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The Effect of Academic Support, Computer Capability and Government Policy on Student Technopreneur Interest

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Abstract

This research examines the influence of student interest in becoming a technopreneur. This study uses three variables namely academic support, computer capability, and government policy as the determining factor. This research is quantitative research with a data collection approach through a questionnaire with a sample size of 120 student respondents at Semarang State Polytechnic. By using multiple linear regression analysis tools with the resulting regression equation Y = 0.080 + 0.597 X1 + 0.450 X2 + 0.190 X3. With the t-test results show that partially academic support and computer capability affect student technopreneur interest. However, the government policy variable has no partial effect on student technopreneur interest. The results of the F test obtained Sig value = 0.000 which shows simultaneously the variables of academic support, computer capability, and government policy have a significant effect on student technopreneur interest.

Keywords: academic support; computer capability; government policy; student technopreneur interest

INTRODUCTION

One of the direct and indirect labor problems is that the increase in the labor force in a fast and high number, while the available job opportunities are very limited, will cause unemployment. This will be related to other problems such as income inequality, poverty, slowing economic growth, urbanization, and political instability (Martiah, 2017).

Entrepreneurship is considered one of the best economic development strategies to

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develop a country's economic growth and maintain the country's competitiveness in the face of increasing globalization trends. The increasing number of entrepreneurs in a country will greatly affect the opening of jobs, creating innovation, and increasing productivity. In the realm of education, the issue concerns how to develop educational praxis that not only produces skilled human beings in terms of intellectual work but also inspirational-pragmatic educational praxis. The praxis of education, through its curriculum, system, and implementation, must be open, explorative, and liberating. Not only is the practice of education link and match, whose graduates are ready to enter the workforce, but it is also ready to create jobs. Currently, many young entrepreneurs are creative; they are keen to seize opportunities to answer the needs of the campus community where previously the business did not exist.

Technopreneur is a term for someone who utilizes the latest technological developments to optimize their business development. Simply put, a technopreneur is someone who manages a business using technology. The emergence of technopreneurs cannot be separated from the shift in the economic landscape from resource-based to knowledge-based. Technopreneurship businesses can be started with small capital and can be started by yourself, for example, by creating an online store. Along with the development, it is only a matter of adding human resources according to the needs of business development.

Students must have high creativity. Entrepreneurship is a combination of creativity, innovation, and courage in facing risks. Along with the increasing population in Indonesia, it is directly proportional to the increase in unemployment at productive age due to difficulties in finding work. As a creative student, entrepreneurship will create jobs. With the Industrial Revolution 4.0, the use of technology has reached various industrial sectors. This means that technology integration into business is becoming increasingly easy. Not to mention, the consumer potential of the online world is also getting bigger with the growth of internet users.

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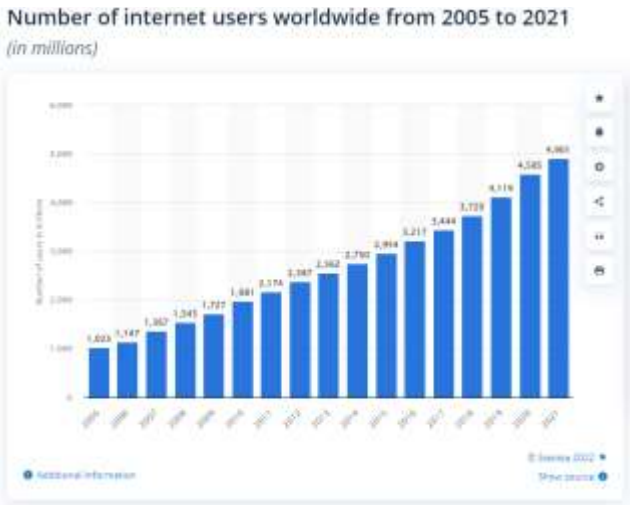


Figure 1. Graph of Internet Users

Source: Statista

Technopreneurship opportunities for students are wide open. Several courses that make up the curriculum in the Polines Applied Business Administration Study Program strongly encourage students to choose the technopreneurship path after graduation. Among them are entrepreneurship, e-business, business simulation, etc. The fact is that a career as an entrepreneur is not something special for the younger generation, especially among students. Interest in becoming an entrepreneur does not seem to be a career choice for most students. The choice to find a job is much higher than to open up jobs for students after completing their education.

The low interest of students in having a career as entrepreneurs is no longer just homework in the world of education. But this needs to get a response from various parties. It is not easy to change a person's mindset in a short period of time, namely during their education. Other parties should also be involved so that this can be successful, such as the government, entrepreneurs, parents, and other related parties. Therefore, it is necessary to further investigate what factors affect student interest in a career as a technopreneur so that the author takes the research title: **The Effect of Academic Support, Computer Capability and Government Policy on Student Technopreneur Interest.**

RESEARCH ISSUES

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The Semarang State Polytechnic Performance Agreement (PK) requires the Applied Business Administration Study Program to achieve performance targets as expected. One of the contents of the Performance Agreement (PK) realizes an increase in the percentage of entrepreneurial profiles in the study program alumni. Therefore, the study program needs to know what factors are of interest to students to become entrepreneurs who can utilize technology. Of course, this problem is a big question that must be answered through research. The results of the research certainly lead to the formulation of quality educational services based on student interest in having a career as a technopreneur in the Applied Business Administration Study Program. Based on the background description, the research problems are as follows:

1. Does motivation affect student interest in a career as a Technopreneur?
2. Does parents' work affect student interest in a career as a Technopreneur?
3. Does technology affect student interest in a career as a Technopreneur?
4. Does the learning model affect student interest in a career as a Technopreneur?
5. Does literacy affect student interest in a career as a Technopreneur?
6. Does government policy affect student interest in a career as a Technopreneur?

SPECIFIC OBJECTIVE

The results of this study will be a model that can answer what factors affect the interest of Applied Business Administration Study Program students to choose a career as a Technopreneurship. Based on the above problems, the objectives of this study are as follows:

1. Analyzing the influence of motivation on student interest in a career as a Technopreneur
2. Analyzing the influence of parents' work on student interest in a career as a Technopreneur
3. Analyzing the influence of technology on student interest in a career as a Technopreneur
4. Analyzing the influence of the learning model on student interest in a career as a Technopreneur
5. Analyzing the influence of literacy on student interest in a career as a Technopreneur
6. Analyzing the influence of government policy on student interest in a career as a Technopreneur

PRIMACY OF RESEARCH

The results of this research are expected to provide the following benefits:

1. Theoretically, it can provide knowledge about student interest in a career as a

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Technopreneur.

2. Practically provide references and information to the academic community

Table 1. Research Target and Output Plan

No	Output Type	Outcome Indicator
1	Scientific publications in journals / proceedings	Articles in Journal of Management Dynamics (JDM) Sinta 2
2	Presenters at scientific meetings	Accepted
3	Intellectual property rights (patent, simple patent, Copyright, trademark, trade secret, industrial product design, plant variety protection, integrated circuit topography protection)	
4	Appropriate technology	
5	Appropriate technology Artwork / social engineering, services, systems, products / goods	2 Research result documents
6	Textbook (ISBN)	
7	Technology Readiness Level	4
8	Number of students involved in carrying out Research	3
9	Partner Cooperation	

TECHNOPRENEUR CARIER INTEREST

Technopreneur is one part of the development of entrepreneurship (entrepreneur) and provides an overview of entrepreneurship using technology-based innovation. The concept of technopreneur is based on technology that is used as a tool for entrepreneurship, for example, the emergence of online application businesses, security system businesses, etc. (Martiah, 2017). Through the promotion of education in the field of entrepreneurship, it is expected to increase the understanding and interest of the community in the world of entrepreneurs so as to increase the number of entrepreneurs in Indonesia, create job opportunities, and be able to reduce unemployment and related problems. Indonesia, in an effort to face the movement of the Industrial Revolution Era 4.0, requires preparation in equipping human resources.

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preparation in equipping human resources (HR) through competencies and skills in order to be able to play a role in economic development and national welfare. To achieve Indonesia's development planning in 2020–2024, it is necessary for human resources to have the ability and quality to compete, with human resources with good health and intelligence, adaptive, innovative, skilled, and characterized (Bappenas, 2015). Within the framework of entrepreneurship, the decision to become an entrepreneur can be explained from an individual perspective. Various personal traits of a person based on many opinions of entrepreneurship experts and research findings, can affect a person's interest or intention to choose an entrepreneurial career. However, some recent research findings do not prove the relationship of these personality traits to entrepreneurial intentions, so it is still necessary to conduct research on other individual factors on entrepreneurial intentions.

STUDENT MOTIVATION

An important concept of this motivation theory is the power that exists within humans, which is achievement motivation. According to MC Clelland, individuals can be motivated if they have a desire to perform better than others. There are 3 needs described in this theory. One of them is the motivation to achieve. Achievement needs are reflected in the desire to take on tasks that can be individually accounted for. In this case, a person must be able to determine logical goals by considering the risks involved and doing so creatively and innovatively.

ACADEMIC SUPPORT

According to Hisrich et al, one of the most important factors influencing the decision to choose a career as an entrepreneur is a role model. One of the important role models is the work of parents (Ariffin & Ziyad, 2018). The family environment that can influence someone to become an entrepreneur can be seen in terms of parental employment factors. This parental employment factor can affect students' interest in entrepreneurship. Entrepreneurial interest grows and develops well in someone who lives and grows in an environment where his parents work as entrepreneurs. The reality of most of the family environment has not been conducive in the formation of children's interest in entrepreneurship. This is caused by several factors, including limited parental knowledge about entrepreneurship, the mindset of parents to become employees who are safer than being entrepreneurs and also the absence of entrepreneurial models in their families (Setyawati, 2013).

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COMPUTER CAPABILITY

Technology is part of the solution needed to fulfill the opportunity. So technology is only one of the five necessary aspects of entrepreneurship. Technology is not everything in technopreneurship. With the industrial revolution 4.0, the use of technology has reached various industrial sectors. This means that the integration of technology into business is increasingly easy to do. Not to mention that the consumer potential of the online world is also getting bigger with the growth of internet users. Basia et al in Ikhtiagung & Soedihono (2018) state that in addressing the current and future business world competition which relies more on knowledge and intellectual capital, so to be able to become the nation's competitiveness, the development of young entrepreneurs needs to be directed at groups of educated young people (intellectuals) in this case students as prospective college graduates need to be encouraged and grow their interest in entrepreneurship in the field of technology through the education system at the Polytechnic.

The Project Based Learning (PBL) learning pattern that has been applied in all courses at the Polines Business Administration Department provides more value in the aspect of experience, namely the experience of making something real in relation to vocational learning patterns with the PBL concept is expected to be able to foster entrepreneurs in the field of technology or technopreneurs among students. Entrepreneurial literacy is a person's understanding of entrepreneurs with various positive, creative, and innovative characters in developing business opportunities into business opportunities that benefit themselves and their communities or consumers (Kuntowicaksono, 2012). Knowledge possessed by someone who is indispensable especially to produce new products or services, produce new added value, pioneer new businesses, perform new processes/techniques, develop new organizations. It can be concluded that technopreneurship literacy is knowledge about technology-based entrepreneurship that can improve an individual's ability to run an entrepreneurship both developing his business and creating new jobs.

GOVERNMENT POLICY

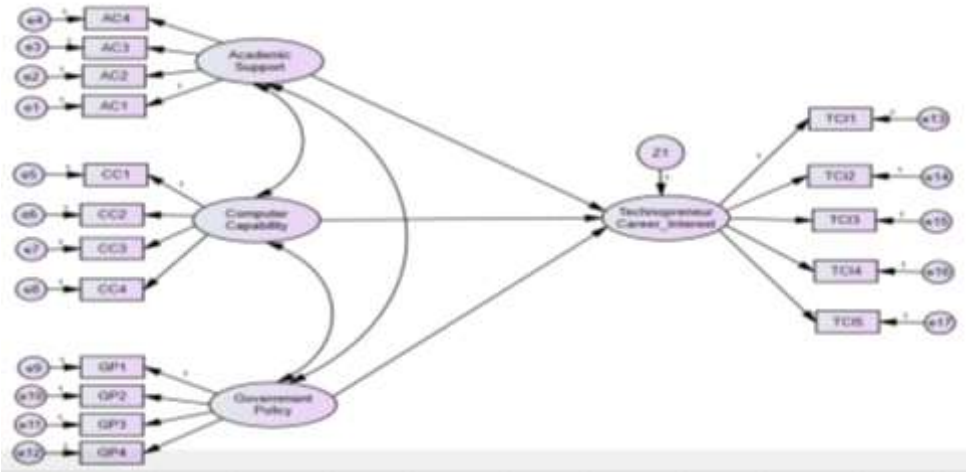
The government has a vision to position Indonesia as the country with the largest digital economic capacity in Southeast Asia by 2020. Indonesia is one of the largest internet users in the world, reaching 93.4 million people and 71 million smartphone users. With such great potential, the government targets to create 1,000 technopreneurs with a business valuation of USD 10

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billion with e-commerce value reaching USD 130 billion by 2020 (Kominfo.go.id). The government has an important role as a bureaucratic party, policy maker, legality, protection and guarantee of IPR, facility provider in developing technopreneurship in Indonesia.

FRAMEWORK OF THINKING

The following is a model as a theoretical framework for this research:



Picture 2. Framework of Thinking

RESEARCH DESIGN

The research to be carried out is a Survey research, which will attempt to generalize from the results of observations of a number of samples that are expected to represent the population. This research design is causality, which is to identify the cause and effect relationship between variables. Where the variables to be tested in this study are motivation, parental employment, technology, learning models, literacy, government policies and career decisions as Technopreneurship. First Stage: The variables in this study consist of two variables, namely the independent variable or independent variable, and the dependent variable or dependent variable. The independent variables in this study are attitudes towards using the internet, perceived value, experience, and independent learning ability. While the dependent variable in this study is student interest in learning. Measurement of variables in this study uses a Likert scale which is a scale for measuring attitudes, opinions and perceptions of a person or group about social events or symptoms. In this study, the instrument was measured using a scale of 1

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to 5 to determine the level of respondents' answers. Second stage Determining the type and source of research data. Where the data used in this study is primary data. Primary data in this study are respondents' responses (motivation, parents' work, technology, learning models, literacy, government policies and career decisions as Technopreneurship. Third stage: Determining population and sample. Where the population of this study is Stakeholders, namely Semarang State Polytechnic students. While the sampling technique used in this study is the Purposive Sampling Method in this case, namely students of the Applied Business Administration Study Program, Department of Business Administration, Semarang State Polytechnic. For the number of samples referring to Hair et al., (2017)where a minimum of 120 for SEM analysis tools. Fourth stage: Determining the survey method, where data is collected using a survey method using a questionnaire as a medium for both closed and open methods. The statements in this questionnaire are made using a scale of 1-5 to obtain interval data and are given a score or value. Fifth Stage: computerized package in this case to confirm the most dominant factors in one group of variables. 2. Regression Weight in Structural Equation Modeling (SEM) which is used to examine how much the relationship between variables is. In addition to the two approaches above, this study also conducted reliability tests, validity tests, index decryption analysis tests, and others. Sixth Stage: The final stage in this research is to use the results of data analysis and discussion to formulate strategic policies in the form of suggestions for higher education education services.

RESULT

Validity Test

Based on the validity test that has been carried out, all indicators tested in this study are valid, this is characterized by a significance value of less than 0.05 (Ghozali, 2018). This means that the variables of academic support, computer capability, and government policy are able to measure student technopreneur interest.

Reliability Test

According to Arikunto (2012) the reliability test aims to measure research variables. A questionnaire is said to be reliable or reliable if a person's answer is consistent over time. According to Ghozali (2018), a variable is said to be reliable if it has an alpha value of more than 0.60. The reliability value based on the tests carried out has an alpha value of 0.965 which means it is greater than 0.6 so that the variable is reliable.

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Normality Test

The normality test is used to test whether the regression model in this study has normally distributed residuals or not. An indicator of a good regression model is to have normally distributed data. If the significance value is more than 0.5, it means that the data is normally distributed (Ghozali, 2018). Based on the test, the results of the normality test obtained a significance value of 0.954> 0.05, it means that the data as many as 120 are normally distributed.

Multicollinearity Test

The multicollinearity test is used to test whether a research regression model has a correlation between independent variables. A good regression model is one in which there is no correlation between independent variables and is free from multiolinearity symptoms (Ghozali, 2018). Based on the test shows that the multicollinearity of the three independent variables, namely academic support, computer capability, and government policy has a VIF value of less than 10 that is 5.277, 2.297, and 5.489 meaning that there is no correlation between the independent variables.

Heteroscedasticity Test

This study uses the park test to detect whether heteroscedasticity symptoms occur or not. The park test is done by calculating the residual value of the regression model, squaring the residual (U2) and taking the natural logarithm of that value (LN(U2). Then regress Ln(U2) as the dependent variable on the relevant independent variables in the regression model. If the Sig value is more than 0.05, it means that there are no symptoms of heteroscedasticity (Ghazali). Based on the results of the heteroscedasticity test, the academic support and computer capability variables have a sig value of less than 0.05 so that the data occurs symptoms of heteroscedasticity while the government policy variable has a sig value of more than 0.05, it means that the data does not occur symptoms of heteroscedasticity.

Multiple Linear Regression

From the results of data processing using SPSS, it shows the correlation relationship between the independent variable and the dependent variable. From the data that has been tested, the R value is 0.940 which shows the relationship between the independent and dependent variables is equal to 94.0% but the R Square value is 0.884 which means that the

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influence between the independent and dependent variables is equal to 88.4%. Adjusted R Square indicates that the relationship between the independent and dependent variables is more accurate with the resulting value of 0.884, which means that the influence of the independent and dependent variables in this model is 88.4%.

Simultaneous Test

Based on the data that has been tested, the Sig value of 0.000 is smaller than alpha 0.05, which means that the test of the effect of independent variables simultaneously on the dependent variable has a significant effect, so academic support, computer capability, and government policy simultaneously affect student technopreneur interest.

Partial Test

From the data that has been tested, it shows that the Sig value on the academic support variable, computer capability is 0.000 smaller than the alpha value of 0.05, which means that academic support and computer capability partially affect student technopreneur interest. While the government policy variable has a value smaller than 0.05, namely 0.35 so that the government policy variable has no partial effect on student technopreneur interest.

Based on test, the formula for this research model is:

$$Y = 0.080 + 0.597\ X1 + 0.450\ X2 + 0.190\ X3$$

Based on the regression test results above, it explains that academic support, computer capability, and government policy simultaneously affect the interest of student technopreneurs. Where the constant value of the academic support, computer capability, and government policy variabel is 0.080 which means that the independent variable has a positive increasing impact on the dependent variable. Every 1 unit increase in academic support will increase student technopreneur interest by 59.7%. Computer capability has a significant effect on student technopreneur interest where every 1 unit increase in computer capabilty will increase student technopreneur interest by 45.0%. Government policy has a positive increasing impact on the dependent variable. Every 1 unit increase in government policy will increase student technopreneur interest by 19.0%. From these results, student technopreneur interest can be increased through academic support, computer capability, and government policy variables by 88.4%. While the other 11.6% is influenced by other factors that are not explained in this study.

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CONCLUSION

This study aims to investigate the factors that influence students' interest in pursuing technopreneurship as a career path. Our findings revealed that academic support, computer skills, and government policy simultaneously play an important role in shaping students' career aspirations as technopreneurs. However, the government policy variable had no partial effect on students' interest as technopreneurs. The findings have important implications for educational institutions, which may need to consider redesigning their curriculum and support systems to nurture the spirit of technopreneurship among students. Policy makers should also pay attention to the influence of government policies and consider measures to promote technology entrepreneurship among youth. Although this study highlights the current scenario, future research should delve deeper into specific interventions that can enhance these factors and encourage more college students to choose technopreneurship as a viable career option. This research contributes to the understanding of the factors that drive interest in technopreneurship and provides valuable insights for educational institutions, policy makers, and researchers looking to promote entrepreneurship in the technology-driven economy in the future.

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