

Elements of Entrepreneur Competencies and Intention to be Entrepreneurs

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ABSTRACT

This study aims to determine the effect of the elements of entrepreneurial competencies on entrepreneurial intention in two big cities in Indonesia, namely Jakarta and Balikpapan. The population in this study are business people, both entrepreneurs and those who work in creative industries in Jakarta and Balikpapan. The number of respondents in Jakarta and Balikpapan was 305 and 162. The sampling technique used was convenience sampling. This research revealed that certain competencies, such as achievement, personal maturity, and orientation to others, had a partially positive and significant impact on entrepreneurial intention among the respondents in Jakarta. Conversely, competencies like thinking & problem solving, influence, and direct & controlling showed no effect. On the other hand, in Balikpapan, respondents' entrepreneurial intention was significantly influenced by achievement competence and thinking & problem-solving, while competencies like personal maturity, influence, direction & control, and orientation to others did not play a role in shaping the intention to become an entrepreneur. The research underscores the potential for refining entrepreneurial competency frameworks based on the specific competencies that influence entrepreneurial intention.

Keywords: Competency;
Entrepreneurial Intention;
Entrepreneurial Competencies

INTRODUCTION

Human Resources is one of the most critical assets in maintaining the continuity of generations; through good human resources, a company's organizational wheels can also move and advance. The development of an organization and its sustainability activities are influenced by independence. One form of independence is through entrepreneurial activities. Activities combining existing resources, gathering production sources, and compiling and harmonizing them in a work of activity that produces something different from the others can be referred to as entrepreneurial activity.

Entrepreneurial activity is the government's primary goal in improving a country's economy. Entrepreneurial interest has started to increase. That is the right reason because they are innovators who create new jobs, help government programs alleviate poverty (Lincoln, 2012), and bring up ideas for new goods and services produced to meet consumer needs. They have broad activities and mindsets in changing society and economic concepts. According to Cohoon et al. (2010), people move into positions that do not require to have people who are expected to have appropriate abilities and high interests. A significant achievement is not ordinary but requires mastery of competence. Entrepreneurs must use their competence to find, create, and exploit business opportunities around the environment (Qamariah & Muchtar, 2021). Entrepreneurial competence is now a significant factor in determining performance, growth, and failure in business activities (Kiggundu, 2002; Brinckmann, 2008; & Mitchelmore & Rowley, 2013).

One of the causes of failure in entrepreneurship is a mismatch between the level of the entrepreneur's ability with the development of needs and the dynamics of problems faced in the real world, which are increasingly competitive. Therefore, management is carried out by training young entrepreneurs to compete in national and international markets according to market demand, so that organizational success can be achieved. The performance of young entrepreneurs must continue to be managed to achieve productivity and effectiveness to design success, both individually and organizationally (Rahadi, 2010). To reduce the risk of failure in entrepreneurship, one must receive training in the form of hard skills and soft skills from universities in a balanced manner. Grehenson (2008) revealed that the ratio of the need for soft and hard skills in the business world is inversely proportional to its development in universities. Mindset or soft skills is the main factor for business success, while technical skills or hard skills are supporting factors.

Soft and hard skills are part of the competencies that affect the performance of human resources, which can complement each other and are always needed in work. Sometimes soft skills are needed more than hard skills, but it all depends on the job; not all job is the same. Many companies consider the role of soft skills to support their work activities. They consider that hard skills can be trained through scheduled and short training programs. However, only some have a level of ability; a person's character has been built from birth and tends to be difficult to change (Dianti, 2017). It concerns us regarding today's young generation who have high abilities and are intelligent but want everything instantaneously; of course, this is a big challenge and will bring many problems to be faced because the process they experience is concise. Of course, every company wants human resources with the appropriate talents and interests to support their business activities. Talent and interest management are the world's most critical considerations and discussions (Wahjono, 2015). Reliable human resources who can anticipate various problems are needed.

The essence of the problem above is that entrepreneurship activities do not only start from someone's intention to carry out new business activities, but human resource competencies need to be possessed by everyone who will start a new business. Developing a new business that is engaged in requires soft skill and hard skill competencies needed because the work carried out is an independent activity requiring competence to achieve good final results.

Jakarta is located on the island of Java in the province of DKI Jakarta, also Indonesia's capital city. Jakarta is the centre of business and the heart of the economy in Indonesia. Meanwhile, Balikpapan is one of the largest cities in East Kalimantan, the center of business and industry. The economy in Balikpapan is proliferating, inviting the presence of many newcomers and expatriates. The researchers want to know the intention to become entrepreneurs in MSMEs in these two cities, business representatives in Java and Kalimantan. So far, there is a perception that SMEs become entrepreneurs not because they want to pursue a job that is an attractive opportunity but because they do not have other alternative jobs. The researchers consider that entrepreneurship intention causes by the entrepreneurial competencies they have.

LITERATURE REVIEW

Entrepreneurship requires competence to support one's intentions in carrying out independent activities. A person's good competence will directly impact company performance; competencies that must be possessed are soft and hard skills. Soft skill competence is personal and interpersonal behavior with emotional intelligence. Soft skills are more difficult to measure or assess and tend to be subjective. Hard skill competence is the ability to master information, technology, knowledge, and skills in the field. It is related to the technical skills possessed by a person and attached to certain professions. Entrepreneurial activities will be more successful and develop if a person has entrepreneurial intentions supported by the competencies he has.

Entrepreneurship and Entrepreneurial Competence

Entrepreneurship is the occupational choice to work for one's account and risk (Stephan & Uhlaner, 2010). According to Mesra et al. (2021), entrepreneurship emerges from a structured and methodical approach to employing creativity and innovation in addressing market needs and opportunities. Entrepreneurs or people engaged in business activities are often referred to as entrepreneurs, merchants, and traders. An entrepreneur is an individual who does a new business, facing risks and uncertainties to achieve goals (profit and growth) by identifying significant chances and gathering the resources needed (Scarborough & Cornwall, 2016). Success in entrepreneurship involves the harmonious blend of personal fulfillment and external accomplishments, encompassing both financial gains and intrinsic rewards such as inner satisfaction (Siswanti et al., 2021). According to Kelley et al. (2016), entrepreneurship can create new employment opportunities, decrease unemployment, and drive the country's growth and competitiveness.

Competence is knowledge, skills, and individual abilities (personality) directly affecting performance. Competence comprises knowledge, skills, and personality (Spencer & Spencer, 2008). Personality is usually related to soft skill competencies, while knowledge and skills are related to hard skills (Shermon, 2004). Spencer and Spencer (2008) define competence as a fundamental characteristic that can be used to predict individual behavior and performance in the workplace, providing an overview of their

work performance and predicting whether the individual will perform well or poorly in the future.

Successful entrepreneurs have competence, including attitudes, values, motivation, and behaviors needed to perform the work. Entrepreneurship requires knowledge and skills; having only knowledge and skills alone is insufficient. Entrepreneurs must have a positive attitude, be motivated, and be committed to their work.

According to Spencer and Spencer (2008), entrepreneurial competencies include achievement, thinking and problem solving, personal maturity, influence, directing and controlling, orientation to others, and additional competencies. The seven competencies include soft skills and hard skills competencies. Achievement competency in it includes (1) Initiatives; (2) Sees and acts on opportunities; (3) Persistence; (4) Information seeking; (5) Concern for the high quality of work; (6) Commitment to work contracts; and (7) Efficiency orientation. The thinking and problem-solving competencies include (1) Systematic planning and (2) Problem-solving. Personal maturity competencies include (1) Self-confidence; (2) Expertise; and (3) Aware of self-limitations. The influences of competence include (1) Persuasion and (2) Use of influence strategies. Directing and controlling competencies include (1) Assertiveness and (2) Monitoring. Orientation to others' competencies include (1) Credibility, integrity, and sincerity; (2) Concern for others; (3) Recognizing the importance of business relationships; and (4) Provides training for employees. The last entrepreneurial competencies are additional competencies, which include (1) Building capital and (2) Concern for the image of products and services.

Many experts develop entrepreneurial competencies. Callisen (2015) explains six soft skills, they are public speaking, time management, relationship building, leadership, negotiation, and empathy. Other experts Chou et al. in Riyanti et al. (2016) developed ten competencies in business students, which include (1) Entrepreneurial spirit; (2) Marketing competence; (3) Economic competence; (4) Financial competence; (5) Accounting competence; (6) Management competence; (7) Globalization competence; (8) Law competence; (9) Enterprise resources planning competence; and (10) Information technology competence.

Entrepreneurial Intention

Mohamad et al. (2015) defined entrepreneurial intention as the aspiration to initiate entrepreneurial activities, representing a mental state that propels individuals towards entrepreneurship rather than traditional employment (Gerba, 2012; Karimi et al., 2016). Entrepreneurial intentions encapsulate internal commitment and individual goals aimed at establishing a new business (Dinis et al., 2013), correlating with the behavior and dedication of individuals motivated to embark on entrepreneurial ventures (Gerba, 2012).

Datta (2020) and Arshad et al. (2016) investigated the impact of an entrepreneur's gender on entrepreneurial motivation, discovering that men generally exhibit higher motivation for entrepreneurship. This discrepancy is attributed to subjective and societal norms that significantly influence entrepreneurial motivations for women. Belcourt et al. (1991) and Vracheva & Stoyneva (2020) highlighted that women often view starting a business as both a challenge and an opportunity for self-fulfillment, with some choosing entrepreneurship to exert control over the quality and quantity of work, thereby circumventing limitations in career advancement.

Previous studies found that building a new business is designed (Hunjra et al., 2011; Shapero & Sokol, 1982). Entrepreneurship is somehow tricky and experiences challenges; many entrepreneurs need help at the beginning. Entrepreneurs should improve their management capability when the business gets more prominent, which is critical to surviving in business competition. Sandroto et al. (2018) found that education level positively and significantly affects entrepreneurial intention. The education level positively and significantly affects entrepreneurial professional attraction. Education has a significant influence on the networking support of entrepreneurship.

Research Hypotheses

Conceptual hypotheses of this study include (1) There is an effect of competence achievement on the intention to become an entrepreneur in Jakarta; (2) There is an influence of thinking and problem-solving competence on the intention to become an entrepreneur in Jakarta; (3) There is an influence of personal maturity competence on the intention to become an entrepreneur in Jakarta; (4) There is an influence on competence influence on the intention to become an entrepreneur in Jakarta; (5) There is an influence of directing and controlling competence on the intention to become an entrepreneur in Jakarta; (6) There is an influence of orientation to others' competence on the intention to become an entrepreneur in Jakarta; (7) There is an effect of competence achievement on the intention to become an entrepreneur in Balikpapan; (8) There is an influence of thinking and problem-solving competence on the intention to become an entrepreneur in Balikpapan; (9) There is an influence of personal maturity competence on the intention to become an entrepreneur in Balikpapan; (10) There is an influence on competence influence on the intention to become an entrepreneur in Balikpapan; (11) There is an influence of directing and controlling competence on the intention to become an entrepreneur in Balikpapan; and (12) There is an influence of orientation to others' competence on the intention to become an entrepreneur in Balikpapan.

RESEARCH METHOD

Types of Research

This research is a quantitative approach carried out using a questionnaire. The questionnaire describes the research variables from the measurement results in the form of numbers (Kumar, 2005). The questionnaire is composed of the demographics of the respondents, then continues with entrepreneurial competency questionnaire and an intention questionnaire to become an entrepreneur.

Research Variables

The variables in this study consist of entrepreneurial competence and entrepreneurial intention.

Population and Research Sample

The population in this study are business people in Jakarta and Balikpapan, both entrepreneurs and those who work in creative industries. The reason for selecting these two cities is because both cities in each province have very high potential in business. However, there are differences in the management of the creative industries. This study distributed questionnaires to 305 respondents (162 in Jakarta and 143 in Balikpapan). The sampling method in this study is non-probability sampling, in which not all subjects have the same chance of becoming the research sample (Kerlinger & Lee, 2000). The sampling technique used is convenience sampling. The data collected in this study is

primary data, where data is obtained directly from measuring instruments filled in by the sample.

Measurement

Measurement of research variables adapts to the questionnaires from previous research. Entrepreneurial competencies (EC) variables are measured by the Spencer and Spencer (2008) scale. Elements of EC contains 23 questions for the achievement (ACH) dimension, six items for the thinking and problem-solving (TPS) dimension, 13 items for the personal maturity (PM) dimension, 11 items for the dimension of influence (INF), six items for the dimension of directing and controlling (DC), and 14 items for the dimension of orientation to others (OTO). Respondents were asked to appoint their degree of agreement with the items on a 7-point Likert scale, ranging from very poor (1) to very good (7). The results of the validity and reliability test showed that this scale was valid and reliable (r-count EC: 0.595 - 0.872; $p < 0.01$, ACH: 0.696 - 0.837; $p < 0.01$, TPS: 0.859 - 0.913; $p < 0.01$, PM: 0.675 - 0.848; $p < 0.01$, INF: 0.768 - 0.858; $p < 0.01$, DC: 0.796 - 0.898; $p < 0.01$ OTO: 0.844 - 0.931; $p < 0.01$. Cronbach's coefficient alpha EC = 0.990, ACH = 0.970, TPS = 0.945, PM = 0.951, INF = 0.951, D&C = 0.915, and OTO = 0.979).

Alhaj et al. (2011) employed a scale to assess entrepreneurial intention, consisting of eight items. Respondents rated their level of agreement with these items on a 7-point Likert scale, spanning from strong disagreement (1) to strong agreement (7). The validity and reliability assessments demonstrated the items' credibility and consistency, with validity results indicating a correlation coefficient for entrepreneurial intention ranging from 0.825 to 0.941 at a significance level of $p < 0.01$, and a Cronbach's alpha of 0.806 for the reliability of the scale.

Data Analysis Techniques

The data is analyzed with descriptive and inductive statistics. Descriptive statistics are used to describe research variables on respondents' demographics such as gender, educational level, and others and to describe respondents' perceptions of entrepreneurial competencies with crosstabs and mean scores. At the same time, inductive statistics are used to test the research hypothesis with linear regression and different mean scores.

RESULTS

Description of Respondents

This study received 305 respondents consisting of 162 in Jakarta and 143 in Balikpapan. Of the 305 respondents, some of them are not answered all the items so the number of respondents in some questions is not the same. Furthermore, to test the hypothesis, this research removes the outliers data so that the number of respondents for some research models is also not the same.

Descriptive Statistics

Table 1. Respondents Characteristic

	Percentage	
	Jakarta	Balikpapan
Age	(n=161)	(n=140)
≤ 26	42.9	12.1
27 - 37	28.0	29.3

38 - 48	15.5	37.1
49 - 59	11.8	20.0
≥ 60	1.9	1.4
Gender	(n=161)	(n=139)
Female	42.9	61.9
Male	57.1	38.1
Marital status	(n=152)	(n=136)
Married	57.2	86.8
Not married	39.5	12.5
Widow/Widower	3.3	.7
Length of Work as an Entrepreneur	(n=144)	(n=69)
< 6	60.4	54.5
6 - 11	21.5	23.9
12 - 17	6.9	10.3
18 - 22	4.2	5.2
23 - 28	3.5	2.8
29 - 35	3.5	3.3
Education	(n=155)	(n=139)
Senior High School or below	72.2	69.1
Undergraduate	26.5	29.
Postgraduate	1.3	1.4
Type of Entrepreneur	(n=155)	(n=142)
Full- time	68.4	83.1
Part-time	20.0	11.3
Others	11.6	5.6
Revenue/month (millions of rupiah)	(n=156)	(n=131)
< 10	42.3	57.3
10 - 30	25.0	30.5
31 - 50	10.3	8.4
50 - 100	10.3	1.5
≥101	12.2	2.3

Based on the respondent characteristic table, majority of the respondents in Jakarta are less than 27 years old (42.9%), male gender (57.1%), married (57.2%), working time as an entrepreneur is less than six years (60.4%), senior high school education (54.8%), and monthly income of fewer than 10 million rupiahs (42.3%). While in Balikpapan, the majority are 38-48 years old (37.1%), female gender (61.9%), marital status is married (86.8%), long working as an entrepreneur less than six years (54.5%), last education is senior high school (57.6%), and monthly income of less than 10 million rupiahs (57.3%).

Table 2. Entrepreneurial Competencies

Competencies	Jakarta		Balikpapan	
Entrepreneurial competencies	5.35	High	5.44	High
Achievement	5.34	Moderate to high	5.40	High
Thinking and problem solving	5.21	Moderate to high	5.44	High
Personal maturity	5.22	Moderate to high	5.28	Moderate to high
Influence	5.26	Moderate to high	5.28	Moderate to high
Directing and controlling	5.29	Moderate to high	5.10	Moderate to high
Orientation to others	5.80	High	6.12	Tinggi

Table 3. The Desired Sub-Sector of Creative Economy

Sub-Sector of Creative Economy	Percentage	
	Jakarta	Balikpapan
Culinary	39.7	54.8
Fashion	27.8	8.1
Applications & game developers	2.0	1.6
Architecture	4.6	0.8
Product design	6.6	12.1
Visual communication design	0.7	0.0
Interior design	3.3	1.6
Movies. Animations. and videos	3.3	0.0
Photography	3.3	0.0
Craft	1.3	16.1
Music	2.0	0.8
Publishing	1.3	0.0
Advertising	1.3	1.6
Performing arts	1.3	0.0
Art	0.7	0.8
Television & Radio	0.7	0.8
Others	0.0	0.8

According to respondents, the desired sub-sector of the creative economy is culinary 39.7%, then fashion 27.8%, and the rest is spread over other sub-sectors. In Balikpapan, the most preferred are culinary 54.8% and craft 16.1%, and the rest spread into other sub-sectors.

The Effect of Entrepreneurial Competencies Elements on the Intention to Become Entrepreneurs for the Jakarta and Balikpapan Region

Table 4. The Influence of Elements of Entrepreneurial Competencies on Intentions to Become an Entrepreneur for the Jakarta and Balikpapan Regions

	Jakarta				Balik Papan			
	B	SE	β	p	B	SE	B	p
Dependent Variable: Entrepreneurial Intention								
(Constant)	42.977	6.713		.000	65.774	5.351		.000
Achievement	.452	.096	.523	.000	.716	.082	1.002	.000
Thinking & problem solving	-.142	.241	-.059	.557	-.889	.372	-.371	.018
Personal maturity	.284	.121	.207	.021	.238	.188	.201	.208
Influence	-.154	.164	-.099	.351	-.202	.189	-.144	.288
Direct & controlling	-.015	.199	-.006	.939	.343	.311	.147	.272
Orientation to others	.270	.090	.229	.003	-.162	.111	-.169	.144
	R ² = 0.511 F _(6,151) = 26.279, p = .000				R ² = .566 F _(6,129) = 28.072, p = .000			

Based on the table, 51.1% of the variation in the entrepreneurial intention of respondents in Jakarta can be explained by the elements of entrepreneurial competencies. Meanwhile, 56.6% of respondents' variation in entrepreneurial intention in Balikpapan can be explained by the dimensions of entrepreneurial competencies. The simultaneous influence of entrepreneurial competencies on the entrepreneurial intention of respondents in Jakarta is positive and significant ($p < 0.05$). Likewise, the simultaneous influence of entrepreneurial competencies on the entrepreneurial intention of respondents behind the board is positive and significant ($p < 0.05$). Achievement, personal maturity, and orientation to others individually positively and significantly affect the entrepreneurial intention of respondents in Jakarta ($p < 0.05$). Thus, hypotheses 1,3, and 6 are accepted. Thinking and problem solving, influence, and direct and controlling have no effect; hypotheses 2,4 and 5 are rejected—the most considerable influence on the achievement element ($\beta=0.523$).

Meanwhile, individual achievement and thinking and problem-solving have a positive and significant effect on the entrepreneurial intention of respondents in Balikpapan ($p < 0.05$) (hypotheses 7 and 8 are accepted). However, the influence of thinking and problem-solving has a negative direction. Meanwhile, personal maturity, influence, direction & control, and orientation to others do not affect the intention to become an entrepreneur (hypotheses 9.10.11 and 12 are rejected).

DISCUSSION

The study found that entrepreneurial competencies were needed to increase entrepreneurial intention. However, not all dimensions of entrepreneurial competencies affect entrepreneurial intention. In respondents in Jakarta, Achievement, personal maturity, and orientation to others positively affect entrepreneurial intention. Moreover, among the three elements, the most considerable influence is achievement. The dimensions of achievement, personal maturity, and orientation to others still need to be improved.

Moreover, the respective mean score values, namely achievement, personal maturity, and orientation to others, are still in the moderate to high category, indicating that they can still be improved. In order to increase entrepreneurial intention, the government must improve ability in achievement, personal maturity, and orientation to others. It can be developed through assessment, training, and learning from more successful entrepreneurs. For respondents in Balikpapan, the achievement element positively affects entrepreneurial intention. Hence, both in Jakarta and Balikpapan, there are similarities in the entrepreneurial dimension that positively affects entrepreneurial intention, namely the achievement dimension. Achievement can be trained by making measurable work targets and evaluating how far they have been achieved, reviewing what success factors are and factors that cause targets not to be achieved, and trying to overcome them. For respondents in Balikpapan, thinking and problem-solving significantly affect entrepreneurial intention, but the effect is negative. It is because entrepreneurs in Balikpapan, when their thinking and problem-solving skills increase, are more interested in a career as employees in the company than entrepreneurs. It is supported by the moderate level of the mean score on the items that the community around me does not appreciate the entrepreneurial profession, and working as an entrepreneur needs to follow the culture of the community around me.

Majority of the respondents in Balikpapan are women, full-time entrepreneurs with a length of entrepreneur less than six years. Sandroto et al. (2018) stated that women in Balikpapan carry out entrepreneurial activities at home to help meet household needs, take care of their families, and run businesses that match their hobbies in the culinary and crafts sub-sector.

Majority of the respondents graduate from senior high school or below, which means there is a tendency for most of them to be an entrepreneur with the category of entrepreneur necessity who plunge into an entrepreneur because forced. It is difficult to get a job in the industrial sector with a low level of education (Sandroto et al., 2018); this reflects in the amount of income per month, which is still minimal, namely the majority under Rp 10 million per month. If the income is below Rp. 10 million rupiahs, the profit earned is below that nominal. It means they must endeavor to improve revenue, which can be developed through the creative economy they pursue. Jakarta people desired creative economy sub-sectors are culinary, then fashion (27.8%), and the rest. In Balikpapan, the most desired sub-sector is culinary (54.8%), crafts (16.1%), and others. It proves that many creative economic sub-sectors have yet to become famous, so many other creative economic sub-sectors that can be introduced and trained to entrepreneurs in Jakarta and Balikpapan. Education level also relates to monthly income (Sandroto et al., 2018)—the education level of major respondents is senior high school or below. Entrepreneurs should improve their knowledge because it proves that an entrepreneur's education degree relates to their revenue from the creative economy business (Ramawati & Sandroto, 2020). The government can suggest that entrepreneurs increase their education, especially in entrepreneurship and management. It is essential to improve entrepreneurial competence in entrepreneurial expertise by higher their education degree because, of previous research, the level of education can increase entrepreneurial competence. The education level positively and significantly affects entrepreneurial professional attraction. The education level has a positive and significant influence on the networking support of entrepreneurship. Suggestions in this study are to develop entrepreneurship education further and sharpen it by various methods and to educate and train to be interested in other preferred sub-sector creative economy besides culinary (Sandroto et al., 2018). Also, graduates should consider job creators instead of job seekers (Ramawati & Sandroto, 2020).

Moreover, most respondents in Jakarta are younger than 26 years old, whose competencies can still develop. Education level also affects a person in improving the sustainability of product innovation in the creative economy because, without education, training, and experience, it will not guarantee that the creative economy will sustain itself (Sandroto et al., 2018). Sandroto et al. (2018) stated that there was a positive and significant relationship between entrepreneurial competencies and revenue per month. Therefore, in Jakarta and Balikpapan, entrepreneurial competencies must be improved through training, development, seminars, and higher education. Hopefully, when entrepreneurial competencies increase, it will increase the revenue per month of entrepreneurs. Entrepreneur competence is widely learned from parents or families who are also entrepreneurs. The family and relatives are the first closest people who teach and provide valuable experience determining the intention to become an entrepreneur. Tateh et al. (2014) declared that there is a correlation between the entrepreneurial intentions of youth with their personalities (risk-taking, innovation, and tolerance for ambiguity) and social learning (family knowledge and experiences). For Jakarta and Balikpapan regions, their family are expected to continue accompanying, paying attention to, and sharing experiences. The entrepreneur's contribution will build new business venture opportunities for society, assisting competition and productivity and creating new

industry growth. Hence, society must be conscious that without the entrepreneur, the Nation's economy cannot proliferate (Alhaj et al., 2011; Ramawati & Sandroto, 2020).

Most respondents in Jakarta are male, while in Balikpapan are female. Many are interested in becoming entrepreneurs in Jakarta because entrepreneurship is seen as a promising alternative job, and job opportunities as entrepreneurs are wide open. In Jakarta, although most respondents have an income of fewer than 10 million rupiahs per month, compared to Balikpapan, quite a lot earn between 31-100 million rupiahs per month, and some are even above 100 million per month. On the contrary, women in Balikpapan work as entrepreneurs by selling at home to help fulfill household needs, take care of children, and have enough time to do what their hobby is by doing business in the sub-sector of culinary and crafts. It supports the household economy, where their husbands work in other fields (Sandroto et al., 2018).

In their research results, Sarmah et al. (2022) found that an entrepreneur's gender plays a role in building entrepreneurial stimulations, where men are higher than women. In many cultures, gender biases and inequities exist. In some areas, sometimes a lack of male participation in sharing household chores and childrearing activities because this is considered female work. It will cause an escalation in the number of working female is less. Although entrepreneurial motivations differ between men and women, it must be acknowledged that women significantly contribute to the country's economic development through their work as entrepreneurs.

Datta (2020) and Arshad et al. (2016) investigated the impact of an entrepreneur's gender on entrepreneurial motivation. They observed that, in comparison to females, males typically exhibit higher motivation for entrepreneurship, influenced significantly by subjective or societal norms affecting females' entrepreneurial motivations. Belcourt et al. (1991) and Vracheva & Stoyneva (2020) emphasized that females are more inclined to initiate new businesses as a challenge and an opportunity for self-fulfillment. Some opt to exert control over the quality and quantity of work to sidestep limitations in career advancement.

Contrastingly, Nasiri and Hamelin (2018) asserted that entrepreneurial motivational factors are similar between genders. However, the lower tendency of females to start new businesses is attributed to their comparatively lower attraction to entrepreneurship (Koellinger, 2013). This lower inclination stems from various factors, including a lack of capital (Brush et al., 2020), limited access to markets and infrastructure (Lalhunthara, 2019), and deficiencies in networking, role models, and management (Becker-Blease & Sohl, 2007). Other contributing factors include a shortage of work experience, training opportunities, family support, confidence, and prevailing gender perceptions (Fischer et al., 1993; Das, 2000).

Sarmah et al.'s (2022) research indicated that most females tend not to pursue entrepreneurship due to the perception that business and entrepreneurship are predominantly reserved for males. Factors such as fear of failure, the perceived difficulty of balancing entrepreneurial and personal life, lack of familiarity with entrepreneurs, resource shortages, and other obstacles contribute to this unintended avoidance of entrepreneurship by females. Male entrepreneurs are often driven by the motivation to succeed as breadwinners, while females are more likely to focus on transforming hobbies into business ventures and using their spare time to lead a fulfilling life.

Managerial Implications

The final education level of respondents in both Jakarta and Balikpapan is primarily senior high school. It must consider improving the education level of the entrepreneur in the future because education level affects entrepreneurial intention (Sandroto et al., 2018). In addition, the most significant percentage of respondents graduates from senior high school; they are probably entrepreneurs with the category of entrepreneur necessity who plunge into an entrepreneur because they feel there is no other exciting job. Especially the necessity of entrepreneurs has a greater risk of failure (Van der Zwan et al., 2016). Suppose the education level of the community increases, and they have adequate knowledge and skills (soft skills and hard skills). In that case, they will no longer perceive being an entrepreneur as being forced because they do not get a job but will view being an entrepreneur as an attractive and promising job opportunity. As entrepreneurs, they can innovate and develop products and services (opportunity entrepreneurs).

Few entrepreneurs in Jakarta and Balikpapan are still engaged in sub-sectors other than culinary and fashion. It is probably because other sub-sectors are considered more complicated and require knowledge and skills for using specific technologies. The sub-sectors are application & game developers, interior design, visual communication design, architecture, product design, videos, publishing, photography, animated movies, music, performing arts, advertising, and television & radio. The creative economy sub-sector needs to be introduced, and education and skills to develop the sub-sector must be developed and promoted so that many are interested. If this program is successful, the number of opportunity entrepreneurs who innovate will increase, and a part-time entrepreneur will be interested in becoming a full-time entrepreneur.

Gong and Xie (2009) stated that students are vital in participating in entrepreneurial activities; students will become not only job seekers but also job creators. The intention to become an entrepreneur can be developed early to increase their entrepreneurial competencies. The mean score of the intention to become an entrepreneur in both Jakarta and Balikpapan is in the moderate category for the items in the community around me that I do not respect the entrepreneurial profession, my job as an entrepreneur is not following the culture of the community around me, opening a business and running it is easy for me, I am ready to open a business, I can control the process of starting a business, I understand the practical details of how to open a business, I understand how to create an entrepreneurial project, and if I try to open a business, my business is likely to be successful. This area can be a reference to be taught so that the intention to become an entrepreneur increases.

Many women in Balikpapan work as entrepreneurs with low monthly incomes by selling at home to help fulfill household needs. Women's entrepreneurial motivation must be increased so they become entrepreneurs not only as a complement to their husband's work but as a good business if they are taken seriously with adequate skills and knowledge. A culture of gender bias and inequities between women and men in entrepreneurship must consistently be minimized so that opportunities and equality are opened to become professional entrepreneurs for men and women.

CONCLUSION

This study found that for respondents in Jakarta, the competencies of achievement, personal maturity, and orientation to others partially positively and significantly influenced entrepreneurial intention. In contrast, the competencies of thinking & problem solving, influence, and direct & controlling had no effect. Meanwhile, Balikpapan's respondents' achievement competence and thinking & problem-solving positively and significantly influence entrepreneurial intention. At the same time, the competence of personal maturity, influence, direction & control, and orientation to others does not affect the intention to become an entrepreneur.

Based on the research findings, there are several suggestions which can be implemented. Firstly, enhance competencies in achievement, personal maturity, and orientation to others. For individuals in Jakarta aspiring to become entrepreneurs, it is advisable to focus on developing competencies related to achievement, personal maturity, and orientation to others. Training programs, workshops, or educational initiatives could be designed to strengthen these specific skills, fostering a more conducive environment for entrepreneurial success.

Secondly, focus on targeted support for competencies in thinking & problem solving. Since competencies related to thinking & problem solving did not significantly impact entrepreneurial intention in Jakarta, there may be room for targeted support or training to enhance these skills. Entrepreneurial education programs could emphasize critical thinking and problem-solving abilities to better prepare individuals for the challenges of entrepreneurship.

Lastly, differentiate entrepreneurial development strategies for Balikpapan. In Balikpapan, where competencies such as personal maturity, influence, direction & control, and orientation to others did not influence entrepreneurial intention, it is crucial to understand the local context. Tailoring entrepreneurial development programs to the specific needs and preferences of the Balikpapan community could be more effective.

Limitation

This research takes samples of entrepreneurs in Jakarta and Balikpapan without regard to the business scale, number of employees, entrepreneurial age, education level, marketing area, and monthly income. Future studies will be better if respondents are classified based on business scale, number of employees, entrepreneurial age, education level, marketing area, and income per month so that the effect of competency on intention to become an entrepreneur can be analyzed based on its classification.

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