

# GENDER PERSPECTIVE AND STUDENTS' ENTREPRENEURIAL INTENTION FACTOR BY INDONESIAN AND MALAYSIAN STUDENTS: A COMPARATIVE STUDY

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**ABSTRACT:** *The importance of entrepreneurship is a phenomenon for academics with their activities in the university environment. This study aims at identifying various students' entrepreneurial intention factors viewed from Indonesian and Malaysian higher education students' gender perspective. In this study, the data are collected from the literature review in the form of searching for ten articles from the Indonesian perspective and ten articles from a Malaysian perspective related to discussions about student intention in entrepreneurship. Based on the results of the literature review, it is concluded that Indonesian and Malaysian students have similarities and differences in entrepreneurial intention, including the acquisition of Entrepreneurship Education, perceived desirability, perceived feasibility, and interest in entrepreneurship. Based on the gender perspective, Indonesian and Malaysian students also have similarities and differences in interest, including gender, age, parents' professional background, and social and cultural factors between Indonesia and Malaysia aspects.*

**Index Terms:** gender, entrepreneurial intention, student's higher education, Indonesia-Malaysia

## I. INTRODUCTION

Entrepreneurship research in the past few decades has grown rapidly and is an interesting topic for a thorough discussion. Existing practical studies show that entrepreneurship is a competitive advantage of developing countries to survive and advance in the competitive dynamics of the globalization era [1]. Shane and Venkataraman show that entrepreneurship research is very relevant and promising because entrepreneurship creates new jobs and accelerates national economic development [2].

Indonesia as a developing country also promotes entrepreneurship to its people, especially young people, by proclaiming the National Entrepreneurship Movement in February 2011. The number of existing jobs and graduates of all non-comparable levels of education in Indonesia results in a high unemployment rate, requiring the Government to encourage young people to create their own jobs or become entrepreneurs [3]. This was confirmed by research conducted by Suci and Setya [4] that the entrepreneurial intentions of Indonesian youth were still low. This finding contradicts the results of the Global Entrepreneurship Monitor (GEM) that entrepreneurship is increasing globally in 2017. This increase is in line with the positive aspirations of entrepreneurs around the world. 55% of the total entrepreneurs surveyed by GEM in many countries in the world stated that they were willing to increase their efforts in entrepreneurship [5].

Referring to the data from the publication of the Central Statistics Agency in February 2018, the unemployment rate in Indonesia reached 6.87 million people or 5.13%. This number was reduced by 0.2% from February 2017 by 7.01 million people or 5.33%. However, other facts show that the composition of people with unemployment education is getting higher, especially in Vocational High Schools with 8.92%. Every year, around 3,355 universities operating in Indonesia produce more than 339,000 graduates to enter the labor market [6]. Competition to take a job position in an organization has increased dramatically. This condition is one of the main stimulants for potential college graduates to direct their careers to entrepreneurship.

Indonesia is one of the ten most populous countries in the world, with 265 million people in 2018 consisting of 133.8 million men and 131.2 million women [7]. A large number of people, if there are no adequate jobs, will bring problems

to Indonesia. With regard to this problem, a number of universities in Indonesia plan to incorporate entrepreneurship into their academic programs by involving certain subjects to design curricula to fully manage entrepreneurship education programs. However, existing research shows that entrepreneurship education has not been implemented optimally in many universities in Indonesia, especially in providing their graduates' with life skills [8]. Existing empirical research focuses on factors that influence entrepreneurial intentions [9, 3, 10, 11, 1, 12, 13], and [14]. Existing research specifically examines the role of education or entrepreneurial knowledge in entrepreneurial intentions (research conducted by [15, 16, 8], and [5]). However, research in the context of research conducted in Indonesia illustrates entrepreneurial intentions based on individual differences such as gender is still limited (for example, [2, 17, 18, 10]).

In addition to its impact on increasing economic growth, entrepreneurial activity is also related to job creation [19]. Besides Indonesia, developing countries in Southeast Asia, such as Malaysia, also believe that order has a been significant increase in unemployment in the past five years, entrepreneurship is considered a solution to the problem of rising unemployment, especially in developing countries. In this context, we encourage entrepreneurship to be a solution to a country's economic problems. Therefore, it is necessary to take several actions to create new jobs. This comparative study aims to identify differences in entrepreneurial intentions between Indonesian and Malaysian students [20]. This research is an effort to increase students' entrepreneurial intentions in order to create new entrepreneurs from educated people. Furthermore, the motivation given to developing entrepreneurial intentions of students must consider gender aspects.

## II. LITERATURE REVIEW

Many types of relevant research from student entrepreneurial intentions have been carried out by previous researchers, both from Indonesia and Malaysia. The following literature study explains the various research results related to gender from the intentions of Indonesian and Malaysian student entrepreneurs.

1. State of The Art

Malaysian researchers, [21], in their study of Business Management Faculty students from Malaysian state

universities stated that four factors influenced students in entrepreneurship: the demographic profile, entrepreneurial intentions, correlation between personality traits and entrepreneurial intentions, and correlations between family environmental factors and entrepreneurial intentions. Another study from Malaysia has conducted research on the importance of entrepreneurship, namely, [22-25, 5, 15, 16, 26, 11].

An Indonesian researcher [20] who had carried out previous research with studies that submitted agricultural proposals for Indonesian and Malaysian students discussed that, descriptively, the average scores of Malaysian and Indonesian students could not prove to be one higher than the other. It is clear that the average score of Malaysian students is higher only in terms of attitudes towards aspects of Indonesian students, while the average score of Indonesian students is higher in the aspect of subjective norms for Malaysian students. Overall, the second score on average is in the high category. Significantly at the 5 percent level, only aspects of subjective norms influence the intention of student entrepreneurs in the agricultural sector. In this study, the social environment around the respondents was largely from expectations and the role of lecturers for Malaysian students and parents for Indonesian students. This role gives a relatively greater influence than other people's roles. The entrepreneurial intentions of Indonesian students are represented by entrepreneurial intention-1 (EIN-1), while Malaysian students are represented by entrepreneurial intention-3 indicators (EIN-3) [20]. Another study from Indonesia has conducted research on the importance of entrepreneurship, namely, [4, 8, 18, 3, 10, 6, 1, 17, 27].

## 2. Gender Concept

Historically, the concept of gender was first distinguished by British sociologist Ann Oakley. She distinguishes between sex and gender. Sex differences mean differences based on biological characteristics of procreation (menstruation, pregnancy, childbirth, and breastfeeding), while gender differences mean symbolic or social differences that originate from sex differences, but not always.

WHO determines gender as a difference in status and role between men and women made by the community in accordance with the prevailing period of certain cultural values. According to Webster's New World Dictionary, gender is defined as "the real difference between men and women from a perspective of value and interaction". The Women's Encyclopedia Study defines it as "a cultural concept that makes a difference in terms of roles, behaviors, mentalities and emotional characteristics between men and women that develop in society" [28]. The concept of gender is used for social and personal relations between men and women, and so are feminine and masculine concepts designed from it. Therefore, gender is a category in relation to relations and politics [29]. One aspect of gender analysis is the discussion of gender and its complex political meaning which requires differences between women and men in this regard: (1) roles and activities, (2) supporting resources and challenges, and (3) received [30].

## 3. Entrepreneurial Intention

Ormrod states that intention is the perception that an activity arouses curiosity and attraction, usually accompanied by cognitive involvement and positive effects [29]. An individual with entrepreneurial intentions will be concerned,

interested, and happy about anything related to entrepreneurship. Individual entrepreneurial decisions, for example, are influenced by entrepreneurial intentions. Uddin and Bose also explained that entrepreneurial intentions are a tendency to start new businesses [29].

The influence of gender on individual intentions to become entrepreneurs has been widely studied [31, 3, 18, 14, 23, 22, 23 10]. As expected, male students have stronger intentions than female students.

In general, the entrepreneurial sector is dominated by men. Women tend to be smaller to create new businesses than men. Similar findings were also reported by Phillip that men turned out to have higher entrepreneurial intentions than women [32]. Research conducted by [15] using a longitudinal study found that men's intentions to become entrepreneurs were more consistent than women, which changed over time. Miranda found significant differences in business success and success in entrepreneurship between men and women [33].

## III. METHOD

This study uses a comparative method. This study compares the entrepreneurial intentions of Indonesian and Malaysian students from a gender perspective. Data were collected from literature reviews in the form of searching for fifteen relevant articles related to discussions about students' intentions in entrepreneurship in the form of journals, both national and international. Comparative research can be either descriptive or comparative correlative. Comparative descriptive compares the same variables for different samples. The literature review is a written summary of journal articles, books, and other documents that describe the conditions of information in the past and present; organize literature into topics, and document the need for the proposed study [34].

Lieberman states that in comparative research, we can find similarities and differences in items, people, work procedures, ideas, and criticisms of individuals, groups, ideas or work procedures [35]. In addition, we can also compare the same appearance and changes in the appearance of people, groups, or countries about cases, individuals, events, or ideas. Nana Syaodih Sukmadinata states that comparative research is directed at testing whether two groups or more have differences in aspects or variables of the study. This study did not have variable control, manipulation, or care by researchers [36].

The collection of 19 articles was processed through a systematic process of literature publication. A subset of 10 articles that present an Indonesian perspective and a subset of 10 articles that present an Indonesian perspective. Articles are reviewed, analyzed, and coded through analysis of qualitative Content [34]. The data collected was analyzed descriptively. Descriptive analysis is done by explaining the facts and then analyzing, by not only

explaining but also providing the necessary understanding and explanation. The data analyzed is taken from relevant articles published in this published research

## IV. RESULT

### 1. Systematic Literature Reviews

Represents a systematic literature review with the methodology for sampling and analysis clearly described by the author(s) can follow in Table 1.

**Table 1. Systematic Literature Reviews**

Indonesian Perspective			Malaysian Perspective		
Author(s)/Year	Title of Article	Emphasis of Review	Author(s)/Year	Title of Article	Emphasis of Review
Suci Purwandari Setya Adi Pramana (2018)	Entrepreneurial Intention Conceptual Model Based on The Theory of Behavior and Social Environment Approach	It was found a new concept that is a combination of planned behavior theory, social cognitive career theory, and environmental factors. There are three independent variables, namely family support, entrepreneurship education, and subjective norms. There are two mediating variables, they are entrepreneurial attitudes and behavioral control and as the dependent variable is the entrepreneurial intention.	M. Iswahyudi Achmad Iqbal (2018)	Minat Generasi Milenial untuk Berwirausaha	achievement, age, and gender does not have a statistically significant impact. Entrepreneurship education does not directly influence entrepreneurial interest in the millennial generation, but their interest in entrepreneurship arises when they get an education and they have the desire and are able to manage this ability for entrepreneurship.
Tur Nastiti Nurul Indarti Rokhima Rostiani (2010)	Minat Berwirausaha Mahasiswa Indonesia dan Cina	Chinese students are largely influenced by the need for achievement, locus of control, self-efficacy, and instrumental readiness, while Indonesian students are by self-efficacy.	Andhy Setyawan (2016)	Apakah Gender Bermakna pada Model Pembentukan Minat Berwirausaha?	The results from Structural Equation Modeling (SEM) analysis approach showed that gender moderates the direct effect of entrepreneurial knowledge on entrepreneurial intention significantly. The positive effect of entrepreneurial subjective norm on entrepreneurial intention is stronger and significant in female respondents than males.
Dian Palupi Bambang Hadi Santoso (2017)	An empirical study on the Theory of Planned Behavior: The effect of gender on entrepreneurship intention	This study discusses gender based on entrepreneurial intentions through attitudes as entrepreneurial mediation variables, subjective norms, and behavioral control received, and their implications.	Wiysha Citra Kirana (2018)	Intensi Berwirausaha Mahasiswa Pertanian Indonesia dan Malaysia pada Sektor Pertanian	Attitudes toward behavior, subjective norms, and behavioral control were felt to influence student intentions on entrepreneurship. While the most significant factors affecting the two countries from the PLS results are subjective norms. As many as 84% of universities stated that they wanted to become entrepreneurs in the agricultural sector after graduating.
Yuhendri L.V (2015)	Perbedaan Minat Berwirausaha Mahasiswa Ditinjau dari Jenis Kelamin dan Pekerjaan Orang Tua	The research shows that there are differences between male students and female students. Meanwhile, there is no difference between students' entrepreneurial interests based on the parent's work.	Rosmiati Donny Teguh Santosa Junias Munawar (2015)	Sikap, Motivasi, dan Minat Berwirausaha Mahasiswa	This research was conducted at Kupang State Polytechnic. The purpose of this study includes getting an overview of students' interest in running entrepreneurship. The problem statement is whether attitudes and motivations foster students' entrepreneurial interest.
Indah Yulinasari Raharjo (2016)	Analisis Pengaruh Faktor Gender dan Lingkungan Keluarga terhadap Minat Berwirausaha Mahasiswa	The results of this study indicate that gender variables have no significant effect on students' entrepreneurial interests. While the family environment has a positive and significant effect on student entrepreneurial interest. Gender variables and the family environment simultaneously influence students' entrepreneurial interests.	arah Fazira Binti Shamsudin Ah Al Mamun ella Binti Che Nawi Azwin Binti Md Nasir Nazri Bin Zakaria	Policies and Practices for Entrepreneurial Education: The Malaysian Experience	The Malaysian government has made tremendous efforts in promoting entrepreneurship education by improving current policies on entrepreneurship education, providing various entrepreneurship programs to increase the number of young entrepreneurs, and highlighting the need to empower entrepreneurship education among graduates of Higher Education Institutions (Universities).
Nurul Indarti Rokhima Rostiani (2008)	Intensi Kewirausahaan Mahasiswa: Studi Perbandingan Antara Indonesia, Jepang, dan Norwegia	The results of the study show that self-efficacy influences entrepreneurial intentions among Indonesian and Norwegian students. Instrumental readiness and work experience are key factors that influence entrepreneurial intentions among Norwegian students. Educational background is a key factor influencing entrepreneurial intentions among Indonesian students, in the opposite direction. The need for			

Kamariah Ismail Melati Anuar W.Z. Wan Oma A.A. Aziz Khairiah Seohod Ch. Shoaib. Akhtar (2015)	Entrepreneurial Intention, Entrepreneurial Orientation of Faculty and Students towards Commercialization	The results showed that the entrepreneurial orientation of faculty and students had more influence on the commercialization of research than just entrepreneurial intentions.	Ahmad Yasruddin Md Yasin Nik Abdul Aziz Nik Mahmood (2013)	Students' Entrepreneurial Inclination at a Malaysian Polytechnic: A Preliminary Investigation	Findings of this study revealed that non-technical students were more inclined to become entrepreneurs and drop out of their studies should business opportunities arise.
Sarimah Hassan Norlizah Hassan Prof Madya Dr. Nor Aisyah Buang (2010)	Penguasaan Kemahiran Insaniah (Kemahiran Keusahawanan) dalam Kalangan Guru Sekolah di Malaysia	Effective teaching is the essence of the formation of human resources and the importance of soft skills is the goal of producing students who have a comprehensive personality.	2. Indonesian and Malaysian Students' Entrepreneurial Intention Factor		
Nur Iwani Azmi Mohamad Hisyam Mohd. Hashim (2013)	Penerapan Kemahiran Insaniah dalam Pelaksanaan Pendidikan Asas Vokasional: Transformasi Sistem Pendidikan di Malaysia	Through the application of soft skills, it is expected to produce students with critical thinking, creative and innovative, skilled and ready with pure values that will contribute to the success of Vision 2020 Malaysia to increase productivity and advance the country's economy.	The description of Table 2. in the Indonesian Students column is supported by previous research conducted by [9], in which the research results show entrepreneurial education or program's inability to increase their entrepreneurial intention.		
<b>Table 2. Students' Entrepreneurial Intention Factor (EIF)</b>					
		<b>EIF</b>	<b>Indonesian Students`</b>	<b>Malaysian Students</b>	
		Entrepreneurial Education	Entrepreneurship Education does not directly affect the entrepreneurial intentions of students as part of the millennial generation. The results of the study prove that Entrepreneurship Education has not been able to foster student entrepreneurial intention.	The results of the study of Malaysian student entrepreneurial intentions indicate that more students have entrepreneurial intentions through course activities that can contribute to them becoming entrepreneurs. In addition, their entrepreneurial intentions are also influenced by family members with entrepreneurial intentions and academic backgrounds relevant to business disciplines.	
		Entrepreneurial Intention	Indonesian students with economic and business education backgrounds have a low intention to become entrepreneurs. This is related to educational orientation or the Economics and Business Education curriculum which is not directed at preparing students to become entrepreneurs.	The entrepreneurial intentions of Malaysian students depend on the support of family members and friends who can build their entrepreneurial intentions with financial assistance. In terms of support, individuals will be involved in entrepreneurial activities when they benefit from the business.	
Buerah Tunngak Hussin Salamon Baharin Abu (2010)	Pengaruh Faktor-Faktor Demografi terhadap Budaya Usaha Niaga Bumiputera Muslim	Entrepreneurial demographic factors have a significant relationship in influencing bumiputera muslim entrepreneurial business culture.			
Norani Mohd. Noor Norisham A.Rahim (2011)	Kecenderungan Pelajar-Pelajar Institut Kemahiran Mara (IKM) Johor Bahru terhadap Bidang Keusahawanan	There are five main objects for this study: identifying entrepreneurial motivation factors, entrepreneurial characteristics, entrepreneurial skills and entrepreneurial knowledge that encourage students 'tendency to entrepreneurship and identify elements of entrepreneurship that can encourage students' tendency to entrepreneurship.			
Zahariah Mohd Zain Amalina Mohd Akram Erlane K Ghani (2010)	Entrepreneurship Intention Among Malaysian Business Students	This finding implies that academics need to play an important role in encouraging more students to become entrepreneurs by providing more awareness about the benefits of being entrepreneurs and in turn contributing to the country's economic growth and global competitiveness.			
Mohammad Ismail Shaiful Anuwar Khalid Mahmod Othman (2009)	Entrepreneurial Intention among Malaysian Undergraduates	This study looks at the extraversion, conscientiousness, agreeableness, openness, neuroticism, perceived barriers, perceived support, and close support which are determinants of entrepreneurial intention.			
Baharu Kemat Al-Haj Mohammed Zain Yusof (2013)	Sikap Keusahawanan dan Hasrat Keusahawanan: Satu Penilaian Instrumen dalam Mengkaji Kecenderungan Keusahawanan	This study aims to evaluate the instruments used in measuring entrepreneurial tendencies using two approaches namely entrepreneurship and entrepreneurial aspirations.	<p>¶The results of previous studies show several reasons why Entrepreneurship Education has not been able to arouse student entrepreneurial intentions. One reason is that Entrepreneurship Education is still an education-based awareness. We can assume that Entrepreneurship Education has not solved the problem of unemployment in Indonesia. Saliman stated that several factors led to an increase in the</p>		

number of unemployed graduates in Indonesia [36]. First, graduates' competencies are not in accordance with what is needed by the world of work. Second, job seekers hope to find jobs that are safe and not risky. Third, many job seekers even though they do not have labor absorption. Based on the second and third reasons, a measure is needed to change from a job search to a job creation mindset. This will succeed if entrepreneurial intentions are positive. When entrepreneurial intentions are positive, entrepreneurial behavior will be realized, which will absorb many workers.

The main finding of the study that supports Malaysian student entrepreneurial intentions is a study conducted by Zahariah Mohd Zain which states that in addition to family members and academic backgrounds, other factors also influence student entrepreneurial intentions, including career counselors and trade associations or entrepreneurs [21].

3. Gender Perspectives on Entrepreneurial Intention of Indonesian and Malaysian Students

The entrepreneurial intentions of Indonesian male students are higher than Indonesian female students. This is supported by research conducted by [6] which revealed that male students have entrepreneurial intentions that are stronger than female students. In general, the entrepreneurial sector is dominated by men. Based on table 2 above, we can state that the entrepreneurial intentions of Malaysian students are higher than the intentions of Indonesian students. This is confirmed by research conducted by [20] that student entrepreneurial intentions can be explained by constructive variables attitudes toward behavior, subjective norms, and perceived behavioral control 37.5 percent for Indonesian students and 46.6 percent for Malaysian students. See the third column of table 3 below.

**Table 3. Gender Perspective in Students' Entrepreneurial Intention**

Gender Perspective	Indonesian Students	Malaysian Students
Sex	The entrepreneurial intention of Indonesian male students is higher than the intention of female students.	There is no significant difference between the entrepreneurial intentions of Malaysian male and female students, even though both have previous entrepreneurial experience.
Age	Among Indonesian students aged 19-35 years, those who have the highest entrepreneurial intentions are 23 years old.	Among Malaysian students taken as respondents in the study, the highest entrepreneurial intentions were indicated by students aged 21.5 years who expressed their intentions.
The professional background of parents	Indonesian students with a background in entrepreneurship of parents have a higher chance of becoming entrepreneurs.	The results showed that Malaysian students with an entrepreneurial background of parents or relatives showed a much higher level of

		entrepreneurial intention than those who did not have the entrepreneurial background of parents or relatives.
Social and cultural factors	Indonesian students are still hesitant to become entrepreneurs and depend on others. The reason is that many Indonesian students are not innovative and feel comfortable with the findings and ideas.	Malaysian students have discipline, creativity, innovation, independence, leadership, and high target planning aspects that are reflected in the character of their daily lives. Culture of timeliness without tolerance for additional time is a disciplinary factor.
Education background	The educational background of Indonesian students does not have a significant influence on entrepreneurial intentions.	The educational background of Malaysian students does not have a significant influence on entrepreneurial intentions.

V. CONCLUSION

The conclusions of this study are as follows. First, generally, this study explains the factors that influence different intentions between Indonesia and Malaysia. Based on the results of a study of ten articles from research in Indonesia and ten articles from research in Malaysia, conclusions obtained by educational backgrounds are the main factors that enhance students' entrepreneurial efforts. There is no proven gender, age, or professional background of the parents of the significance of an entrepreneurial commitment of Malaysian students. In Indonesia, gender factors in his discussions with entrepreneurial intentions are still approved by male students and not female students.

Interesting findings that should be highlighted interestingly with the educational background of students are Indonesian students with economic and business backgrounds who do not intend to become entrepreneurs. This may be related to education or business education and curriculum education that is not intended for the preparation of entrepreneurs. However, they need preparation for companies with high and well-established companies. If directed towards economics and business education is directed at preparing for preparation to become entrepreneurs, it is important for universities to prepare a curriculum that can facilitate and enhance the entrepreneurial spirit.

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