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# THE EFFECT OF SOCIAL SUPPORT, ACADEMIC SUPPORT, AND CREATIVITY ON ENTREPRENEURSHIP INTENTIONS OF THE STUDENTS' DEPARTMENT OF MANAGEMENT, THE UNIVERSITY OF RIAU FOR 2017

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***ABSTRACT***: *Entrepreneurial intention means someone who intends to start a business will have better readiness and progress in the company being run than someone who does not intend to start a business. This study aimed to determine the effect of social support, academic support, and creativity on the entrepreneurial intentions of students in the Management Study Program, Faculty of Economics and Business, Riau University. This type of research is called descriptive-quantitative research. The sample in this study amounted to 80 people. Data collection techniques with questionnaires. The data analysis method uses multiple linear regression analysis techniques with the help of SPSS software version 20. The results of the tests that have been carried out show that social support, academic support, and creativity influence the entrepreneurial intentions of students in the Management Department, Faculty of Economics and Business, Riau University. The managerial implication of this study is that parents and friends can provide social support to students. FEB UNRI can provide academic support by holding entrepreneurial events such as seminars and bazaars. Students further increase creativity in entrepreneurship by finding new ideas that are suitable for business in the future.*

**Keywords:** *Social Support, Academic Support, Creativity, and Entrepreneurial Intention*

## INTRODUCTION

Indonesia is statistically rich in resources, both natural and human. Indonesia also has the fourth-largest population in the world. The Minister of Cooperatives and UMKM, Teten Masduki, stated that the number of entrepreneurs in Indonesia still needs to be higher, below 4%. This number differs from the very large population (Abdila, 2020). The growing population of Indonesia every year makes the demand for jobs increase, while job opportunities are very limited, as a result of which unemployment increases. One of the causes of unemployment is the need for more entrepreneurial spirit in the community. It has been proven that only 4% of the total Indonesian population chooses entrepreneurship.

Unemployment affects a lot of higher education circles. College graduates are generally better prepared to become workers or employees than job creators. This kind of situation

creates problems that hurt social and economic stability. This condition has received enough attention from various parties that it has begun to be realized that, so far, education in higher education has produced more capable graduates as workers with high academic qualifications but lacking an entrepreneurial spirit. In fact, according to Zimmer (in Tunjungsari and Hani, 2013), one of the driving factors for the growth of entrepreneurship in statistics lies in the role of universities through the implementation of entrepreneurship education.

What is the foundation of the business structure? It is not entrepreneurship but the intention of entrepreneurship. Entrepreneurial intention is the predisposition or desire of an individual to carry out entrepreneurial acts, such as generating new items through business opportunities and risk-taking (Sarwoko, 2011). According to Suharti and Sirene (2012), the factors influencing students' entrepreneurial intentions include social and academic support. Hasanah and Nurhasikin (2019) also stated that social and academic support had an effect on students' entrepreneurial intentions.

Academic support is another aspect that influences entrepreneurial intentions. Academic support refers to assistance provided by educational parties, such as the university environment, which includes facilities, campus information, and suitable infrastructure (Tunjungsari & Hani, 2013). Oktaviani and Umami (2018) state in their journal that another factor that can influence entrepreneurial intentions is the creativity factor. This is also reinforced by the findings of Natalia and Rodhiah (2019), who state that creativity influences entrepreneurial intentions. Maharani and Sari (2018) say that creativity is openness to experience, observation of seeing in the usual way, independence in judgment, thoughts, and actions, confidence in oneself, and the availability to take calculated risks.

Based on the background of the problem above, the authors are interested in conducting research titled "The Effect of Social Support, Academic Support, and Creativity on Entrepreneurial Intentions of Students of the Management Department, Faculty of Economics and Business, Riau University."

## LITERATURE REVIEW

### Entrepreneurial Intention

Entrepreneurial intention is an individual's desire to take entrepreneurial actions by creating new products through business opportunities and risk-taking (Sarwoko, 2011). Intention plays a distinctive role in directing actions-linking deep considerations that a person believes and desires with certain actions. According to Aryaningtyas and Palupiningtyas (2017), the entrepreneurial intention is a person's intention to establish a business or apply a business concept that does not yet exist with something new. A person to start a business will have better readiness and progress in the business being run than someone without the

intention of starting a business. This is shown in the strong will to choose entrepreneurship as a job choice and prepare yourself to make it happen.

**Social Support**

According to Bastaman (in Rif'ati *et al*., 2018), social support is the presence of specific persons who directly provide guidance, motivation, and direction and indicate a way out when individuals enstatisticer issues and barriers in carrying out activities aimed at achieving goals. Meanwhile, Cobb defines social support as "the comfort, attention, praise, or assistance felt by individuals from other persons or organizations" (Maslihah, 2011). The impact of social support on entrepreneurial intentions is significant, particularly support or assistance provided by persons with close social relationships with the individual receiving the service. This type of support might take the shape of information, specific actions, or things that make those who receive service feel loved, cared for, and valued.

**Academic Support**

According to Wiyanto (2015), academic support is an encouragement/condition for supporting the creation of entrepreneurial intentions. In this case, academic support can be provided through the fulfillment of learning resources, student assistance, and infrastructure to increase entrepreneurial intentions. The role of the campus in developing entrepreneurship on campus can be done by providing academic support to be a facilitator in motivating, directing, and providing infrastructure in preparing undergraduates who have strong motivation, courage, ability, and supporting character in establishing a new business.

**Creativity**

Kariyaningsih and Wibowo (2017) define creativity *as* a person's ability to produce something new (it can depart from a problem) in the form of ideas or inventions, products, or works through knowledge, information, and experience (Karyaningsih and Wibowo, 2017). Creativity is openness to experience, observation of seeing in the usual way, independence in judgment, thoughts, and actions, confidence in oneself, and the availability to take calculated risks (Mahanani & Sari, 2018).

**Research Framework**

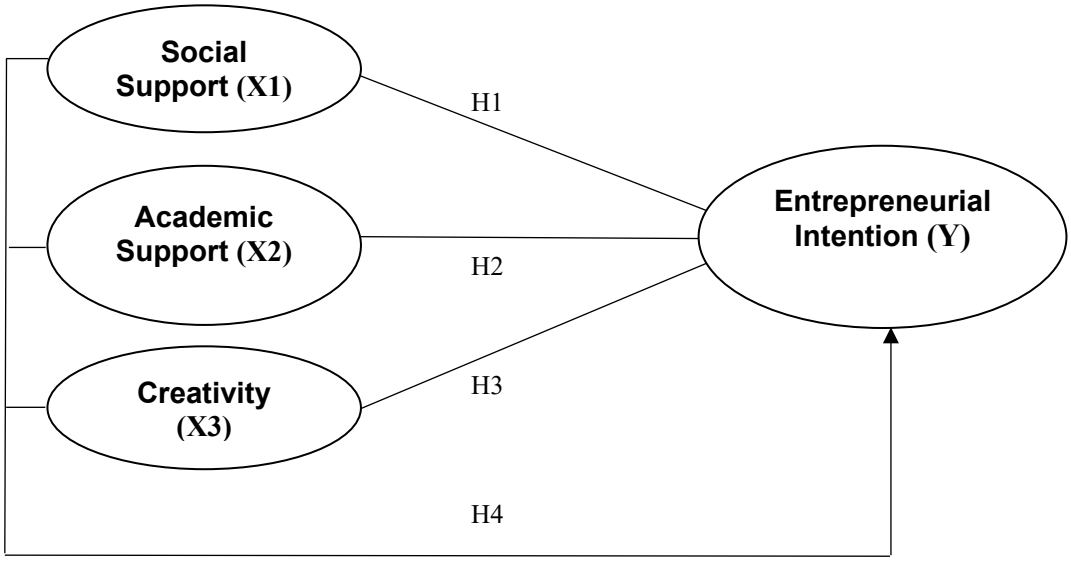


**Figure 1. Research Framework**

Source: Suharti & Siren (2012) and Oktaviani & Umami (2018)

**Research Hypothesis**

Based on the research background and the framework of thought presented, the hypotheses proposed in this study are as follows:

H1: It is suspected that social support, academic support, and creativity influenced the entrepreneurial intentions of management students at Riau University's Faculty of Economics and Business.

H2: Social support is suspected to affect the entrepreneurial intentions of management students at Riau University Faculty of Economics and Business.

H3: Academic support is suspected to affect the entrepreneurial intentions of management students at Riau University Faculty of Economics and Business.

H4: Creativity is suspected to affect the entrepreneurial intentions of management students at Riau University Faculty of Economics and Business.

## RESEARCH METHODS

**Population and Sample**

The population in this study were respondents in the management students' class of 2017 at the university who had 80 entrepreneurial intentions. Furthermore, a saturated sampling technique was used to determine the sample in this study. Namely, the entire population was used as a sample. So the sample in this study was 80 students.

**Data Collection Techniques**

1. Literature Studies

Literature studies are an attempt to collect information related to theories and an overview of the problem of the variables studied by studying literature or references derived from books, journals, and previous research related to research to obtain information related to theories and concepts required by researchers.

2. Questionnaire

   A questionnaire is a data collection technique in which respondents are asked to answer a series of questions or make written statements.

**Data Analysis Technique**

1. Validity Test

   Validity is the degree of accuracy of the tool with symptoms of questionnaire assessment measurement, whether the questionnaire we take is valid or not. The product-moment correlation technique is used to calculate a questionnaire's high and low validity based on the table value with n and a significant level of 5%.

2. Reliability Test

   Reliability *i*s a measure that shows the consistency of a measuring instrument in measuring the same symptoms at other times. A questionnaire is deemed reliable if the answers to the questions are consistent across time.

3. Normality Test

   The Normality Test is to find out whether, in a regression model, independent and dependent variables or both have a normal distribution. The normal P-P Regression Stan chart can be used to find out the presence or absence of normality.

4. Heteroskedasticity Test

   The heteroskedasticity test seeks to establish whether there is an inequity of residual variations from one other observation in the regression model. The residual variant is called homoskedasticity if it is one observation of the cohesion of another and heteroskedasticity if the variant is different.

5. Multicollinearity Test

   A multicollinearity test is needed to ensure no perfect correlation between one independent variable and another. The presence of multicollinearity symptoms can be detected by examining the variance inflating factor (VIF) from the regression analysis findings. A strong multicollinearity symptom exists if the VIF value is greater than 10.

6. Multiple Linear Regression

   The collected data was analyzed using statistical tools, namely multiple linear regression analysis using the SPSS program.

$$Y = a+b1X1+b2X2++b3X3+Ɛ$$

   Where:

Y = Dependent Variable (Entrepreneurial Intention)

X1= Independent Variable (Social Support)

X2= Independent Variable (Academic Support)

X3= Independent Variable (Creativity)

a = Constant

b1 and b2 = Regression Coefficient

Ɛ = Epsilon

7. Coefficient of Determination

   The coefficient of determination ($R^2$) is used in regression analysis to establish the best level of determination, which is shown by the size of the coefficient of determination ($R^2$) between 0 (zero) and 1 (one).

8. Simultaneous Significant Test (F-Test)

   The F-test was used to determine the influence of the independent factors on the dependent variable as a whole.

9. Partial Significance Test (t-test)

   The significance level is determined by assessing the influence of each independent variable on the dependent variable.

## RESEARCH RESULTS AND DISCUSSION

### Characteristics of Respondents

The most, 66 persons, are between the ages of 23 and 24, with a percentage of 82.5%, while the smallest, with a rate of 6.25%, are between the ages of 25 and 26. This demonstrates that at the age of 23-24, when money is scarce, they have self-confidence, initiative, motivation, a leadership spirit, are willing to take chances, and are interested in business. There were 46 male students with a 57.50% percentage rate and 34 female students with a 42.50% percentage rate. This means that, in general, males dominate the entrepreneurial sector (Indarti and Rostiana, 2008).

### Description Variable

Social support variables (X1) were measured using eight statements. On the social support variable (X1), which shows that it is very decisive regarding entrepreneurial intentions, the smallest average is in statement 7 (Friends provide information and support related to the business I run to get more profit), with an average number of 3.93. Meanwhile, the largest average is in statement 2 (my friend gives motivation for entrepreneurship), with an average of 4.31.

The academic support variable (X2) was measured using four statements. The academic support variable shows entrepreneurial intentions. This is shown by the smallest average in Statement 1 (FEB UNRI often holds entrepreneurship events such as seminars and bazaars) with an average number of 3.99. While the highest average is in statement 3 (I gained much knowledge about entrepreneurship and entrepreneurship skills during my studies at FEB UNRI), with an average of 4.19.

The creativity variable (X3) was measured using eight statements. On the creativity variable (X3), which shows that it is very decisive regarding entrepreneurial intentions, the smallest average is in statement 6 (I think critically in entrepreneurship by thinking about the details that must be done) with an average number of 3.91. While the highest average is in statement 5 (I always think critically by having many questions about entrepreneurship), with an average of 4.29.

The entrepreneurial intention variable (Y) was measured using six statements. As the smallest average result is indicator 1, I have an entrepreneurial attitude; it is a hobby and a fun job, with an average of 4.18. In contrast, the largest average result is in statement 5 (I have control over behavior, that is, have a strong will to maintain the business) with an average of 4.40.

**Validity Test**

**Table 1. Data Validity Test Results**

| Item | r statistic | r table | Description |
|---|---|---|---|
| Social Support (X1) | | | |
| 1 | 0.647 | 0.444 | Valid |
| 2 | 0.609 | 0.444 | Valid |
| 3 | 0.733 | 0.444 | Valid |
| 4 | 0.595 | 0.444 | Valid |
| 5 | 0.635 | 0.444 | Valid |
| 6 | 0.610 | 0.444 | Valid |
| 7 | 0.753 | 0.444 | Valid |
| 8 | 0.806 | 0.444 | Valid |
| Academic Support (X2) | | | |
| 1 | 0.635 | 0.444 | Valid |
| 2 | 0.831 | 0.444 | Valid |
| 3 | 0.649 | 0.444 | Valid |
| 4 | 0.825 | 0.444 | Valid |
| Creativity (X3) | | | |
| 1 | 0.723 | 0.444 | Valid |
| 2 | 0.608 | 0.444 | Valid |
| 3 | 0.759 | 0.444 | Valid |
| 4 | 0.522 | 0.444 | Valid |
| 5 | 0.678 | 0.444 | Valid |

| Item | r statistic | r table | Description |
|---|---|---|---|
| 6 | 0.599 | 0.444 | Valid |
| 7 | 0.529 | 0.444 | Valid |
| 8 | 0.654 | 0.444 | Valid |

Table 1 shows the validity test findings, which demonstrate that the score of each item and the overall score (Pearson correlation) have a positive association, and the statistic is greater than the rtable, indicating that all questionnaires are valid.

**Reliability Test**

The reliability test is used, and an instrument is said to be dependable if it has a reliability coefficient, or alpha, with a determination of 0.6 unreliable, 0.6–0.7 acceptable, and > 0.8 extremely good. The Cronbach alpha value for each research variable was obtained using the SPSS for Windows Ver-20 tools to determine the dependability of a statement. Cronbach's alpha > 0.6 indicates that the test results are reliable.

**Table 2. Reliability Test Results**

| Variable | Cronbach Alpha | Criteria | Description |
|---|---|---|---|
| Social support | 0.816 | 0.600 | Reliable |
| Academic support | 0.701 | 0.600 | Reliable |
| Creativity | 0.782 | 0.600 | Reliable |
| Entrepreneurial intention | 0.695 | 0.600 | Reliable |

According to Table 2, the Cronbach alpha value of the variables social support, academic support, creativity, and entrepreneurial intention is greater than 0.600, so it can be concluded that the variable is reliable, which means that the questionnaire can be used in research.

**Normality Test**

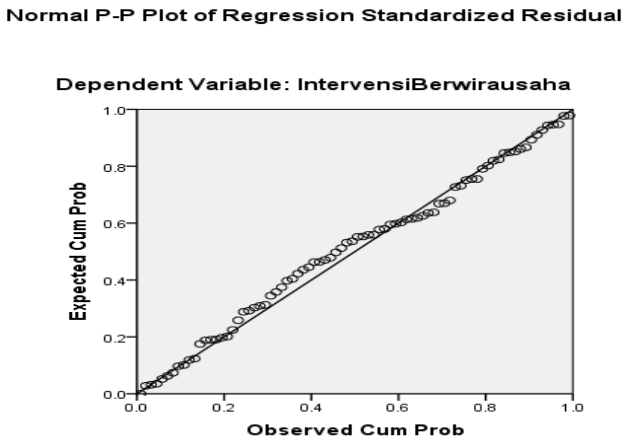


**Figure 2. Normal Probability P-Plot Graph**

Based on Figure 2 above, it can be seen that in the normal probability plot graph from the picture above, the dots follow the diagonal line. Based on the figure, it can be concluded that the data in the regression model is normally distributed.

**Multicollinearity Coefficient Test**

**Table 3. Multicollinearity Coefficient Test**

**Coefficients[a]**

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | Collinearity Statistics | |
|---|---|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | | Tolerance | VIF |
| 1 | (Constant) | 3.766 | 2.206 | | 1.707 | .092 | | |
| | Social Support | .258 | .076 | .325 | 3.399 | .001 | .548 | 1.826 |
| | Academic Support | .261 | .099 | .256 | 2.627 | .010 | .526 | 1.900 |
| | Creativity | .288 | .078 | .341 | 3.684 | .000 | .585 | 1.710 |

a. Dependent Variable: Entrepreneurial Intention

Table 3 shows the Tolerance value for the Social Support variable (X1) is 0.548 with a VIF of 1.826. The Tolerance value for the academic support variable (X2) is 0.526 with a VIF of 1.900 and the Tolerance value for the creativity variable (X3) is 0.585 with a VIF of 1.710.

The Variance Inflation Factor (VIF) value is around one and has a tolerance number close to 1, so it has fulfilled the assumption of being free of Multicollinearity. Thus, in the regression between social support, academic support, creativity, and entrepreneurial intentions, there is no multicollinearity between independent variables.

**Heteroscedasticity Test**

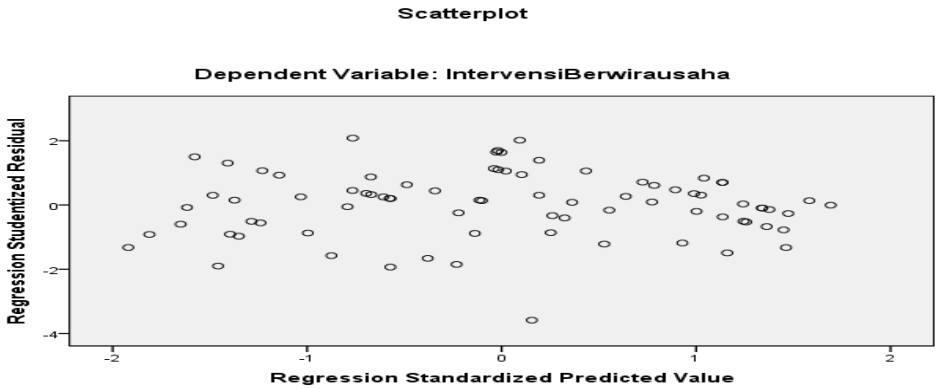


**Figure 3. Scatterplot Graph**

Figure 3 shows that the data is spread above and below the number 0 on the Y-axis bu t forms a certain pattern. Thus, it cannot be concluded whether, in the regression model, ther e are symptoms of Heteroscedasticity. A more reliable method is using the correlation test be tween independent and unstandardized variables. If the probability value between the indepe ndent variable and the unstandardized is greater than 0.05, it means that there is no heteros cedasticity in the regression model.

**Multiple Linear Regression Test**

**Table 4. Recapitulation of Multiple Linear Regression Analysis Results**

| Independent Variable | Regression Coefficient | Constant |
|---|---|---|
| Social Support ($X_1$) | 0.258 | 3.766 |
| Academic Support ($X_2$) | 0.261 | |
| Creativity ($X_3$) | 0.288 | |

Source: Processed Data 2022

Y = a + b1X1 + b2X2 + b3X3 + e

Entrepreneurial Intention = 3.766+0.258 (social support) + 0.261 (academic support) + 0.288 (creativity)

From these equations, it can be concluded that:

a. The constant value of (a) = 3.766 means that if social support (X1), academic support (X2), and creativity (X3) are assumed to be zero (0), then the entrepreneurial intention is 3.766.
b. The social support variable (X1) is 0.258, which means that adding 1 point of social support (due to a positive sign) increases entrepreneurial intention by 0.258 with the assumption that academic support (X2) and creativity (X3) remain. This increase has a positive value, which means that the higher the social support, the higher the entrepreneurial intention.
c. The regression coefficient for academic support (X2) of 0.261 states that each addition (because of a positive sign) of 1 point of academic support will increase entrepreneurship intentions by 0.261 with the assumption that academic support (X1) and creativity (X3) remain. This increase has a positive value, meaning the higher the academic support, the higher the entrepreneurial intention.
d. The creativity regression coefficient (X3) of 0.288 states that each addition (because of a positive sign) of 1 point of creativity will increase the entrepreneurial intention by 0.288, with the assumption that social support (X1) and academic support (X2) are constant. This increase has a positive value, which means that the higher the creativity, the higher the entrepreneurial intention of students.

**Hypothesis Testing**

**Simultaneous Test (F-Test)**

**Table 5. Hypothesis Test Results for Simultaneous Test With F-Test**

**ANOVA[b]**

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| 1 | Regression | 447.075 | 3 | 149.025 | 41.349 | .000[a] |
| | Residual | 273.912 | 76 | 3.604 | | |
| | Total | 720.987 | 79 | | | |

a. Predictors: (Constant), Social Support, Academic Support, Creativity

b. Dependent Variable: Entrepreneurial Intention

The F statistic test (simultaneous/joint significance test) yields a calculated F value of 41,349 At degrees of freedom 1 (df1) = several variables – 1 = 4-1 = 3, and degrees of freedom 2 (df2) = nk-1 = 80-3-1 = 76, where n = several samples and k = number of independent variables, the value of f table at the 0.05 significance level of confidence is 2.72, thus F statistic = 41.349> F table = 2.72 with a significance level of 0.000. Because the probability of significance is much smaller than sig 0.05, the regression model can be used to predict entrepreneurial intentions (Students of the Management Department, Faculty of Economics and Business, Riau University), or it can be said that social support (X1), academic support (X2), and creativity (X3) together affect entrepreneurial intention (Students of the Management Department, Faculty of Economics and Business, University of Riau).

**Partial Test (t Test)**

**Table 6. Partial Test Result Recapitulation (t Test)**

**Coefficients[a]**

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 3.766 | 2.206 | | 1.707 | .092 |
| | Social Support | .258 | .076 | .325 | 3.399 | .001 |
| | Academic Support | .261 | .099 | .256 | 2.627 | .010 |
| | Creativity | .288 | .078 | .341 | 3.684 | .000 |

a. Dependent Variable: Entrepreneurial Intention

Using the t-test, the t-value of the social support variable (X1) is 3.399. At the same time, the t-table is at the 95% confidence level (significance 5% or 0.05) and the degree of freedom (df) = Nk-1 = 80-3-1 = 76, where N = several samples and k = number of independent variables, is 2,000, thus T statistic = 3.399 > T table = 2,000 and a significance value of 0.001 (sig 0.05). Based on the analysis above, it is concluded that social support has a significant effect on entrepreneurial intentions (students of the Management Department, Faculty of Economics and Business, Riau University), so the null hypothesis (Ho) is rejected, and Ha is accepted, so this hypothesis has been tested empirically.

Meanwhile, the t-statistic value of the academic support variable (X2) is 2.627, while the t-table is 2.000. Thus T-stat = 2.627> T-table = 2,000, and the significance value is 0.010 (sig 0.05). Based on the analysis above, it is concluded that academic support has a significant effect on entrepreneurial intentions (Students of the Management Department, Faculty of Economics and Business, Riau University) so that the null hypothesis (Ho) is rejected and Ha is accepted, indicating that this hypothesis has been empirically tested.

The creativity variable (X3) is 3.684, while the t-table is 2.000. Thus T-statistic = 6.684> T-table = 2,000, and the significance value is 0.000 (sig 0.05). Based on the analysis above, it is concluded that creativity has a significant effect on entrepreneurial intentions (students of the Management Department, Faculty of Economics and Business, Riau University), so the null hypothesis (Ho) is rejected, and Ha is accepted, indicating that this hypothesis has been empirically tested.

**Coefficient of Determination Test (R Square)**

**Table 7. Test Results for the Coefficient of Determination Test (R Square)**

**Model Summary[b]**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|---|---|---|---|
| 1 | .787 | .620 | .605 | 1.898 |

a. Predictors: (Constant), Social Support, Academic Support, Creativity

b. Dependent Variable: Entrepreneurial Intention

The result of the coefficient of determination R2 value is the adjusted R Square value in the table above of 0.605, which means that the contribution of the influence of the independent variables (social support, academic support, and creativity) to the dependent variable (entrepreneurial intention) is in a strong category, which is 61%. In comparison, the rest (39%) is influenced by other variables not included in this study.

## CONCLUSION

1. Simultaneously, it shows that social support, academic support, and creativity influence the entrepreneurial intention of Riau University students in the Management Department, Faculty of Economics and Business.
2. Social support influences entrepreneurial intentions significantly. It is effective regarding social assistance for students of the Management Department, Faculty of Economics and Business, Riau University.
3. Academic support significantly impacts the entrepreneurial intentions of students at the Management Department, Faculty of Economics and Business, Riau University. Because this has been demonstrated to be quite good, students at the Management Department, Faculty of Economics and Business, Riau University have good knowledge, understanding, abilities, and interests.
4. Entrepreneurial intentions are significantly influenced by creativity. The Department of Management, Faculty of Economics and Business, and Riau University students' inventiveness is rated good.

## SUGGESTIONS

1. For future researchers, collecting data supplemented by interviews and direct observations is preferable to gain more accurate, comprehensive, and in-depth information.
2. Close relatives are required to pay more attention to social support for friends interested in entrepreneurship by offering knowledge about the firm to be operated to maximize profits.
3. The Management Department of Riau University pays more attention to academic support for students so that they are interested in entrepreneurship by organizing more bazaar events on campus and holding seminars with entrepreneurial motivators.
4. Students are expected to be proactive toward business by participating in campus bazaar events and attending entrepreneurship lectures.

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