULT AND DISCUSSION

Table 2. Result

No	Faculty	Inventory Test Islamic Entrepreneurs						
		Before the Islamic Entrepreneurship course			After Islamic Entrepreneurship course			
		Population	Frek	(%)	Population	Frek	(%)	
1	Faculty of Teacher Education and Science	429	9	0.3 %	358	41	10 %	
2	Faculty of Islamic Studies	102	1	0 %	88	6	7 %	
3	Faculty of Engineering and Sciences	410	23	0.8%	332	34	10.24%	
4	Faculty of Agriculture and Fisheries	156	4	0.1%	129	3	2.33 %	
5	Faculty of Psychology	250	8	0.3 %	223	18	8 %	
6	Faculty of Economy and Business	541	6	0.2 %	447	27	6 %	
7	Faculty of Pharmacy	163	5	0.2 %	151	8	5 %	
8	Faculty of Arts	61	5	0.2 %	52	6	12 %	
9	Faculty of Law	125	3	0.1 %	108	19	18 %	
10	Faculty of Health Sciences	622	19	0.6 %	525	47	9 %	
11	Faculty of Medicine	95	2	0.1 %	118	15	13 %	
	<b>Jumlah</b>	<b>2954</b>	<b>85</b>	<b>3 %</b>	<b>2531</b>	<b>218</b>	<b>9 %</b>	

The data in the table shows that students who have an entrepreneurial personality type are fewer than employees. There are 85 students or 3% who fall into the entrepreneur category which is divided into each faculty when they have not received Islamic entrepreneurship courses. There are 9 students from the Faculty of Teacher Training and Education, 1 student from the Faculty of Islamic Religion, 6 students from the Faculty of Economics and Business, 23 students from the Faculty of Engineering and Science, 4 from the Faculty of Agriculture and Fisheries, 8 students from the Faculty of Psychology, 5 students from the Faculty of Pharmacy, 5 students from the Faculty of Letters, 3 from the Faculty of Law, 15 students from the Faculty of Health Sciences, and 2 students from the Faculty of Medicine. Meanwhile, there are 2869 students or 93% who are included in the employee category which is divided into each faculty. There are 420 students from the Faculty of Teacher Training and Education, 101 students from the Faculty of Islamic Religion, 535 students from the Faculty of Economics and Business, 387 students from the Faculty of Engineering and Science, 152 students from the Faculty of Agriculture and Fisheries, 242 students from the Faculty of Psychology, 158 students from the Faculty of Pharmacy, 56 students from the Faculty of Letters, 122 students from the Faculty of Law, 603 students from the Faculty of Health Sciences, and 93 students from the Faculty of Medicine.

Different results are shown when students have received Islamic entrepreneurship courses. There are 218 students or 9% who fall into the entrepreneur category which is divided into each faculty. There are 35 students from the Faculty of Teacher Training and Education, 6 students from the Faculty of Islamic Religion, 27 students from the Faculty of Economics and Business, 34 students from the Faculty of Engineering and Science, 3 students from the Faculty of Agriculture and Fisheries, 18 students from the Faculty of Psychology, 8 students from the Faculty of Pharmacy, 6 students from the Faculty of Letters, 19 students from the

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Faculty of Law, 47 students from the Faculty of Health Sciences, and 15 students from the Faculty of Medicine. Meanwhile, there are 2313 students or 91% who are included in the employee category which is divided into each faculty. There are 323 students from the Faculty of Teacher Training and Education, 82 students from the Faculty of Islamic Religion, 420 students from the Faculty of Economics and Business, 298 students from the Faculty of Engineering and Science, 126 students from the Faculty of Agriculture and Fisheries, 205 students from the Faculty of Psychology, 143 students from the Faculty of Pharmacy, 46 students from the Faculty of Letters, 89 students from the Faculty of Law, 478 students from the Faculty of Health Sciences, and 103 students from the Faculty of Medicine. The follow-up of this data analysis is to optimize students who are interested in enterprising in the activities of the entrepreneur clinic and employee clinic in the form of coaching in each of these clinics.

From the results of inventory analysis or analysis of student interest shows the results that there is an increase in student interest to become an Islamic Entrepreneur. The increase of 6 percent shows the role of Islamic entrepreneurship material for students can encourage students to become entrepreneurs. From the data above, it can be seen that students who have an interest in entrepreneurship (entrepreneur) after taking entrepreneurship courses have increased by 218 and the remaining 2313 students are interested in becoming employees. This shows the difference compared to when students have not gotrkan entrepreneurship courses. Previous data collection has been carried out with a total of 2954 students and then get results stating that students have an interest in employees compared to entrepreneurial interests. Students who are interested in employees are 2869 while those interested in entrepreneurs are only 85 students. So judging from the test results of two different activities it can be concluded that students are more interested in employees than entrepreneurs. However, there is a significant increase in students who are interested in entrepreneurship from 85 students to 218 students.

This result shows that there is a difference in the number of students who have an interest in entrepreneurship (entrepreneur) before getting an entrepreneurship course with after students get an entrepreneurship course. When students have not received entrepreneurship courses, they do not want challenging, interesting and motivating work, so they lack the determination to improve their ability to overcome problems. Also with entrepreneurship as a grueling job and opening up profitable openings, there's lower interest in jobs that have great responsibility, are complex and demand commitment.

The results also show that students after getting entrepreneurship courses the majority of Scholars after getting entrepreneurship courses still don't want a grueling , intriguing and motivating job, but there is an increase in the number of students who have an interest in entrepreneurship due to students after taking entrepreneurship courses so that there is an interest in jobs that have great responsibility, complex and demanding commitment. This shows a significant difference in student interest in entrepreneurship before taking entrepreneurship courses with after taking entrepreneurship courses. These results are in line with the opinion that entrepreneurial interest and ability is something that can be taught and an entrepreneur can be formed through education and training(European Commission, 2015) .

The actuality of encouraging factors provides an crucial part in terms of controlling behavioral control. Conversely, the fewer supporting factors felt by an individual, the individual will have difficulty understanding the behavior performed (Ajzen, 2005). Educational factors are one of the factors designed to be proven to increase entrepreneurial intention (Tentama et al., 2019). With education and training, it is able to foster and mobilize the entrepreneurial spirit. This is in accordance with the results of Darmawan's research (2021) which shows that students' entrepreneurial interest can be developed through entrepreneurship education so that students feel helped to find their potential.

Entrepreneurship lectures with this backing have a positive encroachment and fortify scholars' stations to be interested in entrepreneurship. Although the achievement rate of pupil interest is still below the University's Vision and Mission to produce scholars who have an Islamic Entrepreneur spirit. From the results of the force test to optimize the eventuality of scholars who have an interest in entrepreneurial entrepreneurship for coaching. Mentoring and coaching have been shown to have a significant effect on business performance(Bagis & Darmawan, 2022), so the stopgap is to be suitable to develop the interest of scholars who have an interest in entrepreneurship.

## V. CONCLUSIONS

Based on the results of data analysis and discussion of the effect of entrepreneurship learning on new student entrepreneurial interest. There is an increase in the number of students who have an entrepreneurial interest after getting an Islamic Entrepreneurship course compared to before getting the course. The limitation of this research, that is only involves students as a population. Different results may be apparent at other levels of education. The perpetration of this exploration is anticipated to be taken into consideration in optimization sweats in order to equip scholars to grow and develop an entrepreneurial spirit.

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