CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Object General Description

3.1.1   Female University Students

In this study entitled "The Influence of Support Structure, Knowledge, Operational Risks, Financial Support, and Social Support on Entrepreneurial Intention of Female University Students in Tangerang Raya," the research subjects are female university students. The research scope includes female students in their final semester or currently in their sixth or eighth semester, aged between 19 and 24 years old, who have received entrepreneurship education and do not yet have businesses.

Women are the focus of this research because Indonesia still maintains a relatively high level of patriarchal culture, which often leads to the perception that women cannot be more successful entrepreneurs than men. Despite their efforts, many women in Indonesia face specific barriers, including cultural influences and limited education levels, which hinder their ability to compete effectively with men in the entrepreneurship area, primarily due to the prevailing patriarchal values that dictate women's roles as caregivers and household managers, leading to skepticism within the community regarding their capacity to balance work and family responsibilities when owning or managing a business (Agussani, 2020). However, in reality, women play a crucial role in the entrepreneurial landscape of Indonesia. In the entrepreneurial field of Indonesia, female business owners lead over 64% of the nation's 65 million small and medium enterprises, driving innovation and adaptability as crucial contributors to economic expansion and inclusive progress in Indonesia (IBCSD Editor, 2024). Unfortunately, women in Indonesia face more obstacles than men due to the patriarchal culture prevalent in the country.

Entrepreneurs are often seen as a masculine job, while a woman has the obligation to also be a mother and a wife, thus this view becomes a barrier for women to become entrepreneurs (Rembulan et al., 2016). Therefore, female university students are the primary target of this study because they have not yet faced such demands and still have a greater opportunity to become entrepreneurs after graduation. Additionally, female students are considered to have received higher and adequate education to become entrepreneurs. Hence, female students who have already or previously pursued entrepreneurship education are the target of this research. Thus, this study is expected to identify several factors that influence the entrepreneurial intention of female students.

3.1.2 University in Tangerang Raya

This study focuses on female students attending universities in the Tangerang Raya region. Tangerang Raya itself encompasses the cities of Tangerang, Tangerang Selatan, and the Tangerang Regency. Several universities in the Tangerang Raya area include:

1. Multimedia Nusantara University, is located in Tangerang, Banten, Indonesia. The university focuses on information technology and multimedia. Their efforts in fostering entrepreneurship among their students include providing a curriculum that integrates technological understanding with entrepreneurial skills, organizing seminars and workshops on entrepreneurship, and providing access to business incubators or accelerator programs for students who wish to develop their business ideas.

2. Pelita Harapan University, is situated in Tangerang, Banten, Indonesia. As an internationally oriented university, they encourage students to develop entrepreneurship skills through various programs and activities, including entrepreneurship courses, business competitions, and collaborations with industries for practical experiences.

3. Prasetya Mulya University, is located in BSD City, Tangerang Selatan, Banten, Indonesia. The university's main focus is on business and management education. Prasetya Mulya has a strong entrepreneurship

program, including entrepreneurship training, business incubation, and partnerships with companies to provide practical experience for students in building their own businesses.

4. Bina Nusantara University, is located in Alam Sutera, Tangerang, Banten, Indonesia. The university emphasizes innovation and technology in their education. Their efforts in fostering entrepreneurship among students include entrepreneurship education programs, business incubation, and close ties with industries to facilitate entrepreneurship opportunities for students.

5. Pradita University, is located in Tangerang, Banten, Indonesia. Although relatively new, the university has shown commitment to developing entrepreneurship skills among its students through entrepreneurship education programs and collaborations with industries for internship opportunities and business development.

6. Pembangunan Jaya University, is located in Bintaro, Tangerang Selatan, Banten, Indonesia. The university focuses on industry-oriented education and entrepreneurship. Their efforts in fostering student entrepreneurship include entrepreneurship education programs and networking development with local companies and business communities.

7. Pamulang University, is situated in Tangerang Selatan, Banten, Indonesia. Despite being relatively new, the university has demonstrated commitment to supporting entrepreneurship among its students by providing entrepreneurship education programs, entrepreneurship training, and collaborations with industries for practical experiences in starting and managing businesses.

3.2 Research Design

According to Sreejesh et al. (2014), research design, defined as the framework for a study, is divided into several types:

1. Exploratory Research

   Exploratory research is a research design aimed at clarifying and formulating research problems in more detail, identifying alternative courses of action,

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developing hypotheses and deeper understanding, and also establishing priorities for subsequent research. Exploratory research can be done through secondary data and qualitative data.

2. Descriptive Research

Descriptive research is a type of research design that delineates the characteristics and behaviors of several objects, events, individuals, or groups, and identifies the relationship between one variable and another, as well as making specific predictions for the study. Descriptive research can be done through quantitative data and qualitative data.

3. Casual Research

Causal research is a type of research design that identifies the cause-and-effect relationship in a study. Casual Research can be done through experimental data.

Based on the explanation, this research employs quantitative research, which falls under descriptive research. In quantitative research, data is presented in numerical form, whereas in qualitative research, it is often presented in narrative or textual form (Garbarino et al., 2009). Therefore, this study will present data in numerical form to deeply identify the relationship between each independent variable, including support structure, knowledge, operational risks, financial support, and social support, and its dependent variable, which is entrepreneurial intention.

3.3 Population and Sample

3.3.1 Population

Population refers to all elements covered in a study, including objects and subjects, that have specific characteristics and traits, and the population is also the collection of all human individuals, animals, events, or objects living together in a particular area, which then becomes the focus of the conclusions of a study (Amin et al., 2023).

In this study, the research population consists of female students at universities in the Tangerang Raya region, which includes South Tangerang City, Tangerang City, and Tangerang Regency. Some universities in the Tangerang Raya area include Multimedia Nusantara University, Pradita University, Prasetya Mulya University, Pelita Harapan University, Bina Nusantara University, and many more. This population was chosen because the study aims to identify the entrepreneurial intentions of female students in several universities in the Tangerang Raya region.

3.3.2   Sample

Population is the totality of all objects or subjects that are the focus of the research, while a sample is a portion or representation that represents the characteristics of that population (Amin et al., 2023). Thus, it can be concluded that a sample is a subset of the population used as the study's primary data source. Based on K. Malhotra (2010), a target population is defined as a collection of elements or objects that contain the information about which a researcher is seeking and needs to draw conclusions. A target population needs to be defined in terms of elements, sampling units, size, and time. Furthermore, in this study, the sample consists of female students currently pursuing education at universities in the Tangerang Raya region, with the following criteria:

- Final semester students (semester 6 or semester 8)
- Aged between 19-24 years old
- Have already or previously received entrepreneurship education
- Do not yet have their own business

Based on K. Malhotra (2010), sample size is defined as the number of elements that need to be included in a research. The sample size for research should be at least five times the number of indicators (Hair et al., 2010). This study itself has 4 indicators in one variable. Since there are 6 variables, the total number of research indicators is 24 indicators. Therefore, the required sample size is approximately 120 samples.

In conducting research, a sampling technique is required. According to Malhotra (2020), it is mentioned that sampling techniques are divided into two categories, the first one being Non-Probability Sampling, which is a sampling technique based on the personal judgment of the author or researcher. In his book, he also mentions that non-probability sampling is classified into 4 techniques, namely:

1. Convenience Sampling, defined as sampling techniques that obtain a sample of convenient elements (K. Malhotra, 2010).

2. Judgemental Sampling, defined as sampling techniques in which the elements are selected based on the judgment of the researcher (K. Malhotra, 2010).

3. Quota Sampling, defined as a two-stage sampling technique that is used in street interviewing (K. Malhotra, 2010).

4. Snowball Sampling, defined as sampling techniques where an initial group of respondents is selected randomly and asked the respondents to identify others (K. Malhotra, 2010).

The second sampling technique is Probability Sampling, where in this technique, all populations have an equal probability or chance of being selected as sample (K. Malhotra, 2010). Probability sampling itself is divided into several techniques, as follows:

1. Simple Random Sampling (SRS), defined as technique sampling like a lottery, where each element in the population has a known and equal probability of selection (K. Malhotra, 2010).

2. Systematic Sampling, defined as technique sampling where the sample is chosen by selecting a random starting point and then picking every element in succession (K. Malhotra, 2010).

3. Stratified Sampling, defined as technique sampling with a two-step process in which the population is partitioned into sub-populations (K. Malhotra, 2010).

4. Cluster Sampling, defined as technique sampling where the target population will be divided into collectively exhaustive sub-populations (K. Malhotra, 2010).

The sampling technique employed for this research is non-probability sampling, specifically utilizing the judgmental sampling classification. In this approach, sample selection relies on the subjective judgment of the researcher, guided by predetermined criteria and relevance to the research objectives. By leveraging judgmental sampling, the researcher can ensure that the chosen samples align closely with the specific characteristics or parameters being investigated, enhancing the validity and applicability of the findings.

3.4 Data Collection Technique

3.4.1 Research Data

To collect the required data for this study, the researcher utilized two types of data collection sources: primary data and secondary data.

1. Primary Data.

Primary data refers to information collected directly from its original source. On this research, primary data also known as main data, was gathered through a Google Form questionnaire distributed both online and offline. The primary data collected will be used as the main dataset to test the hypotheses of this research. Primary data gives the researcher direct control over the information-gathering process and allows them to tailor their questions to the needs of this research.

2. Secondary Data.

Secondary data is information that already exists and has been collected by others for specific purposes beforehand. On this research, secondary data was collected through previous journals, books, news articles, and statistical data. The collected secondary data will be used to support the arguments in this study. Secondary data can provide the necessary context or expand the scope

of the study by providing access to information that may be difficult to find or expensive to collect directly.

3.4.2 Data Collection Procedure

The collection of primary data in this study was conducted by distributing questionnaires in the form of a Google Form to the research sample. The questionnaire was distributed online through social media platforms such as Instagram, WhatsApp, and Line. Additionally, the questionnaire was also distributed through word-of-mouth. Moreover, the author sought the assistance of relatives, family, and close friends to help disseminate the research questionnaire.

3.5 Operationalization of Variable

This study aims to identify the influence of Support Structure, Knowledge, Operational Risks, Financial Support, and Social Support on the Entrepreneurial Intention of female students at universities in the Tangerang Raya region. Therefore, testing will be conducted on these 6 variables. The research also utilizes data collection with a Likert scale ranging from 1 to 5, where 1 indicates strongly disagree and 5 indicates strongly agree.

Table 3.1 Operationalization of Variable

No.	Variable	Operational Definition	Code	Question Indicator	Indonesian Translation	References
1.	Support Structure	Government support itself can take the form of a series of training activities,	ST1	To the best of my knowledge, the government provides sufficient assistance to assess the feasibility of SME businesses	*Sepengetahuan saya, pemerintah memberikan bantuan yang cukup untuk menilai kelayakan bisnis UMKM*	Al-Kwifi et al. (2020)

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			ST2	In my opinion, access to available government assistance for SME businesses is needed when required	*Menurut saya, diperlukan akses ke bantuan yang tersedia dari pemerintah bagi bisnis UMKM ketika dibutuhkan*	
		mentoring, as well as providing information related to entrepreneurial activities and licensing, to be a supporter of success and empower SMEs (Tandelilin, 2022).	ST3	To the best of my knowledge, the government provides formal assistance to entrepreneurs who want to start businesses	*Sepengetahuan saya, pemerintah memberikan bantuan formal kepada wirausaha yang ingin membangun usaha*	
			ST4	In my opinion, legal assistance and services from the government are needed to overcome legal problems when doing business	*Menurut saya, diperlukan bantuan dan layanan hukum dari pemerintah untuk mengatasi masalah hukum saat berbisnis*	
2.	Knowledge	Entrepreneurial knowledge encompasse	K1	I have sufficient knowledge to start a business	*Saya memiliki pengetahuan yang memadai untuk memulai*	Al-Kwifi et al. (2020)

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					sebuah bisnis	
		s the entirety of understood information about various business aspects, ranging from practical knowledge to theoretical concepts, systematical ly organized through a rational and logical cognitive process (Prayetno & Ali, 2020).	K2	I have experience in management or accounting to run a business	*Saya memiliki pengalaman dalam manajemen atau akuntansi untuk menjalanka n sebuah bisnis*	
			K3	I have strong personal abilities (communicat ion, adaptation, leadership etc)	*Saya memiliki kemampuan pribadi yang kuat (kemampua n komunikasi, adaptasi, kepemimpin an, dsb)*	
			K4	I have adequate knowledge about the business world (especially in assessing market opportunities)	*Saya memiliki pengetahua n yang memadai tentang dunia bisnis (terutama dalam menilai peluang pasar)*	
3.	Operational Risks	Operational risk is defined as the risk of loss resulting	OP1	I find managing work relationships with employees difficult to do	*Saya merasa mengelola hubungan pekerjaan dengan karyawan sulit untuk dilakukan*	Al-Kwifi et al. (2020)

			OP2	I feel that running a business will spend a lot of time networking with other businesses	*Saya merasa menjalankan suatu usaha akan menghabiskan banyak waktu untuk networking dengan bisnis lain*	
		from inadequate or failed internal processes, people, or systems, or from external events that could affect the operations of a business entity (Basell Committee on Banking Supervision (BCBS), 2021).	OP3	I feel like I don't have good team development and management skills	*Saya merasa belum memiliki keterampilan dalam pengembangan dan manajemen tim yang baik*	
			OP4	In my opinion, working as an entrepreneur will take a lot of time (too many hours)	*Menurut Saya, bekerja sebagai entrepreneur akan memakan waktu yang banyak (memakan banyak jam)*	
4.	Financial Support	Financial support is a crucial element for the development of a new venture in	FS1	In my opinion, entrepreneurs have easy access to capital loans from banks	*Menurut saya, wirausaha memiliki kemudahan akses untuk peminjaman modal ke bank*	Al-Kwifi et al. (2020)
			FS2	In my opinion, the government provides	*Menurut saya, pemerintah memberikan*	

				training and financial assistance to new entrepreneurs	*pelatihan dan bantuan finansial kepada wirausaha baru*	
		obtaining additional resources, such as licenses and new technology (Pergelova & Angulo-Ruiz, 2014).	FS3	In my opinion, there are many financial resources available to support university graduates in starting new businesses (banks, cooperatives, FinTech, venture capitalists, etc.)	*Menurut saya, ada banyak sumber daya keuangan yang tersedia untuk mendukung lulusan universitas untuk memulai bisnis baru (Bank, Koperasi, FinTech, Venture Capitalist, dsb)*	
			FS4	In my opinion, there is no discrimination regarding the procedures/requirements for business funding from banks for women entrepreneurs	*Menurut saya, tidak ada diskriminasi terkait prosedur/persyaratan pendanaan usaha dari Bank untuk pengusaha perempuan*	
5.	Social Support	Social support can come in the form of	SS1	Lack of support from people around me in becoming an entrepreneur	*Kurangnya dukungan dari orang-orang di sekitar saya dalam*	Al-Kwifi et al. (2020)

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		providing entertainme nt, attention, appreciation, or assistance, whether verbally or non-verbally, which will be received by an aspiring entrepreneur from others or group (Khan Khayru et al., 2021).			*menjadi seorang wirausaha*	
			SS2	My family does not support me in building my own business	*Keluarga saya tidak mendukung saya dalam membangun bisnis sendiri*	
			SS3	My culture was not supportive of me and the business ventures I wanted to pursue in the future	*Budaya saya tidak mendukung saya dan usaha bisnis yang ingin saya jalani di masa depan*	
			SS4	I feel that the network I have is still limited to get information related to the business I want to run in the future	*Saya merasa, jejaring yang saya miliki masih sedikit untuk mendapatka n informasi terkait bisnis yang ingin saya jalani di masa depan*	
6.	Entrepreneu urial Intention	Entrepreneu rial intention is an individual's mind to start a new business that will	EI1	I have a big desire to start a new business in the future	*Saya memiliki keinginan besar untuk memulai bisnis baru di masa depan*	Al-Kwifi et al. (2020)
			EI2	I have a strong determinatio n to become an entrepreneur	*Saya memiliki tekad yang kuat untuk menjadi seorang*	

		EI3	I want to become my own boss	*entrepreneur*	
				Saya ingin menjadi bos untuk diri saya sendiri	
	encourage them to develop and manage a new business idea (Yıldırım et al., 2015)	EI4	I often consider the possibility of becoming an entrepreneur as a career option in the future	*Saya sering mempertimbangkan kemungkinan untuk menjadi wirausaha sebagai pilihan karier di masa depan*	

Source: Author' Data, 2024

3.6 Data Analysis Techniques

3.6.1 Validity and Reliability Testing

This study utilizes IBM SPSS Statistics 26 software to test the validity and reliability of the collected data. Validity and reliability tests were conducted twice using pre-test data and main-test data. The pre-test data consisted of 40 initial respondents who passed the screening process and were expected to represent the required research sample. Subsequently, the main-test data consists of all the respondent data collected, including the pre-test data.

Validity testing is a test used to determine how effective a tool or medium is for collecting data, specifically for the questions posed in the questionnaire (Janna & Herianto, 2021). In the SPSS application, validity testing is assessed through the Kaiser Meyer-Olkin (KMO) Measure of Sampling Adequacy, Barlett's Test, Anti-image Correlation Matrices, and Factor Loading of Component Matrix.

Table 3.2 Validity Measurement

No.	Validity Measures	Definition	Criteria for Values

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1.	Kaiser Meyer-Olkin (KMO) Measure of Sampling Adequacy	A standard measurement tool that assesses whether sampling can be compared through coefficients and examines whether it has a relationship between variables (Hair et al., 2010)	KMO $\geq$ 0.5
2.	Barlett's Test	Assessment indicators are used to observe the absence of correlation between variables and the population (Hair et al., 2010)	Sig. < 0,05
3.	Anti-Image Correlation Matrices	Validity measure used to determine the relationship of each independent variable (Hair et al., 2010)	MSA $\geq$ 0,5
4.	Factor Loading of Component Matrix	Identifying how valid a variable is in forming a relationship with the factor to be created (Hair et al., 2010)	Factor Loading > 0,5

Source: Hair et al. (2010)

After validity testing, the next test that can be conducted is reliability testing. Reliability testing serves to identify the consistency of the measuring instrument when measurements are repeated, and if repeated measurements produce the same results, then the measuring instrument can be considered reliable (Janna &

Herianto, 2021). Reliability testing refers to the value of Cronbach's Alpha; if the value of Cronbach's Alpha is below 0.7, it means the data is deemed unreliable, and conversely, if the value of Cronbach's Alpha indicates or is greater than 0.7, it means the data is considered reliable (Hair et al., 2010).

3.7 Classical Assumption Test

Classical assumption tests need to be conducted to ensure that the collected data are ideal for research analysis and that the statistical test results can be interpreted correctly. Normality test, homoscedasticity test, and multicollinearity test are some of the statistical tests commonly required for classical assumptions.

3.7.1 Normality Test

Normality test is a method used to evaluate whether a regression model, disturbance variables, or residuals from the model have a normal distribution (Ghozali, 2018). The normality test examines whether the data are symmetrically distributed around their mean value, with most of the data centered around the mean and evenly spread in both directions. Normality test helps ensure that the assumption of normal distribution is met before proceeding with further statistical analysis. Normality test can be determined through the KMO value. The research can be considered normally distributed when the significance value is above 0.05. Therefore, the data is not normally distributed if the significance value is below 0.05 (Ghozali, 2018).

3.7.2 Multicollinearity Test

Multicollinearity test is a method used to identify the correlation between independent or predictor variables, where multicollinearity, or the correlation between independent variables, should not occur, to ensure the reliability of the regression model (Ghozali, 2018). Therefore, it can be concluded that multicollinearity test helps research determine the strength of the relationship between independent variables. The way to assess or determine the absence of multicollinearity is when the tolerance value is above or equal to 0.10 and the variance inflation factor (VIF) is below or equal to 10 (Ghozali, 2018).

3.7.3 Heteroskedasticity Test

Heteroskedasticity test is a method used to identify the variance inequality of residuals between one observation and another (Ghozali, 2018). It can be concluded that heteroskedasticity represents the variation inequality of prediction errors across different variable values, which can reduce the reliability of regression analysis results. There are several ways to conduct a heteroskedasticity test, one of which is through scatterplot identification, by observing patterns in the distribution of points less than 0 on the y-axis (Ghozali, 2018).

3.8 Hypothesis Testing

3.8.1 Multiple Linear Regression Test

Multiple linear regression analysis is a method used to test regression models to identify the relationship between independent/explanatory variables and dependent/outcome variables (Ghozali, 2018). In multiple linear regression analysis, there is an equation, which is as follows:

$$Y = a + b1X1 + b2X2 + b3X3 + b4X4 + b5X5 + e$$

The equation has the following annotations:

- Y = Entrepreneurial Intention
- X1 = Support Structure
- X2 = Knowledge
- X4 = Operation Risks
- X5 = Financial Support
- X6 = Social Support
- a = Constant
- b = Multiple Linear Regression Coefficients
- e = Error

3.8.2 Determinant Coefficient Test (R-Squared)

The coefficient of determination test, or R-squared, is a method used to assess the extent of the influence of independent variables on dependent variable (BINUS Accounting, 2023). The dependent variable can be said to be well explained by the independent variable when the coefficient of determination (R-squared) approaches one. However, the dependent variable is considered less well explained by the independent variable if its coefficient of determination moves away from one and approaches zero (Ghozali, 2018).

A small R-squared value indicates the poor ability of independent variables to explain the variation in the dependent variable, while an R-squared value approaching one indicates that the independent variables can explain the variation in the dependent variable better (Ghozali, 2018)

3.8.3 Simultaneous Significance Test (F Test)

The simultaneous test or F-test is a method of testing used to identify the simultaneous influence of independent variables on the dependent variable (Rahayu et al., 2018). The simultaneous test or F-test is often used in the analysis of variance (ANOVA) to test more than one hypothesis simultaneously.
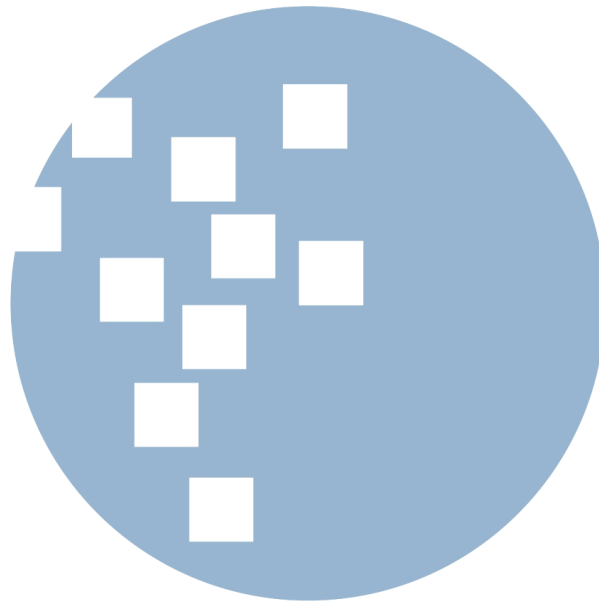
The F-test or overall significance test is measured by comparing the significance value where the significance value ≤ 0.05. Other than that, it also compares the F value results where the calculated F value > the table F value (Ghozali, 2018).

3.8.4 Partial Multiple Regression Analysis (t-test)

Partial test or t-test is a testing method used to determine the influence of each independent variable on the dependent variable, considered constant (Andi et al., 2017). Thus, it can be concluded that the partial test examines each independent variable against the dependent variable (Rahayu et al., 2018).

To measure the results of the t-test or the significance test of individual parameters, it refers to the significance level value ≤ 0.05 and compares the t-

value, where the calculated t-value > the table t-value, for each variable (Ghozali, 2018).