

Entrepreneurial Interest of Jambi University Sports Students

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ABSTRACT

This study aimed to explore the factors that influence entrepreneurial interest among sports students at Jambi University. Entrepreneurship in sports has the potential to develop creativity, innovation, and contribute to the sports industry. This research method uses a quantitative approach using questionnaires distributed to 207 sports student respondents consisting of two sports study programs at Jambi University: the Sports and Health Education Study Program and the Sports Coaching Study Program. The collected data were analyzed using descriptive statistical techniques and regression analysis to identify the relationships between related variables. The results show that there are significant factors that influence entrepreneurial interest in sports students. Factors such as entrepreneurial education, previous entrepreneurial experience, perceptions of entrepreneurial risk, and social support positively influence entrepreneurial interest. Achievement, motivation, and creativity have also been proven to have a significant influence on entrepreneurial interest. This research contributes to the understanding of entrepreneurial interest among sports students at Jambi University. The findings of this study can be used as a basis for developing appropriate education and support programs to encourage entrepreneurial interest and development of entrepreneurial potential among sports students.

Keywords: *interest, entrepreneurship, sports student*

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INTRODUCTION

Entrepreneurship is a topic of interest in education and research because of its potential contribution to economic growth and innovation. In recent decades, new providers of entrepreneurship support (ES) have emerged, including university centers, angel investors, accelerators, incubators, and venture capital firms ([Ratinho et al., 2020](#)). [Bras & Soukiazis \(2015\)](#) the past few years have seen increasing attention given to promoting entrepreneurship evident in interdisciplinary programs, states that intention is a continuous entrepreneurial interest possessed by someone who has become an entrepreneur, while intent is an entrepreneurial interest possessed by someone who does not yet have a business but will one day create entrepreneurship in the field of sports; in particular, it has an important role in developing the sports industry, creating jobs, and increasing creativity and innovation in the sector ([Mardatilah & Hermanzoni, 2020](#)). Students, as one of the groups with energy, potential, and desire to contribute to the business world, can be a valuable resource in encouraging

entrepreneurial development in the field of sports. With the growing role of entrepreneurship in promoting innovation, scholars and practitioners agree that entrepreneurship support organizations are a key facilitator in translating new ideas into more widely adopted solutions ([Clayton et al., 2018](#)).

Jambi University, one of the universities with diverse sports study programs, has great potential for producing entrepreneurial candidates in the field of sports. According to ([Pulka et al., 2015](#)) entrepreneurship education is related to aspects of knowledge, skills, attitudes and behavior. However, there is still a lack of research specifically examining entrepreneurial interest in sports students at Jambi University. However, entrepreneurship boosts national productivity, creates jobs, and enhances quality of life ([Virasa et al., 2022](#)). Institutional variables that affect the growth of entrepreneurship include political stability, government efficacy, good regulations, a strong rule of law, and the ease of beginning a business. Obtaining credit is simple for business ([Sendra-Pons et al., 2022](#)). Therefore, this study aims to fill this knowledge gap and provide a better understanding of the factors influencing entrepreneurial interest among sports students at Jambi University. In general, impact-oriented entrepreneurship is considered one of the solutions to extreme poverty since the introduction of new goods, services, markets, and methods can mobilize funding, create jobs, and stimulate innovation with positive social, economic and environmental impact ([Alvarez et al., 2015](#); [Sutter et al., 2019](#)).

Entrepreneurship is someone who has strong creativity and innovation power, high managerial abilities, masters in-depth knowledge of business, and behaves with the aim of forming a new business ([Mardatilah & Hermanzoni, 2020](#)). Entrepreneurship is the willingness of entrepreneurs to combine creativity, innovation, risk taking, and earnestness to work to form and build trade services and maximize their potential ([Alnedral, 2015](#)). Entrepreneurship is part of what has been identified as one of the key components for social and economic growth and development ([Voda et al., 2019](#)). Interest in entrepreneurship is the tendency of the subject to be interested in creating a business that then organizes, organizes, bears risks, and develops the business he creates ([Mardatilah & Hermanzoni, 2020](#)). Interest in entrepreneurship can be driven by internal factors, namely factors that come from within the individual itself, and external factors, namely factors that come from outside the individual or the individual's closest environment ([Pratiwi & Wardana, 2016](#)).

Entrepreneurship drives the economic system by promoting new goods and services by creating new forms and ways of application. This definition emphasizes that an entrepreneur is a person who sees an opportunity and then creates a new opportunity or product and takes

advantage of the opportunity. Entrepreneurs are also innovative in terms of making new things, giving a touch of creativity to old products, and even making new products ([Evitamala & Anam, 2022](#)).

In Indonesia, the development of the sports industry still requires the government to socialize the magnitude of entrepreneurial opportunities in the field of sports. Indonesia has had to industrialize sports as one way to overcome this problem. At the same time, the interest of Western countries and the United States to invest in sports in Asia is the right moment to develop sports industrialization, and the State Ministry of Youth and Sports through the Deputy for Youth Entrepreneurship and Sports Industry as a sports industry development institution in Indonesia has launched an idea to develop the sports industry as a creative industry that is highly competitive in the globalization arena ([Mahardika et al., 2023](#)). Sports is essentially a miniature of life, and the basic essence of human life in everyday life can be found in sports ([Pradipta & Herminarto, 2015](#)). Sports teach discipline, sportsmanship, not giving up easily, highly competitive spirit, spirit of cooperation, understanding the rules, and daring to make decisions for someone.

Further, as sports students, in addition to increasing the potential of individuals in each chosen sport, as well as routines that are often carried out in lectures with physical activity, sports students, specifically in the Sports and Health Education Study Program and Sports Coaching Study Program, learn how to become professional educators, coaches in certain sports, sports instructors, and sports medical personnel. Therefore, in addition to developing psychomotor abilities, sports students are trained to develop their cognitive and affective abilities, the purpose of which is to increase the potential and abilities of each individual.

This study is novel in that it focused on the sports student population. Sports students have a special background and interest in sports, and this research will reveal the factors that influence entrepreneurial interest, especially among sports students. Another novelty of this study lies in the understanding of entrepreneurial interest in sports students in the Jambi area, which may not have been widely researched before. This can make a particular contribute to the understanding of entrepreneurship in the local context.

METHODS

This study uses a quantitative approach with a cross-sectional research design. Data will be collected at a specific point in time using questionnaires as data collection instruments. The population in this study was sports students at Jambi University. The chosen sample consists of athletes enrolled in Entrepreneurship courses in semesters 1, 3, and 5. Purposive sampling

was used to choose the sample, which consisted of 207 respondents with an interest in and potential for entrepreneurship in the sports area. 207 individuals that have an interest in and potential for entrepreneurship in the subject of sports were chosen for the sample using purposive sampling. The recommended sample size can be determined based on statistical calculations or previous research in the same domain.

Two sports study programs were selected from Jambi University with two hundred and seven selected students participating in this study. A questionnaire was used as the data collection instrument in this study. The questionnaire consisted of questions designed to measure relevant variables, such as entrepreneurial interest, entrepreneurial education, previous entrepreneurial experience, perception of entrepreneurial risk, social support, achievement motivation, and creativity. The validity and reliability of the questionnaire were tested prior to deployment.

After the questionnaire has been prepared, it will be disseminated to respondents who have been selected as research samples. The data collection process can be conducted online through an electronic survey platform or in person by visiting sports students at Jambi University and asking them to fill out questionnaires independently. It is important to provide respondents with information about the purpose of the study, confidentiality of the data, and freedom of participation. The questionnaire consisted of four questions regarding the need for achievement, three questions for the locus of control, two questions for personal efficacy, three questions for instrument readiness, and three questions for entrepreneurial interest. Each question was measured on a 5-point Likert scale (strongly agree/5 to strongly disagree/1).

RESULTS AND DISCUSSION

Results

Table 1. Results of descriptive analysis of statistical data

Descriptive Statistics									
	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
VAR00001	207	102.00	43.00	145	20141	97.2995	1.61588	23.24849	540.492
Valid N	207								
(listwise)									

The study's findings, which involved 207 respondents, are presented in Table 1. The information gathered includes each respondent's values. Following a thorough analysis of all

the data, some significant findings on the respondents' value distribution were made.

The analysis's findings revealed that the overall average score for respondents was 102. That example, we will arrive at the number 102 if we sum up the values of each responder and divide by the total number of respondents. These findings can provide a general notion of the respondents' average level of success in regard to the survey's parameters or their level of feasibility. Additionally, 145 is the highest value that can be found in such data. The highest score from all survey participants is represented by the maximum score. This demonstrates that certain respondents were successful in achieving extremely high scores, and this number can accurately reflect accomplishments or achievements in terms of the parameters assessed.

However, there is a minimum value of 43 as well. The lowest score of all survey participants was represented by this number. This minimal figure shows that there are some respondents who do not reach the predicted level of eligibility in relation to the characteristics analyzed, even though the majority of respondents may have a value much higher than 43. 20141 responses, or scores, were received in total for this survey. This number is the end result of adding together all of the responses from the 207 respondents in the sample. The total number of scores provides a sense of the overall value contribution made by all survey respondents.

In addition, the median or threshold value that may be drawn from the data in question is 97,2995. When data are gathered from nilai that range from little to large, the median is the number that represents all of the data. With this large number, every third respondent has a number that is close to or identical to 97,2995, and every fourth respondent has a number that is even larger than the aforementioned angka. This can provide further information on the underlying currency in the sample of 207 responses. Overall, the survey's results show an overview of respondents' average levels of achievement (102), the highest score attained (145), the lowest value offered (43), the sum of all respondents' value contributions (20141), and the distribution of values as measured by the middle or median value (97.29995). In addition to offering a more comprehensive perspective of variability and degrees of performance in the context of the parameters evaluated, this information can be quite helpful in analyzing and interpreting survey data.

Based on the results of research by students of the Sports and Health Education Study Program and the Sports Coaching Study Program, there were 207 students. The results obtained were as follows: 26 students who were interested in entrepreneurship in the very high category, 92 students who were interested in entrepreneurship in the high category, 37 students who were

interested in entrepreneurship in the medium category, 34 students who were interested in entrepreneurship in the low category, and 18 students who were interested in entrepreneurship in the very low category. The results of this study are briefly shown in the diagram below

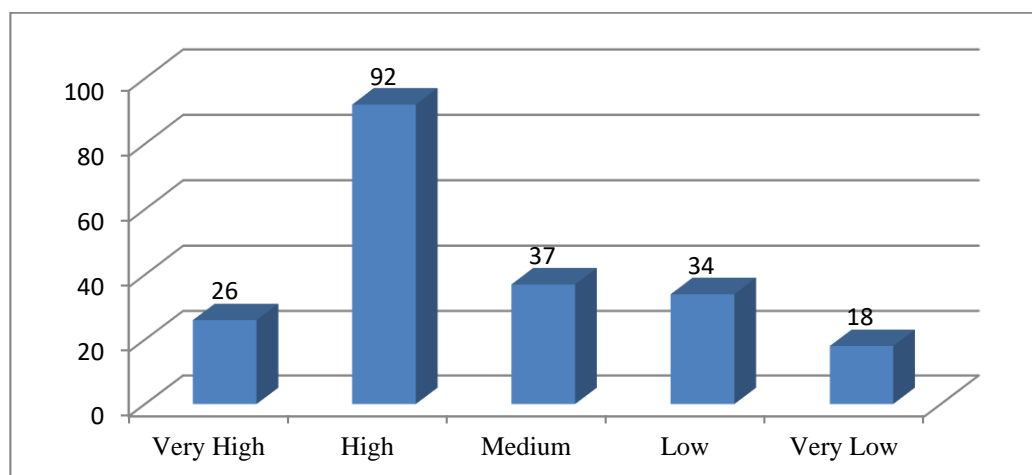


Figure 1: Diagram of Sports Student Interest in Entrepreneurship

From figure 1, it can be seen that in the very high category, with a total of 26 students, it is concluded that they have a very strong entrepreneurial interest. They are highly motivated and skilled in creating and managing their own ventures. They have a good understanding of the risks and challenges associated with entrepreneurship, but remain confident and prepared to face them. Students in the high category, with a total of 92 students, showed a strong interest in entrepreneurship. They are highly motivated to create and manage their own ventures. They have some skills and knowledge necessary for entrepreneurship, but may still need further development. This group has the potential to succeed in entrepreneurship if given the right training and resources

The student group of 37 students showed interest in entrepreneurship. They have the interest and ambition to create their own ventures but may also have some doubts or limited knowledge about entrepreneurship. Additional support and guidance are needed to help students develop their skills and confidence. The low category, with 34 students, showed a lower interest in entrepreneurship compared to the previous group. They may be less motivated or confident in taking risks in entrepreneurship. It is important to provide encouragement and develop the right skills to help them increase their interest and confidence.

The interest in entrepreneurship was very low, with 18 students. They have different career preferences or lack an interest in creating their own ventures. Nonetheless, it is still possible for them to develop an interest in entrepreneurship in the future through appropriate education and experience.

Discussion

Research on the entrepreneurial interest of sports students at Jambi University has been conducted to understand the factors that influence entrepreneurial interest in sports student groups. The results of this study show that several factors significantly influence entrepreneurial interest among sports students at Jambi University. This research found that sports students who receive good entrepreneurial education tend to have a higher interest in entrepreneurship in sports. Entrepreneurial education can provide the knowledge and skills necessary to start and manage a business. Findings from the descriptive statistics showed that most respondents agreed that the entrepreneurship course enhanced better understanding about business and it developed entrepreneurial knowledge and skill, in general, these results corroborate the literature, which has established the influence of the family as a network of local entrepreneurship ([Morant et al., 2017](#)).

Research findings show that social support from family, friends, and mentors plays an important role in increasing the interest in entrepreneurship. In accordance with ([Nurhayati et al., 2019](#)), social support can provide encouragement, guidance, and the resources needed for sports students to run their businesses.

Sports students with previous entrepreneurial experience tended to have a higher interest in continuing their business in sports. [Iskandar & Safrianto, \(2020\)](#) reveal that previous experience can provide a practical understanding of the business world and increase self-confidence in entrepreneurship.

Based on the findings of this study, the development of entrepreneurial education at Jambi University can be an important step toward increasing the entrepreneurial interest of sports students. Entrepreneurial education programs tailored to sports students' needs can provide practical knowledge, skills, and awareness of business opportunities in sports. In addition, the university can also work with the sports industry to provide internship and mentoring opportunities that can provide practical experiences to students.

The results of this study are confirmed by the findings of [Fayomi & Fields \(2016\)](#) who find that the curriculum has a direct relationship with the level of skills and knowledge obtained by students to establish their own companies. Who suggested that the design of an entrepreneurship curriculum may stimulate the development of entrepreneurial knowledge and the practice of entrepreneurship. This is in line with the work of [Bodnar et al., \(2015\)](#) and [Olokundun et al., \(2017\)](#) who asserted that the provision of university curricular content on idea generation has implications for the development of entrepreneurial interest and skills of

learners. This shows that entrepreneurship curriculum design affects entrepreneurship learning outcomes. The findings highlight the importance of social support in encouraging entrepreneurial interest among sports students. Therefore, universities and relevant parties must provide appropriate support to sports students in the form of mentoring, connections with business networks, and access to relevant resources. In addition, family and friends can provide emotional support and motivation that can increase the entrepreneurial interest of sports students.

Interest in entrepreneurship is the tendency of the heart in the subject to be interested in creating a business which then organizes, organizes, bears risks and develops the business he creates ([Mardatilah & Hermanzoni, 2020](#)). Interest in entrepreneurship can be driven by internal factors, namely factors that come from within the individual itself, and external factors, namely factors that come from outside the individual or the individual's closest environment ([Putri & Wahyuni, 2023](#)). Based on this explanation, it can be said that the low interest of students in the Sports and Health Education Study Program and the Sports Coaching Study Program in entrepreneurship can be influenced by several internal and external factors. It is not easy to motivate students to believe that entrepreneurship is the right choice of job status. It takes maximum effort that must be done not only from institutions, leaders, related lecturers, and all stakeholders to work together to foster entrepreneurial interest, especially among students of sports and health education study programs.

Based on sources obtained from the Central Statistics Agency (BPS), the rate of undergraduate graduates is always increasing, which is an opportunity for the business world to continue to improve business among young people. With a high scientific provision, graduates will be able to explore their competencies. However, unfortunately, awareness of job creation is still minimal among young people. This is the government's job of encouraging less unemployment through various programs with the goal of fostering creativity and innovation. The importance of government support and participation in efforts to foster entrepreneurial interest among students is one of the driving forces behind creating jobs for young entrepreneurs today. Not only will it affect the improvement of the country's development, but also the improvement of the quality of its human resources.

In fact, if examined, there are many kinds of business opportunities in the field of sports that can be developed by students, such as opening a sports equipment store, forming a massage group, opening entrepreneurship in the field of fitness, recreational sports venues, and students can also provide base camps. Indonesia, with its many resources, should be a strength for students to manage it into something useful. Good development will improve the economy.

Various work programs implemented by the government have not provided the maximum results to unravel the problem of unemployment. Success in the development of the State depends heavily on the utilization of resources that can be managed properly to produce progress for the development of development especially in the economic field. Some strong factors affect students' low interest in entrepreneurship.

Sports students still lack knowledge and skills relevant to entrepreneurship. Sports education curricula usually focus on technical and theoretical aspects in the field of sports, such as athlete training, sports management, and understanding of a particular sport. Lack of entrepreneurial knowledge and skills can hinder sports education students' interest in starting their own ventures. Sports students have limited resources, which limits their ability to start a business. Resources, such as capital, business networks, and access to mentors or business supporters, can be obstacles for those interested in entrepreneurship. Without sufficient resources, students may find it difficult to develop business ideas or manage their businesses effectively ([Haris, 2020](#)). Low interest in entrepreneurship can also be caused by the perception that entrepreneurship is not an attractive career choice in the field of sports education. College students may be more interested in becoming athletes, coaches, or pursuing a career in an educational institution or sports organization than in starting their own businesses. This perception can influence students' interest in going down the entrepreneurship path.

To increase the entrepreneurial interest of sports education students, it is important to expand their education by adding an entrepreneurial component to their curriculum. Providing relevant entrepreneurial knowledge and skills as well as helping students gain the resources and support they need can boost their interest in pursuing an entrepreneurial career in sports.

CONCLUSION

In general, entrepreneurial interest can be influenced by various factors, such as previous experience, knowledge, skills, motivation, and the social environment. Sports students have a particular inclination towards entrepreneurship in sports or sectors related to their interests. The conclusion of research on the entrepreneurial interest of sports students at Jambi University can provide deeper insight into the factors that influence entrepreneurial interest, their preferences, and goals in terms of entrepreneurship, as well as the obstacles and opportunities faced by sports students in achieving these goals.

The research will also contribute to a general knowledge and understanding of entrepreneurial interest among students. The study's findings can be compared to those of other,

comparable studies that have been conducted at the national and worldwide levels. This will enhance previous study in the area and help us understand sports students' entrepreneurial inclinations more widely. The development of entrepreneurship education and training programs at Jambi University may have new potential as a result of this research. Sports students who are interested in entrepreneurship can be discovered and provided extra support to help them reach their full potential.

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