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Analysis of Factors Influencing Students of the Faculty of Teacher Training and Education, University of Riau in Entrepreneurship

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Abstract
The background of this research is the decrease in the number of FKIP students at the University of Riau who are self-employed per year in their class. Therefore it is necessary to know what factors influence Riau University FKIP students in entrepreneurship. The research was conducted by collecting data directly from students using a questionnaire. The sample studied was 78 students who have already started entrepreneurship in the 2020, 2021 and 2022 batches using a purposive-snowball sampling technique. There are 18 variables analyzed using factor analysis to find out what factors are formed in influencing student entrepreneurship. The results showed that among the 18 variables analyzed there were 6 (six) factors that influenced student entrepreneurship. The six factors include technological factors, family factors, perceptions of entrepreneurship, friends, economic conditions, and environmental factors. Of the six factors, the most dominant factor influencing students in entrepreneurship is the technology factor.
Keywords: Factor Analysis, Entrepreneurial Decisions, University of Riau FKIP Students

INTRODUCTION

Entrepreneurship is now a hot topic discussed in various circles. Because entrepreneurship can be said to be one of the determining factors for the progress of a country. Kristiadi et al. (2016) stated that micro-entrepreneurship can reduce the unemployment rate and at the macro level can increase income per capita. Peterson and Lee in Siswadi (2013) stated that along with the development of globalization, entrepreneurship is also becoming an increasingly important concern in facing the challenges of globalization, namely global economic competition in terms of creativity and innovation.

Zimmerer (in Kurniawan & Harti, 2013) states that entrepreneurship itself is a process of applying creativity and innovation in solving problems and finding opportunities to improve life. The entrepreneurial process demands a willingness to take calculated risks so that you can overcome obstacles to achieve the expected success. Schumpeter (in Hendrawan & Sirine, 2017) also argues that entrepreneurs are a group that will continue to make updates or innovations in economic activities. Someone who is already an entrepreneur is inseparable from what factors make them decide to go into entrepreneurship. Taken from Ginzberg's theory of career development that career considerations begin with limited interest or interest. In the next stage, a person begins to feel happy and satisfied with a particular career, and finally a person is able to make clear decisions about the career he chooses.

The fact that occurs in the field is not all students are willing to start entrepreneurship. Based on observations made by (Wijaya et al., 2015) and (Supeni & Efendi, 2017) that the fact that is happening in society is that many graduates prefer to be employees or laborers rather than opening their own business with entrepreneurship. Most students claim that if they are self-employed they will have a variable income, while if they work as employees they will have

a fixed income. In addition, the mindset that is formed is looking for a job, not to open jobs. Based on data from the Global Entrepreneurship Index (GEI) (2022), the level of entrepreneurship in Indonesia is still relatively low, ranking 94th globally.

Riau University, as a university that also supports to increase national entrepreneurship by carrying out several entrepreneurship developments. In particular, the Faculty of Teaching and Education Sciences participates in the development of student entrepreneurship through activities such as training, apprenticeships, facilitation of student business funding assistance and enforcing entrepreneurship courses as separate and integrated compulsory subjects. Entrepreneurship education which is carried out separately is carried out through entrepreneurship courses and or entrepreneurship extra-curricular activities, while the integrated one is carried out through non-entrepreneurship courses or intra-activities (Sumarno & Gimin, 2019). However, the existence of entrepreneurship courses and the implementation of their lectures at the University of Riau varies greatly and is highly dependent on the political-will of the faculty and/or department/ study program leaders to organize/implement entrepreneurship courses in their curriculum. This is due to the university's policy regarding Entrepreneurship courses in several study programs which are still in the status of elective courses. As a result, the number of students in faculties or departments or study programs who do not apply Entrepreneurship courses participate in entrepreneurship education activities at the university level is very small (Sumarno, Gimin, Haryana, & Saryono, 2018).

The implementation of some of these activities in the context of developing entrepreneurship does not guarantee that all students will recognize opportunities and add insight about entrepreneurship and eventually enter into entrepreneurship. Riau University, especially in the FKIP environment, the number of students who are already entrepreneurs is still relatively low. The number of students who are self-employed per year tends to decrease, this can be seen in Table 1.

Table 1. Number of Entrepreneurial Students per Year Batch

No.	Batch Year	Entrepreneurial Number
1	2019	45
2	2020	28
3	2021	20
4	2022	31

Based on the data obtained by the researchers, the number of students who are entrepreneurship in class 2019 is 45 people, then in class 2020 there are 28 people, class 2021 are 20 people and the latest class, class 2022, is 31 people. This shows that the number of students who do entrepreneurship per year has decreased, even though it is seen by year of class, even though entrepreneurship programs are being implemented more and more every year. For example, there is an Independent Entrepreneurial MBKM, then entrepreneurship courses are required in every study program at FKIP. Where in 2019, entrepreneurship courses are still optional. The reduction in the number of students who are entrepreneurship per year is certainly expected to find a solution through other entrepreneurship developments determined by the faculty.

Hendro (2011) mentions that there are several factors that influence a person to become an entrepreneur, namely individual/personal factors, personality, work environment, level of education, educational achievement, family encouragement, environment and association, attitude of wanting to be more appreciated, and compulsion and circumstances. Meanwhile, according to Zimmerer (in Kurniawan & Harti, 2013) states that the factors of someone entrepreneurship are the existence of entrepreneurship education, technological advances,

free lifestyle, E-commerce and the World Wide Web. Ginting & Yuliawan (2015) added that capital is also a very important factor for starting a business.

The factors selected in this study include family, friends, technology, forced circumstances, availability of capital, and perceptions of the entrepreneurial profession. Gultom (2021) argues that parents are the party who is fully responsible for this process. Including if the parents are entrepreneurship in a certain field, it can raise their child's interest in entrepreneurship in the same field. Hendro (2011) said that the influence of friends also influences a person to become an entrepreneur, because the association, campus atmosphere and friends who are often involved in business spur someone to take their life path to become an entrepreneur. The desire for entrepreneurship will arise when you see friends who are also successful entrepreneurs. The technology factor was chosen because today's business world is no longer controlled by companies with large capital. The term low-budget, high-impact has become increasingly popular lately with the influence of internet technology which occupies the business level with minimal capital (Kartajaya, 2013). Then the capital factor, Ginting and Yuliawan (2015) state that capital is an important factor in starting a business regardless of how much capital you have. Coercion of circumstances, is a condition in which a person inevitably has to do entrepreneurship due to the demands of circumstances (Hendro, 2011). So that they have no choice but to do business to keep their needs met.

The last factor chosen that is no less important in influencing someone to become an entrepreneur is the perception of the entrepreneurial profession. Entrepreneurial perception according to Kardashian, et al. (2013) is a person's perspective on known entrepreneurs, and is expected to have a positive influence on starting entrepreneurship because of the confidence that he is also able to succeed like the entrepreneur he knows, besides the desire to be free to choose his preferred working hours, more free time , because it is not bound by time, then want to get a bigger profit. Of course, this is suitable for students to apply where they want to earn additional income but on the other hand they can also get it without having to be tied to working hours because they are also studying.

This is because the number of students who are self-employed per year is decreasing. So that the purpose of this research is among the factors studied which factors influence FKIP University of Riau students in entrepreneurship, then what factors are the most dominant in influencing them to become entrepreneurship. The results of this study are expected to be able to provide an adequate picture of the factors that influence Riau University FKIP students in entrepreneurship so that later many students will participate in entrepreneurship in lectures.

RESEARCH METHODS

The research method used is quantitative descriptive research. Quantitative descriptive method is a method that aims to make an objective picture of a situation by using a questionnaire, starting from data collection, interpretation of the data as well as the appearance and results. The sample in this study were students from batch 2020, 2021 and 2022 who are already entrepreneurship, namely 78 batch respondents who were obtained through a purposive-snowball sampling technique. The instrument used in this research is a questionnaire that is based on indicators. The measurement scale used is the Differential Semantic scale. The variables in this study are items from each of the selected factors, namely:

1. Family factors include: Parents or family are entrepreneurs (X1); Accustomed to helping parents or family in running a business (X2); Parents or family teach about how to do entrepreneurship (X3); Entrepreneurs because they see the business conditions of their parents or family (X4).
2. The influence factor of friends includes: Having many acquaintances outside the campus who are also entrepreneurs (X5), making friends with students who are entrepreneurs while

studying (X6); ever invited to do entrepreneurship with friends (X7), entrepreneurship after seeing the condition of a friend's business (X8).
3. Technological development factors include: Understanding of today's technology that makes it easier for someone to do entrepreneurship (X9), promotional technological developments encourage entrepreneurship (X10), family/friends who are already in entrepreneurship make a lot of use of technology for entrepreneurship (X11), the opinion that development technology makes it easier to run a business (X12).
4. Forced circumstances include: Getting pocket money from parents every month (X13), limited pocket money to meet needs during college (X14), parents' economic conditions (X15).
5. Capital availability factors include: Opining that entrepreneurship does not have to start with a lot of capital (X16), Starting entrepreneurship when you have sufficient capital (X17), entrepreneurship using your own capital or parental capital (X18), obtaining capital for entrepreneurship through loans (X19).
6. Perception factors of the entrepreneurial profession include: Perception that the entrepreneurial profession is a profession that is full of freedom (flexible) (X20), perception that if you do entrepreneurship you get greater profits (X21), know and know many acquaintances who are successful because of their profession as entrepreneurs (X22).

The data analysis technique used is descriptive analysis and factor analysis. Prior to that, validity and reliability tests were first carried out. Then after testing the validity and reliability tests, prerequisite tests were carried out before factor analysis was carried out, namely the Barlett's Test of Sphericity. Kaiser Meyer Olikin test (KMO), Measure of Sampling Adequacy (MSA) test. After the prerequisite test is carried out, the next stage is factor analysis which consists of three stages, namely, the factor extraction stage, which is the stage for reducing the factors so as to produce a smaller number of variables, the results will determine the number of factors formed based on eigenvalue > 1. The second stage is factor rotation, after performing the factor rotation then it can be determined the variables included in a particular factor. It can be seen from the factor loading value. If there are several variables that have a high correlation with more than one factor or if some of the factor loading of the variable is below the predetermined smallest value. The final stage, namely the interpretation of factors, is the stage of grouping the variables into their respective factors, followed by naming the factors and interpreting the factors. Grouping variables into factors can be done by looking at the highest correlation value (r) in the rotate component matrix (output results) (Malhotra, 2010).

RESEARCH RESULTS AND DISCUSSION

The results of the research described include the general description of the respondents, the results of the descriptive analysis, and the results of the factor analysis which are the focus of this research.

Respondent Identity

Based on gender, the majority of respondents were female, namely as many as 66 people or 84.8% and the rest were male respondents as much as 15.2%. Based on age, most of the respondents in this study were 20 years old. Based on the study program, the majority of respondents came from 11 respondents from Counseling Guidance (BK) study program, while for the mathematics study program from the data traced there were no students who were entrepreneurs. Based on the class year, most of the respondents came from the 2022 class, namely 31 respondents. Based on the field of business, most of the respondents are entrepreneurs in the food and beverage sector with a total of 37 respondents. Ranging from

snacks to heavy meals and drinks. Finally, based on how to market products, some respondents prefer to market their products in an omni way, omni in the world of marketing is defined as a way to market products online and also offline.

Descriptive Analysis

Prior to factor analysis, the researcher conducted a descriptive analysis for each of the selected factors. The results of the descriptive analysis for family environmental factors can be seen in Table 2.

Table 2. Frequency Distribution of Family Environment

No	Interval	Category	Frequency	Percentage (%)
1	16,8 – 20	Very high	12	15
2	13,6 – 16,7	Tall	18	23
3	10,4 – 13,5	High enough	24	31
4	7,3 – 10,3	Low	14	18
5	4 – 7,2	Very low	10	13
Total			78	100

Based on Table 2, it can be seen that the influence of the family environment on the decisions of Riau University FKIP students in entrepreneurship is in the fairly high category, namely 31%. This means that the family environment is good, the number of families who are entrepreneurs, activities to help families in entrepreneurship, and families who teach about how to do entrepreneurship, and the condition of family businesses is quite high for FKIP University of Riau students in deciding entrepreneurship. The results of the descriptive analysis for the friend factor can be seen in Table 3.

Table 3. Frequency Distribution of Friend Influence

No	Interval	Category	Frequency	Percentage (%)
1	16,8 – 20	Very high	2	3
2	13,6 – 16,7	Tall	16	21
3	10,4 - 13,5	High enough	18	23
4	7,3 - 10,3	Low	31	40
5	4 – 7,2	Very low	11	14
	Total		78	100

Based on Table 3, it can be seen that the influence of friends on the decisions of FKIP University of Riau students in entrepreneurship is in the low category, namely 40%. This means that the influence of friends, both the number of friends outside campus or fellow students who are also entrepreneurs, has been invited by friends to do entrepreneurship, and seeing the condition of friends' businesses turns out to have little influence on FKIP University Riau students in deciding to do entrepreneurship. The results of the descriptive analysis for technological development factors can be seen in Table 4.

Table 4. Frequency Distribution of Technology Development

No	Interval	Category	Frequency	Percentage (%)
1	16,8 – 20	Very high	45	58
2	13,6 – 16,7	Tall	21	27
3	10,4 - 13,5	High enough	9	12
4	7,3 - 10,3	Low	3	4
5	4 – 7,2	Very low	-	-
	Total		78	100

Based on Table 4, it can be seen that technological developments on the decisions of Riau University FKIP students in entrepreneurship are in the very high category, namely 58%. This means the Development of Technology, both regarding understanding of today's technology that makes it easier for business people, plus technology, one of which is social media which makes it easier in terms of product promotion, then family or relatives who are entrepreneurs take advantage of technology in their business, and the opinion that technology makes it easier to run a business it turns out that this greatly influenced FKIP University of Riau students in deciding for them to become entrepreneurs. The results of the descriptive analysis for the compulsion factor can be seen in Table 5.

Table 5. Frequency Distribution of Forced Circumstances

No	Interval	Category	Frequency	Percentage (%)
1	12,6 – 15	Very high	10	13
2	10,2 – 12,5	Tall	27	35
3	7,8 – 10,1	High enough	33	42
4	5,5 – 7,7	Low	7	9
5	3 – 5,4	Very low	1	1
	Total		78	100

Based on Table 5, it can be seen that the conditional compulsion factor for the decisions of Riau University FKIP students in entrepreneurship is in the fairly high category, namely 42%. Based on the respondents' answers in the section on getting pocket money every month, the average respondent gets pocket money every month, and their college needs tend to be sufficient, and the economic situation of their parents is also classified as middle. The compulsion factor is in a fairly high category because they want to live independently and add side income by entrepreneurship, besides that, because they get pocket money from their parents, they will turn it into their business capital. The results of the descriptive analysis for the capital availability factor can be seen in Table 6.

Table 6. Frequency Distribution of Capital Availability

No	Interval	Category	Frequency	Percentage (%)
1	12,6 – 15	Very high	1	1
2	10,2 – 12,5	Tall	12	12
3	7,8 – 10,1	High enough	25	25
4	5,5 – 7,7	Low	30	30
5	3 – 5,4	Very low	10	10
	Total		78	100

Based on Table 6, it can be seen that the influence of the capital availability factor on the decisions of Riau University FKIP students in entrepreneurship is in the low category, namely 30%. That is, the amount of capital owned by students does not really guarantee them in making a decision whether to become an entrepreneur or not. Because there are many important factors that influence them more, based on table 3, namely the influence of technology that most influences them in entrepreneurship. The results of the descriptive analysis for the perception factor of the entrepreneurial profession can be seen in Table 7.

Table 7. Frequency Distribution of Capital Availability

No	Interval	Category	Frequency	Percentage (%)
1	16,8 – 20	Very high	18	23
2	13,6 – 16,7	Tall	26	33
3	10,4 - 13,5	High enough	25	32
4	7,3 - 10,3	Low	9	12
5	4 – 7,2	Very low	-	-
	Total		78	100

Based on Table 7, it can be seen that the influence of perceptions of the entrepreneurial profession on the decisions of Riau University FKIP students in entrepreneurship is in the high category, namely 33%. That is, these perceptions are true in reality and have a positive influence on starting entrepreneurship because there is a belief that he is also capable of what he perceives.

Factor Analysis

In factor analysis, there are several conditions for factor analysis to be continued, namely the Barlett's of Sphericity test, the Kaiser Meyer Olikin test, and the Measure of Sampling Adequacy (MSA) test. But before that, the validity and reliability tests were carried out first. In this study, as many as four statement items were declared invalid because the value of r count was smaller than r table, namely 0.1867. The four items include X5, X16, X18, and X19. Therefore the four statement items were not included in the subsequent analysis. As for the reliability test of all items greater than 0.6, it can be concluded that 18 items from all factors are reliable and can be used for the next stage of analysis. Then enter the Barlett's of Sphericity test stage and the Kaiser Meyer Olikin test, can be seen in Table 8.

Table 8. Bartlett's Test of Spehericity & Keiser-Meyer-Olkin Measure of Sampling Adequacy (KMO-MSA) values

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy		,677
Bartlett's Test of Sphericity	Approx. Chi-Square	438,249
	Df	153
	Sig.	,000

Table 8 shows the value of Bartlett's Test of Spehericity is 438.249 with a significance of 0.000, which means the significance value of Bartlett's Test of Spehericity (p-value) ≤ 0.05. This shows that all variables can be continued because they meet the significant requirements. Furthermore, the Keizer-Meyer-Olkin value was 0.677 which means that the KMO-MSA value was > 0.5, so it can be concluded that factor analysis is suitable for use and there is closeness between variables in the population. Meanwhile, the Measure of Sampling Adequacy (MSA) value for all the variables studied was > 0.50, which means that all variables can be used for further analysis and there is no more data that needs to be reduced and the third requirement in factor analysis is fulfilled. After the three conditions are met, then enter the stage of factor extraction, factor rotation, and factor interpretation. The results of factor extraction can be seen in Table 9.

Table 9. Eigenvalue, Percentage of Variance, and Cumulative Percentage of Variance for the Variables Studied

Total Variance Explained									
Component	Initial Eigenvalues			Extraction sums od Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3,794	21,076	21,076	3,794	21,076	21,076	2,874	15,964	15,964
2	2,644	14,691	35,767	2,644	14,691	35,767	2,602	14,454	30,419
3	1,731	9,619	45,767	1,731	9,619	45,767	2,021	11,229	41,648
4	1,390	7,721	53,107	1,390	7,721	53,107	1,616	8,976	50,623
5	1,313	7,293	60,400	1,313	7,293	60,400	1,488	8,266	58,889
6	1,066	5,924	66,324	1,066	5,924	66,324	1,338	7,435	66,324
Extraction Method: Principal Component Analysis									

Table 9 shows that the results of the factor extraction form six factors because these six factors have an eigenvalue ≥ 1. Factor 1 has the highest eigenvalue of 3.794 and is able to explain 21.076% of the variation and so on up to factor 6. Next is the factor rotation stage. At

this stage, it is only possible to determine the variables included in the six factors resulting from the previous factor extraction. The grouping of the 18 variables into the six factors can be done by looking at the highest correlation (r) value in the rotated component matrix which the researcher has summarized in Table 10.

Table 10. Summary results of the Rotated Component Matrix

Factor	Variables	Factor Loading
Factor 1 (Technology)	a. Perception that technological developments facilitate entrepreneurship (X12)	0,893
	b. Family/friends who are already entrepreneurs using technology in entrepreneurship (X11)	0,873
	c. Development of promotional technology (X10)	0,724
	d. Understanding of today's technology that facilitates entrepreneurship (X9)	0,656
Factor 2 (Family)	a. Parents or family are also entrepreneurs (X1)	0,772
	b. Families teach entrepreneurship (X3)	0,693
	c. Family business conditions (X4)	0,688
	d. Accustomed to Helping Entrepreneurial Families (X2)	0,630
Factor 3 (Perceptions about entrepreneurship)	a. The perception that entrepreneurs have greater income when compared to other professions (X21)	0,823
	b. Many know acquaintances who are successful because of entrepreneurship (X22)	0,756
	c. Perception that entrepreneurship is a flexible profession (X20)	0,634
Factor 4 (Friends)	a. Intensity of friends inviting entrepreneurship (X7)	0,863
	b. Friend's business conditions (X8)	0,649
Factor 5 (Economic Situation)	a. Limited pocket money to meet college needs (X14)	0,691
	b. Parents' economic condition (X15)	0,631
	c. Get pocket money from parents every month (X13)	0,575
Factor 6 (Environmental)	a. Entrepreneur when you have sufficient capital (X17)	0,699
	b. Make friends with students who are entrepreneurs while studying (X6)	0,673

In Table 10, the 18 (eighteen) variables analyzed have entered into the six formed factors which are grouped based on the highest factor loading value among the six factors. Then enter the last stage, namely the interpretation of factors. At this stage, the names of the factors and the interpretation of these factors are carried out. The naming of the factors is adjusted to the variables included in the six factors. Factor 1 is named by the researcher as the technology factor, factor 2 is family, factor 3 is perceptions about entrepreneurship, factor 4 is friends, factor 5 is the economic situation, and factor 6 is the opportunity factor.

Discussion

Based on the results of factor interpretation, which is the last step in factor analysis, it shows that technological development is the factor that most influences FKIP University of Riau students in entrepreneurship, as indicated by the percentage of variance value of 21.076%. Technological developments have a major influence on entrepreneurship due to the large number of respondents who use technology (computers, laptops, mobile phones, printers, and social media) in entrepreneurship. This can be seen from the factor loading values in Table 10 where the technological development variable that facilitates entrepreneurship has the highest factor loading value, which is equal to 0.893. This shows that most of the respondents understand that now there is a lot of technology that makes it easier for entrepreneurship, this technology encourages respondents to do business, is used by respondents to run their business and makes it easier for respondents to run their business. This means that many respondents are entrepreneurs because they feel the benefits of this technology for entrepreneurship, including technology that can speed up the production process, facilitate

communication with consumers, and with the help of online media respondents can easily promote and market their products, no longer needing a lot of energy, more time-saving, and marketing can reach a wide area. In addition, technology such as personal computers, laptops, telephones, printers, and social media are very closely related to student life because almost all students have this technology, so many students are encouraged to become entrepreneurs because of the influence of this technology. This is in accordance with the statement put forward by Thomas W. Zimmerer (in Kurniawan & Harti, 2013) that with the help of technology that continues to develop, one can be self-employed at home.

Based on the data that has been analyzed, while the businesses run by FKIP University Riau students are mostly in the food and beverage sector, namely 45.6% and most students market their products online and also offline or in the marketing world it is known as The Omni Way. only 6 students market their products offline. This is related to the variables included in the technological development factor, namely the understanding of today's technology that facilitates entrepreneurship, technological developments that encourage entrepreneurship, the use of technology in entrepreneurship and technological developments that facilitate entrepreneurship. Therefore students are required to play an active role, especially in utilizing technology for entrepreneurship. With the existence of technology, it is hoped that more students will become entrepreneurs, because this technological development can be used to get opportunities about what products will be popular with the public. So that a talented entrepreneur will be born.

The second factor that influences FKIP University of Riau students in entrepreneurship is the family factor as indicated by the percentage of variance value of 14.691%. The family environment is the first environment that has a very big influence on a child. This is of course in line with the opinion put forward by Hendro (2011) who says that the family environment plays an important role in growing and accelerating a person's decision to become an entrepreneur. The third factor is the perceptions of the entrepreneurial profession. These perceptions have influenced students' decisions to become entrepreneurs. Shown by the average respondent's answer to each perception of 46.8%, 34.2%, in the category of strongly agree and 38% in the medium category. This is of course in line with research conducted by Mahessa and Rahardja (2012) where perceptions about entrepreneurship as mentioned above have a positive and significant influence on someone's decision to become an entrepreneur. Mahessa and Rahardja (2012) also explained that in 1991 as many as 38% of people left their jobs because they wanted to become leaders in their jobs. This shows that the desire to be free in carrying out work in their own way, without being bound by time and work rules is a factor that influences a person's entrepreneurship.

The fourth factor that influences FKIP Riau University students in entrepreneurship is the friend factor as indicated by the percentage of variance value of 7.721%. Hendro (2011) stated that the association of friends, campus atmosphere, and friends who are often involved in business will also trigger someone to become an entrepreneur. The fifth factor that influences FKIP Riau University students in entrepreneurship is the economic condition factor as indicated by the percentage of variance value of 7.293%. This shows that the economic condition of their parents has little effect on most of the respondents because some of the respondents answered all variables in the medium category, so that the economic condition of their parents does not really influence their decision to become an entrepreneur. Even so, there are still some respondents who become entrepreneurs because of the influence of the economic conditions of their parents, this is in line with research conducted by Praswati (2014) that the economic and financial conditions of parents have a positive and significant impact on student entrepreneurship decisions, due to economic conditions that are classified as it will be difficult

for someone to choose a way of life to independently open a business, because there is no other choice.

The last factor, namely the sixth factor that influences FKIP University of Riau students in entrepreneurship is the environmental factor as indicated by the percentage of variance value of 5.924%, which is the lowest score of the six factors. This environmental factor is one of the last factors influencing the decision of FKIP University of Riau students to become entrepreneurs. there are several respondents who are entrepreneurs who are influenced because their friends who are also entrepreneurs are classified as many, and think that for entrepreneurship they do not always use sufficient capital. This is in line with research conducted by Ginting and Yuliawan (2015) where the friendship environment variables and access to capital have a significant effect on student entrepreneurship decisions. Ginting and Yuliawan (2015) also explain a theory about the environment, that a person's decision to an object starts with a person's attention to that object. decisions grow and develop according to the factors that influence them. A person's decision on something can change depending on the factors that influence it, including environmental factors, where the environment includes the availability of information, capital, and ownership of social networks.

CONCLUSION

Based on the factor analysis, six factors were obtained that influenced FKIP University of Riau students in entrepreneurship. These factors are technological factors, family factors, perceptions about entrepreneurship, friends, economic conditions, and environmental factors. Based on the factor analysis it can also be concluded that among the eighteen variables tested which are spread over six factors, and among the six factors, the most dominant factor is the technology factor. This study does not escape the limitations carried out by the researcher, therefore, the researcher recommends to further researchers so that future researchers can use other methods such as common factors or other methods and then recommend that they be able to examine other independent variables outside the variables that have been determined. tested in this study and expanding the population to a wider and more comprehensive scale. Finally, the researcher would like to thank profusely to Dr. Gimin, M.Pd and Mr. Brilliant Asmit, S.P., MSM who have guided and provided excellent support to the end throughout the preparation of the final project and writing this article until it was finished properly. A big thank you does not forget to say the researchers to family and friends so that this lecture is finished.

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