

# Opportunity-sustainable Entrepreneurship During the COVID-19 Pandemic in Surakarta

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**Abstract:** This research is a further development of what we have studied regarding the variable role Model which is a factor that influences in explaining entrepreneurial decisions. The added variable is the variable of courage to take risks, because during the COVID-19 pandemic, the economy, and job opportunities are difficult, the opportunity is only entrepreneurship but the business established must be sustainable. This study is an empirical study aimed at looking at the influence of the role of the model in influencing the entrepreneurial decisions of young entrepreneurs who are just starting their businesses. is explanatory research, describing a causal relationship. Sample 70 people. Data processing and analysis to test the model quantitatively with the analysis tool WarpPLS.70. The results showed that 1) the Goodness of fit model was 93.4% (R-Square was 0.934), the factors studied influenced entrepreneurial decisions. 2) The influence of role models on entrepreneurial decisions through learning with support is the most dominant. From the results of data analysis, the findings of the model state that the role model has a significant effect on entrepreneurial decisions by mediated learning with support, meaning that entrepreneurship decisions are strongly influenced by role models that must be supported by potential business networks, as well as social support from elements of the business world both locally and nationally. application of full technical support and willingness to take risks. Role models, learning by example, and self-efficacy have no significant negative effect on entrepreneurial decisions.

**Keywords:** Role Model, Entrepreneurial Decision, Learning with Support, Technology, Willingness to Take Risks

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## 1. Introduction

The current condition of education is directed to the entrepreneurial spirit [1], according to research [2] Entrepreneurial education at the elementary level requires non-cognitive skills to become an entrepreneur in addition to self-efficacy, education creativity and innovation-based started from an early age. early. Because with the basis in all aspects of life-based entrepreneurship, technology will automatically grow forward [3]. This is based on the economic crisis in Indonesia in 1996 that can survive are small business actors. Comparison if all graduates are directed to become employees, the opportunities for job seekers are getting smaller. Meanwhile, to become an entrepreneur, the opportunities are endless. Currently, many young businesspeople can be seen. The HIPMI organization which was formed on June 10, 1972 <https://www.hipmi.org/> and began to get a positioning strategy and was very calculated in the government since the year the

HIPMI cadre was chosen to be a mentor <https://kumparan.com/kumparanbisnis/4-kader-hipmi-di-kabin-et-jokowi-erick-sandiaga-lutfi-dan-bahlil-1upXptyeOVR/full>.

Surakarta or Solo City is a city of culture and a city of commerce. From a geographical point of view, it is very supportive of a place to shop. From a cultural point of view, it is very supportive of the existence of many *wedangan* so that Surakarta never sleeps with its economic activities <https://www.merdeka.com/peristiwa/wali-kota-soal-jateng-di-rumah-saja-solo-itu-kota-yang-enggak-pernah-tidur-kok.html>.

The batik industry, which has become the icon of the city of Surakarta, has made Surakarta a place for world consumers to look for batik. The number of entrepreneurs both large and small in various fields in the city of Surakarta makes young people accustomed to seeing business activities and professions as entrepreneurs or entrepreneurs.

The Covid-19 pandemic has brought down all economic activities which have an impact on decreasing income, the

mainstay of the community is entrepreneurship. The existence of new business actors from employees who were dismissed by the company as well as fresh graduates from universities caused them to have a lot of desire to become entrepreneurs, especially in businesses that use digital (By R. Adhikersa [4]). the requirements to become an entrepreneur in addition to role models, innovation and motivation, self-efficacy, learning by example, learning with the support that we have conducted research [5] must also have a willingness to take risks as well as optimism [6] is needed when the economy is down during the COVID-19 pandemic. This is a requirement that must be owned by entrepreneurs, both those who are already running and those who will decide to become entrepreneurs so that their business can be sustainable. From the above background, the research team made the title of the study: "Opportunities-Suistanable Entrepreneurship during the COVID-19 pandemic in Surakarta".

Problem, Strategy to deal with the conditions during the COVID-19 pandemic to decide on sustainable entrepreneurship.

## 2. Theoretical Framework and Hypotheses

### 2.1. Theory Review

Role model (role model)

Amazed at a successful person in the field has a great influence on the younger generation. Become an endorser of your products or other people's products, both new products and old products. Research from [7] shows that the presence of parental entrepreneurial role models is associated with increased educational and training aspirations, task self-efficacy, and expectations for an entrepreneurial career. Meanwhile, the results of research [7] show that the exact role of the dominant entrepreneurial role model (ie parents, entrepreneurs, and teachers/lecturers) is integrated and can be used as a source of the entrepreneurial learning process. Lecturers can take the main task as facilitators to encourage students to seek appropriate knowledge of entrepreneurship in this integration while the other two constructs can take their main task to act as sources of informal entrepreneurship learning (through social and active learning). Employers, in particular, can act as 'business dad or mom' to whom students can talk and with whom they can forge longer informal relationships.

Theories (roles) of social identification and learning [8]. Role identification can be seen as a cognitive response to an individual's belief that other people's characteristics (models) are close to his/her motives and character [9] and this model plays a strong role in society or social roles or occupies an attractive position [10].

The definition of the role according to Kreitner and Kinicki which is translated by the Alchemist Language Bureau [11], is an order of behavior that is expected by a person from a position. According [12] role is a complex of human expectations for the way individuals must behave and act in certain situations based on their social status and function.

Meanwhile, Robbins and Judge translated by Saraswati and Sirait [13] say that the role is a series of patterns in expected behavior associated with someone who occupies a certain position in a social unit. Roles are behaviors based on their social status that can inspire someone's expectations.

According to Virginia Barba-Sánchez [14], motivation is the driving force within oneself that directs one's actions towards certain goals, and thus focuses one's attention and supports the actions taken [15]. The results of the study [16] mention that the conceptual model of entrepreneurial marketing creates increased innovation. Not only does entrepreneurial personality have reliable and generalizable results, but willingness to take risks is also believed to be a differentiating factor for entrepreneurial features. [6]

### 2.2. Hypothesis

H1: The role model has a significant and positive effect on Innovation and Motivation

H2: The role model has a significant and positive effect on self-efficacy

H3: The role model has a significant and positive effect on learning with the example

H4: The role model has a significant and positive effect on learning with the support of

H5: Role Models have a positive and significant effect on Willingness to take risks

H6: Innovation and Motivation have a significant and positive effect on Entrepreneurial Decisions

H7: Self-efficacy has a significant and positive effect on self-efficacy Entrepreneurial Decisions

H8: Learning by example has a significant and positive effect on Entrepreneurial Decisionsexamples

H9: Learning with support has a significant and positive effect on Entrepreneurial Decisions

H10: Role models have a significant and positive effect on Entrepreneurial Decisions

H11: Willingness to take risks has a significant and positive effect on Entrepreneurial Decisions

H12: Innovation and motivation can be a moderating variable on Entrepreneurial Decisions

H13: Self-efficacy can be a moderating variable on Entrepreneurial Decisions

H14: Learning with support can be a moderating variable on Entrepreneurial Decisions

H15: Willingness to take risks can be a moderating variable on Entrepreneurial Decisions

## 3. Research Method

Research Objects and Locations The objects of this research include fresh graduates at the undergraduate level or young entrepreneurs whose business age is less than 5 years domiciled in Surakarta City.

Types and Methods of Research

Types of Data: primary: fresh graduate or young entrepreneur, secondary: archives.

Methods and techniques of data collection: 1)

Questionnaire method, 2) Observation method. 3) Documentation Method.

#### Population and sample

The population is a fresh graduate or young entrepreneur in the city of Surakarta. The sampling technique used is non-probability sampling. The minimum number of samples required is ten times the number of paths leading to a dependent variable (Hair, 2011) [17]. The sample taken amounted to 70 people.

#### Types of operational variables

To test the proposed hypothesis, the variables studied need to be measured. In this study the variables consist of exogenous variables and endogenous variables. The exogenous variable is the *role model*. The endogenous variable is the entrepreneurial decision. Meanwhile,

innovation and motivation, *self-efficacy*, learning by example, learning with support and willingness to take risks as mediating variables.

## 4. Data analysis and Discussion

### Data Analysis

#### Descriptive

Analysis Data analysis with descriptive statistical analysis is the Frequency Distribution. Descriptive statistics are used to determine the characteristics of respondents who have answered questions on a questionnaire, for example respondents based on gender.

#### Conceptual Chart

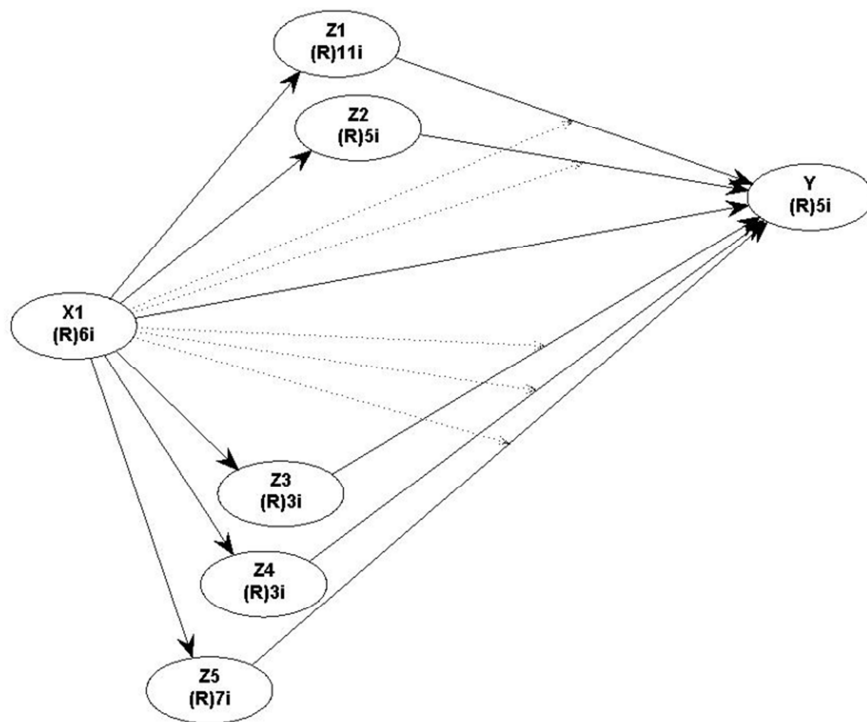


Figure 1. Conceptual Chart.

#### Research Methods

This research is a survey research, where data is obtained from the results of filling out questionnaires by respondents. The data that has been collected is then analyzed using the Structural Equation Model (SEM) with the WarpPLS.70 approach. In SEM, the variables used are latent variables whose measurements are carried out indirectly through indicators as observed variables [18].

#### Designing the Inner and Outer Models

The initial stage in the WarpPLS SEM model is designing the inner and outer models. The inner model will show the position of the relationship between variables in the model. While the outer model will show the nature of the indicators that make up the variables, whether they are reflective or formative. For this reason, the observed latent variables and their indicators must first be identified. In this study, the variable used, namely the exogenous variable, is a *role model*.

The endogenous variable is the entrepreneurial decision. Meanwhile, innovation and motivation, *self-efficacy*, learning by example, learning with support and willingness to take risks as mediating variables. The indicators of each variable are obtained from previous research and are based on applicable laws and regulations, as well as theoretical studies. The variables and indicators used are:

#### Description of the Variables in the PLS Model:

The Role Model indicators are 1) Giving examples by taking care of 2) Directing activities, 3) Inviting to be active, 4). Reminding the schedule of activities 5) Informing the existence of activities (Urip widjajono, 2009), 6). Authority 2. Responsibilities, 7). Clarity of Purpose, 8). Scope of Work (According to Rizzo, House and Lirtzman in Pratina, 2013) [13].

Indicators of innovation and motivation are 1) strongly emphasize product development, 2) always strive for new products and services, 3) always strive for change, 4) believe

self, 5) innovative and creative, 6) have leadership spirit, effective and efficient, 7) future oriented [19] 1. Develop creativity 2. Enthusiasm for high achievement 3. Accepted by others 4. Have a good position Best 5. Mobilize abilities to achieve success, McClelland [20], 1. Product variety 2. Utilization of new technology tools 3. Improvement of existing production equipment 4. Expansion of market segments Soegoto (2017) [21]. The indicator of self-efficacy is magnitude (choose a task based on the level of difficulty), Generality (belief to complete the task completely), 3) Strength (level of confidence in completing the task) (Bandura, 1986), According to Brown et al. (Manara, 2008: 36) 4) Believe that you can motivate yourself to take the necessary actions to complete individual tasks, 5) Believe that you are able to work hard, persistently and diligently Individual 6) Believe that you are able to withstand obstacles and difficulties 7) Confidence can solve problems in various situations.

Indicators of learning with examples are 1) material can foster motivation, 2) methods can foster interest, 3) ability to grow interest, 4) experience fosters interest [22].

Indicators of learning with support are 1) academic support, 2) social support, 3) environmental support, 4) family support (Gurbuz & Aykol (2008) 5) Parent support [23].

Indicators Willingness to take risks: Risk lover (There have been times I have taken risks in the last six months. I like to try new foods, new places and new experiences completely new. If I am afraid of something, I will try to conquer the fear). Willingness to take risks: Risk Free (I never go on blind dates; I never (never) intentionally take unknown routes. Willingness to take risks: Risk aversion factors I need to know the answer before I will ask the question. I need to know that's been done already before I am willing to try it.

Entrepreneurial decisions are 1) choosing a career as an entrepreneur, 2) preferring to be an entrepreneur than a company employee (Indarti, 2010), 3) Intuition 4) Facts 5) Experience 6) Rational [24].

#### Model test

Model testing in SEM is carried out to determine whether the model is good or not. The general parameter to determine whether a model is fit or not is the APC (average path coefficient) value, ARS (average R-squared) which must meet the value of  $r \leq 5$ .

**Table 1.** Model fit and indicators,

Indikator	Ideal
Average path coefficient	$\rho < 0,05$
Average R-squared	$P < 0,05$
Average adjusted R-squared	$P < 0,05$
Average block VIF	$< = 3$
Average full collinearity VIF	$< = 5$
Tenenhaus GoF small $\geq 0.1$ , medium $\geq 0.25$ , large $\geq 0.36$	Large
Sympson's paradox ratio	$> = 0.7$
R-squared contribution ratio	$> = 0.9$
Statistical suppression ratio	$> = 0.7$
Nonlinear bivariate causality direction ratio	$> = 0.7$

Source: Primary data processed 2021.

The next model test is to determine the validity of the instrument which produces a model in the form of convergent and discriminant validity. Convergent validity is measured by the value of loadings factor  $> 0.5$  and significant ( $r < 0.01$ ) while validity is discriminantly determined from the value of loadings which must be greater than the value of cross-loadings.

The reliability test is intended to measure how reliable indicators are in forming variables. Reliability is measured by coefficient composite reliability greater than 0.6 and coefficient value Cronbach's alpha of 0.50 to 0.60 is considered a sufficient value for reliability [25]. In addition, it can also be measured from the test indicator weight which has a significant value  $< 0.01$ , and the parameter collinearity in the form of VIF (variance inflation factor)  $< 5$  (Solimun et al. 2017).

Furthermore, hypothesis testing is carried out using the t-test as available in WarpPLS analysis, by resampling method. Determination of decisions on influential variables is based on the provision that if value  $< 0.10$  (alpha 10%) then it can be said to be weakly significant (significantly weak). Furthermore, if value  $< 0.05$  (alpha 5%) then the variable is significant (significant) and if value  $< 0.01$  (alpha 1%) then the variable is declared highly significant (very significant).

#### Results and Discussion

##### Results and Data Analysis

The steps of testing and analysis can be presented as follows:

##### a) Descriptive analysis

##### Respondents by Gender

**Table 2.** Characteristics of respondents by Business Type.

No	Sex	Amount	%
1	Culinary	14	20%
2	Handicraft	14	20%
3	Farm	0	0
4	IT	1	1
5	Grocery Store	0	0
6	Hospitality	0	0
7	Health	1	1
8	Beauty	4	6
9	Fashion	21	30
10	Convection	0	0
11	Café	5	7
12	Others	10	15
13	Total	70	100%

Source: Primary data processed 2021.

## b) Respondents by Gender

**Table 3.** Characteristics of respondents by Gender.

Gender	Total	%
Female	61	87
Male	9	13
Total	70	100%

Source: Primary data processed 2021.

Results of Data Analysis

Validity and Reliability

Test 1. Validity

The results of the validity test show the value loadings of

each indicator and the cross-loading to determine the validity of the instruments used in the study. Table 4 shows the results of the validity test where the load factor  $> 0.5$  and value  $< 0.001$  then the variables tested in this study meet validity convergent.

After going through data processing, some indicators must be deleted because the load factor is  $< 0.5$  and value  $> 0.001$ , namely: X1\_7; X1\_8; X1\_9; Z1\_1; Z1\_2; Z1\_3; Z1\_9; Z1\_15; Z2\_6; Z3\_1; Z4\_1; Z5\_1; Z52; Z5\_3 and Y\_6.

From all indicators, it can be seen that the value is loading factor  $>$  from cross-loadings.

**Table 4.** Combined loadings and cross-loadings.

3	X1	Z1	Z2	Z3	Z4	Z5	Y	Type (a)	SE	p value
X1_1	0.586	-0.572	0.074	-0.044	-0.917	0.106	2.156	Reflect	0.099	<0.001
X1_2	0.621	-0.272	0.166	-0.068	0.425	0.003	-0.515	Reflect	0.098	<0.001
X1_3	0.710	-0.102	0.802	-0.093	-0.243	0.007	-0.805	Reflect	0.095	<0.001
X1_4	0.697	0.312	-0.982	0.040	0.544	-0.172	-0.057	Reflect	0.095	<0.001
X1_5	0.839	0.325	0.003	0.130	-0.244	-0.020	-0.298	Reflect	0.091	<0.001
X1_6	0.852	0.101	-0.039	-0.003	0.319	0.080	-0.097	Reflect	0.091	<0.001
Z1_4	-0.294	0.689	0.151	0.064	-0.892	0.059	0.917	Reflect	0.096	<0.001
Z1_5	0.747	0.540	-0.378	-0.016	1.196	-0.086	-1.848	Reflect	0.100	<0.001
Z1_6	-0.151	0.677	-0.519	0.094	0.312	-0.104	-0.012	Reflect	0.096	<0.001
Z1_7	-0.248	0.668	-0.422	-0.101	0.671	-0.178	-0.264	Reflect	0.096	<0.001
Z1_8	0.088	0.761	0.013	-0.210	-0.189	0.021	-0.231	Reflect	0.093	<0.001
Z1_10	-0.277	0.615	0.317	0.027	-0.556	0.115	1.290	Reflect	0.098	<0.001
Z1_11	0.433	0.682	0.301	-0.093	-0.682	-0.005	0.023	Reflect	0.096	<0.001
Z1_12	-0.193	0.580	0.552	0.273	-0.428	0.212	0.360	Reflect	0.099	<0.001
Z1_13	0.526	0.602	0.193	-0.158	-0.099	0.066	-0.774	Reflect	0.098	<0.001
Z1_14	-0.467	0.615	0.289	0.083	0.913	0.010	0.089	Reflect	0.098	<0.001
Z1_16	-0.057	0.722	-0.405	0.084	0.009	-0.079	0.164	Reflect	0.095	<0.001
Z2_1	0.277	0.281	0.637	0.036	0.019	0.050	0.090	Reflect	0.097	<0.001
Z2_2	-0.364	-0.113	0.777	0.105	1.180	-0.001	-0.252	Reflect	0.093	<0.001
Z2_3	-0.040	-0.583	0.657	-0.063	-0.329	-0.063	1.177	Reflect	0.097	<0.001
Z2_4	-0.600	0.503	0.680	-0.041	-0.812	-0.014	-0.277	Reflect	0.096	<0.001
Z2_5	0.981	-0.093	0.551	-0.064	-0.291	0.035	-0.811	Reflect	0.100	<0.001
Z3_2	-0.120	-0.047	0.121	0.864	0.058	0.108	-0.003	Reflect	0.090	<0.001
Z3_3	-0.193	0.450	-0.121	0.754	-0.474	0.022	0.272	Reflect	0.094	<0.001
Z3_4	0.352	-0.421	-0.019	0.710	0.432	-0.156	-0.285	Reflect	0.095	<0.001
Z4_2	-0.239	-0.142	0.341	0.088	0.909	0.002	-0.522	Reflect	0.089	<0.001
Z4_3	0.295	-0.087	-0.623	0.078	0.552	-0.204	1.173	Reflect	0.100	<0.001
Z4_4	0.066	0.219	0.043	-0.151	0.811	0.136	-0.215	Reflect	0.092	<0.001
Z5_4	-0.005	0.329	-0.041	-0.038	0.109	0.720	-0.360	Reflect	0.095	<0.001
Z5_5	-0.070	-0.061	0.429	-0.010	-0.062	0.696	-0.077	Reflect	0.095	<0.001
Z5_6	0.133	-0.169	-0.181	-0.222	0.310	0.799	0.019	Reflect	0.092	<0.001
Z5_7	0.210	-0.440	0.081	-0.004	0.174	0.723	0.020	Reflect	0.094	<0.001
Z5_8	-0.065	-0.109	0.300	-0.015	-0.531	0.751	0.401	Reflect	0.094	<0.001
Z5_9	-0.149	0.407	-0.347	0.209	0.206	0.512	-0.409	Reflect	0.101	<0.001
Z5_10	-0.114	0.184	-0.321	0.165	-0.161	0.718	0.267	Reflect	0.095	<0.001
Y_1	-0.239	-0.142	0.341	0.088	1.371	0.002	0.732	Reflect	0.094	<0.001
Y_2	0.295	-0.087	-0.623	0.078	-0.193	-0.204	0.628	Reflect	0.097	<0.001
Y_3	0.066	0.219	0.043	-0.151	0.801	0.136	0.782	Reflect	0.093	<0.001
Y_4	-0.102	0.361	0.058	-0.060	-1.217	-0.025	0.691	Reflect	0.095	<0.001
Y_5	0.010	-0.325	0.085	0.058	-0.828	0.046	0.807	Reflect	0.092	<0.001

Source: Primary data processed 2021.

## 2. Reliability Test

Furthermore, the reliability test is determined based on the value *composite reliability*. If the coefficient value is *composite reliability*  $> 0.7$  then the measuring instrument is

declared to meet composite reliability. Figure 2 shows the coefficient values are *composite reliability* all  $> 0.7$  and *Cronbach's alpha*  $> 0.5$  so that it meets the reliability requirements.

*Table 5. Value of composite reliability and Cronbach's alpha.*

	X1	Z1	Z2	Z3	Z4	Z5	Y	criteria	Inf
composite reliability	0.867	0.890	0.796	0.821	0.810	0.874	0.851	>0,70	Reliable
cronbach's alpha	0.812	0.864	0.679	0.671	0.642	0.830	0.779	≥0,5	Reliable

Source: Primary data processed 2021.

Evaluation of the Measurement Model (Outer Model) evaluation of the outer model is carried out by passing 3 criteria, firstly convergent validity, secondly discriminant validity, and thirdly composite reliability.

The following are the results of data processing:

The measurement of convergent validity is by looking at the AVE (Average Variance Extracted) value, the criterion is the AVE value > 0.05. Table 1 below is the result of AVE for each construct. From the results of data processing presented in the table above, it is known that each variable has a value of Average Variance Extracted > 0.05, which means that each variable has met the criteria Convergent Validity.

The assessment of discriminant validity in this study was carried out in two ways. First, it was assessed based on the

comparison of the cross-loading of the measurement with the construct. If the construct's correlation with the measurement item is greater than the size of the other constructs, this indicates that the latent construct predicts the size of their block better than the size of the other blocks. The results of the test cross-loading from this analysis are that each latent construct can predict the size of their block better than the size of the other blocks so that this research model has a good discriminant validity value. The second assessment is carried out by comparing the square root of the average variance extracted (AVE) value of each construct with the correlation between the construct and other constructs in the model. Calculation results for average variance extracted (AVE).

*Table 6. convergent validity.*

	X1	Z1	Z2	Z3	Z4	Z5	Y
Score AVE	0.525	0.427	0.441	0.607	0.596	0.501	0.534

Source: Primary data processed 2021.

#### Structural Model Evaluation (Inner Model)

The next stage is to conduct a structural evaluation (inner model) including model fit (model fit), path coefficient, and  $R^2$ . In the model fit test, there are 3 test indices, namely

Average path coefficient (APC), Average R-squared (ARS), Average block VIF (AVIF) provided that APC and ARS p-value <0.05 and AVIF is smaller than 5.

*Table 7. Result model fit.*

Indicator	Result	Ideal
Average path coefficient	0.377, P<0.001	$\rho < 0,05$
Average R-squared	0.441, P<0.001	P<0.05
Average adjusted R-squared	0.432, P<0.001	P<0.05
Average block VIF	2.898	$\leq 3.3$
Average full collinearity VIF	4.898	$\leq 5$
Tenenhaus GoF small $\geq 0.1$ , medium $\geq 0.25$ , large $\geq 0.36$	0.478	Large
Sympson's paradox ratio	0.900	$\geq 0.7$
R-squared contribution ratio	0.997	$\geq 0.9$
Statistical suppression ratio	1,000	$\geq 0,7$
Nonlinear bivariate causality direction ratio	0.800	$\geq 0,7$

Source: Primary data processed 2021.

It is known that all indicators have met the criteria of the inner model.

R-squared coefficients

*Table 8. R-squared coefficients.*

	Z1	Z2	Z3	Z4	Z5	Y
X1	0.535	0.592	0.101	0.488	0.052	0.934

Source: Primary data processed 2021.

With the largest Entrepreneurial Decision R-Square, which is 0.934, it can be concluded that the contribution of the independent variables and the mediation studied contributes to the entrepreneurial decision by 93.4% and the rest is influenced by other factors outside the research.

#### Structural Model Testing

The main analytical method in this study was carried out with WarpPLS 7.0. The test results obtained in the image below.

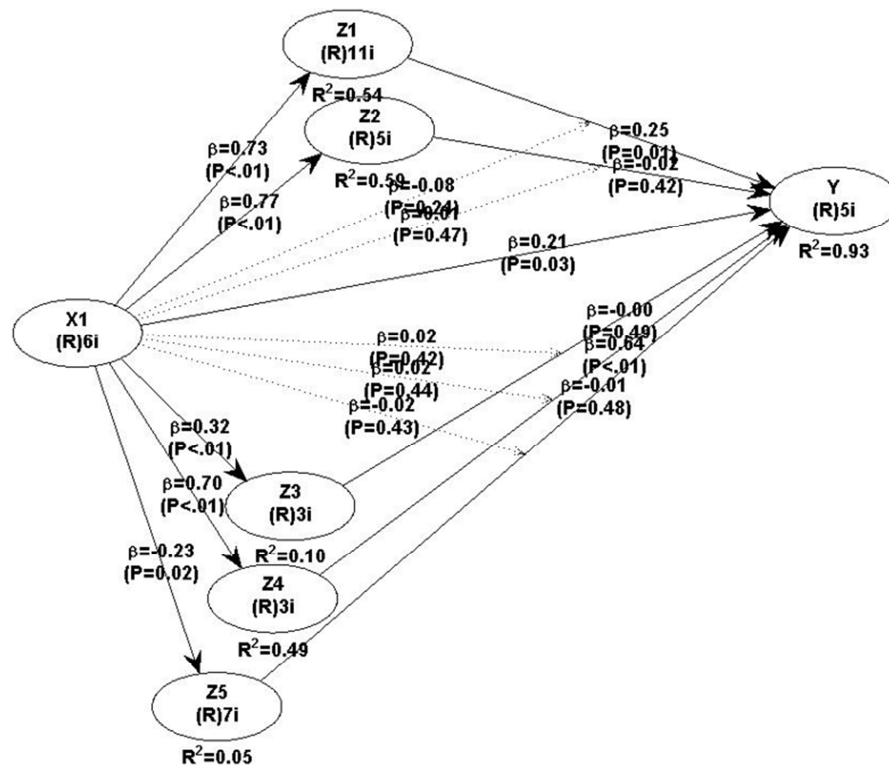


Figure 2. Result Model Wrap-PLS.

### Hypothesis Test Results

Hypothesis testing was conducted to answer research problems.

Following are the results of data processing:

\* Indicator weights \*

P values < 0.05 and VIFs < 2.5 are desirable for formative indicators; VIF = indicator variance inflation factor; WLS = indicator weight-loading sign (-1 = Simpson's paradox in l.v.); ES = indicator effect size all data are eligible.

H<sub>1</sub> Model influential role were significant and positive impact on Innovation and Motivation  $\beta = 0.732$  dan  $\rho = <0.001$ .

H<sub>2</sub> Model influential role were significant and positive impact on self-efficacy  $\beta = 0.770$  dan  $\rho = <0.001$ .

H<sub>3</sub> model of the influential role were significant and positive impact on learning by example  $\beta = 0.318$  dan  $\rho = 0.002$ .

H<sub>4</sub> role model effect were significant and positive impact on learning with the support of  $\beta = 0.698$  dan  $\rho = <0.001$ .

H<sub>5</sub> Role Model significant negative effect on the willingness to take risks  $\beta = -0.227$  dan  $\rho = 0.022$ .

H<sub>6</sub> Innovation and motivation influence were significant

and positive impact on the Decree of Entrepreneurial  $\beta = 0.254$  dan  $\rho = 0.012$ .

H<sub>7</sub> self-efficacy negative and not exhibited significantly towards self-efficacy Decision Entrepreneurial  $\beta = -0.025$  dan  $\rho = 0.418$ .

H<sub>8</sub> Learning by example negative and not exhibited significantly to the Decision of the Entrepreneurial  $\beta = -0.003$  dan  $\rho = 0.490$ .

H<sub>9</sub> Education with the support of influential were significant and positive impact on Decision Entrepreneurial  $\beta = 0.637$  dan  $\rho = <0.001$ .

H<sub>10</sub> role model negative and not exhibited significantly towards Entrepreneurial Decision  $\beta = -0.005$  dan  $\rho = 0.482$ .

H<sub>11</sub>: Willingness to take risks has no significant and negative effect on Entrepreneurial Decisions  $\beta = -0.01$  dan  $\rho = 0.48$ .

### Mediation Effect Test

The test of Innovation and Motivation variables as mediating variables between Role Models and Entrepreneurial Decisions is as follows:

Table 9. Direct And Indirect Influence.

Variable Relationship	Direct influence langsung	Indirect Influence	Total Influence
Role Capital → Entrepreneurial Decision	0,021		
Role Model → Innovation&Motivation → Entrepreneurial Decision		$0,732 \times 0,254 = 0,186$	$0,0210 + 0,186 = 0,396$
Role Model → Self Efficacy → Entrepreneurial Decision		$0,770 \times -0,025 = -0,019$	$0,021 + -0,019 = 0,002$
Role Model → Learning by example → Entrepreneurial Decision		$0,318 \times -0,003 = -0,001$	$0,021 + -0,001 = 0,02$
Role Model → learning with support → Entrepreneurial Decision		$0,698 \times 0,637 = 0,445$	$0,021 + 0,445 = 0,466$
Role Model → Willingness to take risks → Entrepreneurial Decision		$-0,227 \times -0,005 = 0,001$	$0,021 + 0,001 = 0,022$

Based on the table above, the indirect effect of role capital (X1) on Entrepreneurial Decisions (Y) which is greater than the direct influence is the variable Innovation & Motivation, learning with support and willingness to take risks, it can be concluded that the 3 variables are very effective in mediating the relationship role capital (X1) on Entrepreneurial Decisions (Y). While the variables of Self Efficacy and Learning by example have not been able to mediate the relationship of Role Capital (X1) to Entrepreneurial Decisions (Y).

## 5. Conclusion, Implication, Suggestion, and Limitations

Based on structural model testing, it shows that the largest *R-Square* of entrepreneurial decisions is 0.934, so it can be concluded that the contribution of the independent variables and mediation studied contributes to entrepreneurship decisions by 93.4% and the rest is influenced by other factors outside of the research, for example, age, potential business network. Several previous studies have shown that at an early age since elementary school can apply entrepreneurship education [2], a network that has the potential to make students want to choose Entrepreneurship [21].

Based on direct and indirect influences, it can be seen that the most dominant influence is indirect influence, namely the influence of role models on entrepreneurial decisions through learning with support. Entrepreneurial decisions can be improved not only with role models but also social support (all elements from the community, government, stakeholders, and elements of the business world both locally and nationally as well as family support are needed).

So that it can be taken a policy that the learning model that has been given to students at this time is still not able to have an impact on students to decide to become entrepreneurs. The element of full technology and the mental courage to take risks need to be provided in learning materials in universities.

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