Generation Z Entrepreneurial Intentions in the Agricultural Sector in Batam Industrial City

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Abstract
This research aims to analyze the factors of the entrepreneurial intention of Generation Z in the agricultural sector in the industrial city of Batam, this research is very important to be carried out because the agricultural sector is a sector that improves the economy in Indonesia and is a good sector to improve in the younger generation. The population in this study is management students from 4 universities in Batam City with a total of 200 respondents. The research uses quantitative analysis and data processing methods with factor analysis. In this study, 19 variables can be reduced to several factors with the results of the study showing that in each 5 variable indicators that have the highest loading factor so that each factor has the latest results of factors that have a greater impact on entrepreneurial intentions in generation Z, namely economic improvement factors, decision-making, interests, entrepreneurial education and entrepreneurial confidence, So it is hoped that this factor will be used more and more in the future for further research.
Keywords: Factor Analysis, Entrepreneurial Intention, Generation Z, Entrepreneurship Education, Family Environment

INTRODUCTION

Indonesia is a country that is dubbed as an agrarian country, where predominantly Indonesian citizens work in agriculture. This is the main function of the life, economy, and development of Indonesia. This can also conserve natural resources, share lives, and create jobs (BPS, 2021). Through BPS data, it is noted that business actors in agricultural commodities only represent around 40.63 million people (BPS, 2022) out of 275,773.8 of the current Indonesian population (BPS, 2022). Being an agrarian country rich in natural acquisitions, the agricultural sector is a good business sector to be improved in the younger generation. The development is needed for human resource productivity. Generation Z (Gen Z) in the form of births in 1997 and 2012. As the younger generation, we can be involved in agricultural production as agricultural workers or employees, or as owners of agricultural capital, either independently or in groups/families, because the pattern is in the form of a fact that can take care of and the continuity of farmers' lives.

The shift of workers from farmers to the non-agricultural sector is characteristic if there is a change in residents' work preferences for the agricultural sector. The agricultural sector is currently less popular with Generation Z (Gen Z). The interest and involvement of Generation Z (Gen Z) in agriculture continue to decline. There are several reasons for this, namely, agriculture is considered unsustainable, limited access to land and capital, and lack of other support for the younger generation. In order for the younger generation to be interested in the world of agriculture, they must obtain a good education. So, the government must carry out efforts so that the younger generation is interested in agriculture and utilizes their entrepreneurial knowledge in agriculture through education.

Batam City is a province of the Riau Islands, its domain includes Rempang Island, Batam, Galang, and others (Kompas.com, 2022). The long journey taken by Batam City to become a developed region must be given extraordinary appreciation. The progress of Batam City has made the area embedded with various nicknames. One of the nicknames of Batam City is an industrial city (BP Batam, 2022). For the agricultural sector of Batam city, there are only a few regions that choose to be agricultural entrepreneurs. The government's plan is in line with "Law No. 18 of 2012 concerning Food Security, so the Batam City government has made a plan to develop an integrated agricultural area in Subang Mas Village, Galang District, which is concentrated on two islands, namely Subang Mas Island and Kinun Island" (Food Security and Agriculture Office, 2022).

Therefore, it takes a stage for an educational institution to realize students who have an entrepreneurial spirit. In the form of an increase in business intention in the realm of students, then in this way, students can realize a job reference. Rather, individuals with the intention of trying to have maximum willingness and maturity for the efforts organized are more than individuals who do not have this (Liana, 2017). One of the factors that affects the entrepreneurial intention of Generation Z in the agricultural sector is entrepreneurship education (Lestari & Trisnadi) explained: " Entrepreneurship education can shape the mindset, attitude, and behavior in students to become a true entrepreneur so that they lead them to choose entrepreneurship as a career choice". Lalu (Prihantoro & Syamsu, 2016) "Entrepreneurship education in general is an educational process that applies principles and methodologies towards the formation of life skills in students through an integrated curriculum developed on campus". Then entrepreneurial motivation also affects entrepreneurial intentions, according to (Robbins & Judge, 2011) "Motivation is one of the success factors of an entrepreneur in running his business, the greater the motivation he has, the greater the success achieved". Through Stephen P Robbins, "motivation has three main elements, namely intensity, direction, and individual perseverance in achieving goals, where self-motivation will grow positively if the integrity between intensity, direction, and perseverance in achieving goals can be realized". The family environment is one of the factors that encourage entrepreneurship. Through (Marini & Hamidah, 2014) "The family environment is the closest social environment of an entrepreneur, which plays a very large role in shaping the character,

including the entrepreneurial character of a child". Through Hamidah and Marini (2014) "in the family environment, a child gets inspiration and entrepreneurial support from the family, and there are activities in the family that mean learning entrepreneurship".

RESEARCH METHOD

A research variable is an attribute or trait or value of a person, object or activity that has a certain variation that is determined to be studied and drawn conclusions. In this study, there are two variables used, namely the independent variable and the dependent variable.

The research variables used were independent variables or independent variables (X), namely education, entrepreneurial motivation, and family environment and dependent variables (Y) or bound variables, namely entrepreneurial intentions. The conceptual framework of this research can be seen in Figure 1.
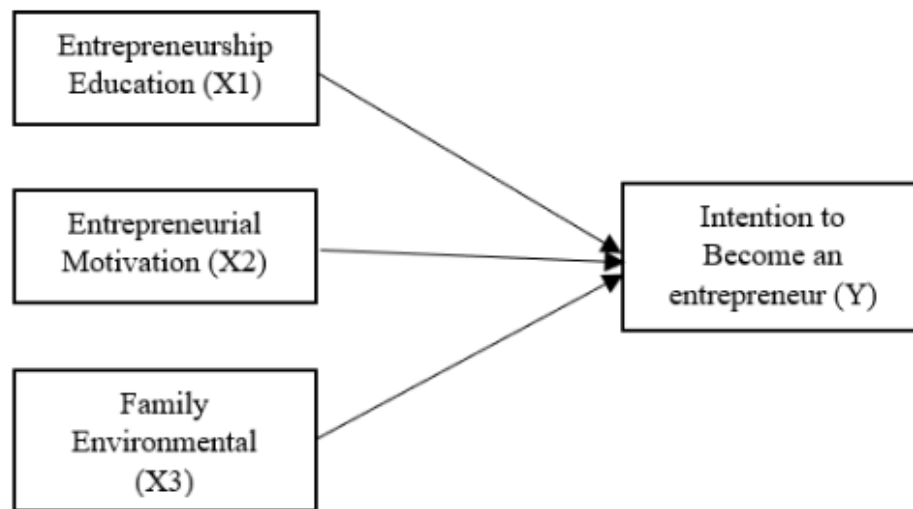
Figure 1. Conceptual Framework of the Research

The population used in this study is most of the universities in Batam City that have a concentration of knowledge in the field of Management such as Batam State Polytechnic, Riau Islands University, Ibnu Sina Batam University and Putra Batam University, where the total respondents used were 200 respondents, in this study a sample was drawn using the Nonprobability Sampling technique, namely using Quota Sampling.

The technique of determining the number of samples is based on the requirements and stages using factor analysis (AF) In terms of the number of respondents, Crocker and Algina (Algina & Crocker, 1986) stated that for the sake of stability, a minimum of 200 respondents is needed. Based on the data above, in this study the researcher used a sample of 200 samples. where each University has 50 respondents.

This study uses a data management technique in the form of factors (AF) using SPSS 26 tools. The test is carried out to ensure that the details drive the factors related to this assessment. (Ferguson & Takane, 1989) says "this test produces a number of factors that can explain or be an indicator of a variable where the factor occurs because the structural properties are in a relationship". Through this assessment, the measurement of variables first analyzes the items of each coordinator using descriptive tests, validity and reliability tests. After that, a classical assumption test was carried out, namely normality, multicollinearity and heteroscceticness as well as a hypothesis test of factor analysis as a technique in analyzing data.

RESULTS AND DISCUSSION
Validity Test

The validity test uses a significance level of $\alpha = 5\%$, the questionnaire item is said to be valid if r counts > r table; and vice versa (Ghozali, 2013). The results of the validity test on the entrepreneurship education variable can be seen in Table 1, then the results of the validity test on the entrepreneurial motivation variable can be seen in Table 2, the results of the validity test on the family environment variable can be seen in Table 3, and the results of the validity test on the variable of intention to become an entrepreneur can be seen in Table 4.

Table 1. Results of the Validity Test of Entrepreneurship Education Variables

Item No.	r count	r table	Results
1	0,787	0,139	Valid
2	0,896	0,139	Valid
3	0,824	0,139	Valid

Source: Prepared by the Author (2023)

Table 2. Results of the Validity Test of Entrepreneurial Motivation Variables

Item No.	r count	r table	Results
1	0,520	0,139	Valid
2	0,615	0,139	Valid
3	0,735	0,139	Valid
4	0,689	0,139	Valid
5	0,722	0,139	Valid
6	0,718	0,139	Valid
7	0,834	0,139	Valid
8	0,755	0,139	Valid

Source: Prepared by the Author (2023)

Table 3. Results of the Validity Test of Family Environmental Variables

Item No.	r count	r table	Results
1	0,819	0,139	Valid
2	0,835	0,139	Valid
3	0,816	0,139	Valid
4	0,846	0,139	Valid
5	0,847	0,139	Valid

Source: Prepared by the Author (2023)

Table 4. Results of the Validity Test of Variable Intention to Become an entrepreneur

Item No.	r count	r table	Results
1	0,849	0,139	Valid
2	0,898	0,139	Valid
3	0,870	0,139	Valid

Source: Prepared by the Author (2023)

Through the table above regarding the validity test, it can be observed if all the variable statement items (X1), (X2), (X3) and (Y) are said to be valid because r calculates > r table of 0.139.

Reliability Test

This test can be measured using Cronbach Alpha, where the data is called reliable when Cronbach Alpha is 0.6 or vice versa. The results of the reliability test can be seen in Table 5.

Table 5. Reliability Test Results

Variabel	Cronbach's Alpha	Koefisien Cronbach's Alpha	Status
Entrepreneurship Education (X1)	0,781	0,60	Reliabel
Entrepreneurial Motivation (X2)	0,850	0,60	Reliabel
Family Environtment (X3)	0,885	0,60	Reliabel
Intetion to becomean entrepreneur (Y)	0,843	0,60	Reliabel

Source: Prepared by the Author (2023)

Descriptive Statistics

The descriptive analysis of the respondents was an exposure from the acquisition of primary data collection, including questionnaire who had been grouped by gender, age, semester, and had their own business. The results of the respondents' descriptive test based on gender can be seen in Table 6, then the results of the respondents' descriptive test based on age can be seen in Table 7, and the results of the respondents' descriptive test based on semester can be seen in Table 8, the results of the respondents' descriptive test based on having their own business can be seen in Table 9.

Table 6. Results of the respondents' descriptive test based on gender

No.	Gender	frequency	Percent
1	Female	134	67%
2	Male	66	33%
	Total	200	100%

Source: Prepared by the Author (2023)

Table 7. Results of the respondents' descriptive test based on age

No.	Age	frequency	Percent
1	17 – 21 yrs	86	43%
2	21 – 26 yrs	114	57%
	Total	200	100%

Source: Prepared by the Author (2023)

Table 8. Results of the respondent's descriptive test by semester

No.	Semester	frequency	Percent
1	2	7	3%
2	4	46	23%
3	6	103	52%
4	8	44	22%
	Total	200	100%

Source: Prepared by the Author (2023)

Table 9. Results of the respondent's descriptive test based on having a business

No.	Having an Independent Business	frequency	Percent
1	Yes	42	21%
2	No	158	79%
	Total	200	100%

Source: Prepared by the Author (2023)

Results of Variable Descriptive Test

Table 10. University of Riau Islands

Riau Islands University Descriptive Statistics

	N	Min	Max	Mean	Std. Deviation
Entrepreneurship Education	50	3	11	7,50	1,887
Entrepreneurial Motivation	50	15	29	23,78	3,125
Family Environtment	50	6	20	13,48	3,125
Intetion to becomean entrepreneur	50	4	10	6,76	1,880
Valid N (listwise)	50				

Source: Prepared by the Author (2023)

Table 11. Putra Batam University

Putra Batam University Descriptive Statistics

	N	Min	Max	Mean	Std. Deviation
Entrepreneurship Education	50	3	12	7,42	2,295
Entrepreneurial Motivation	50	19	32	23,78	3,241
Family Environtment	50	6	20	12,68	3,371
Intetion to becomean entrepreneur	50	3	12	7,78	2,501
Valid N (listwise)	50				

Table 12. Batam State Polytechnic

Batam State Polytechnic Descriptive Statistics

	N	Min	Max	Mean	Std. Deviation
Entrepreneurship Education	50	3	12	7,66	2,370
Entrepreneurial Motivation	50	11	31	23,78	4,287
Family Environtment	50	7	19	12,36	3,718
Intetion to becomean entrepreneur	50	6	12	7,64	1,562
Valid N (listwise)	50				

Source: Prepared by the Author (2023)

Table 13. Ibnu Sina University Batam

Ibnu Sina University Descriptive Statistics

	N	Min	Max	Mean	Std. Deviation
Entrepreneurship Education	50	4	12	8,52	1,919
Entrepreneurial Motivation	50	14	32	24,06	4,216
Family Environtment	50	5	20	14,90	2,901
Intetion to becomean entrepreneur	50	4	12	7,82	2,047
Valid N (listwise)	50				

Source: Prepared by the Author (2023)

Through the acquisition of the test, an overview of the distribution can be given in the form of:
Each university has different values, and each university has different minimum, maximum, and average values as well as its standard deviation (the level of data distribution). Overall, these data show that there are significant differences between universities in terms of the variables tested, which indicates there is variation in the data.

Results of the Classic Assumption Test
A. Normality Test
Probability-based decision-making basis:
a. If the probability of sig > 5% Ho is accepted, the data spreads normally.
b. If the probability of a sig < 5% Ho is rejected, the data spreads abnormally

Table 14. Normality Test Results
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		200
Normal Parameters[a,b]	Mean	0,0000000
	Std. Deviation	2,01893746
Most Extreme Differences	Absolute	0,032
	Positive	0,032
	Negative	-0,026
Test Statistic		0,032
Asymp. Sig. (2-tailed)		0,200[c,d]

Source: Prepared by the Author (2023)

Through the table, it is observed that the statistical value of the Kolmogorov-Smirnov test shows Asymo.Sig (2-tailed) of 0.200 > 0.05 so that it does not reject Ho if the data spreads normally.

B. Multicollinearity Test
a. If the VIF > 10 so Ho is rejected (experienced multicollinearity).
b. If the VIF < 10 so that Ha is accepted (no multicollinearity).
Through the acquisition of data, the test table was obtained, which can be seen in Table 15.

Table 15. Multicollinearity Test
Coefficiens[a]

Model	Collinearity Statistics	
	Tolerance	VIF
1 (Constant)		
Entrepreneurship Education	0,953	1,050
Entrepreneurial Motivation	0,999	1,001
Family Environtment	0,952	1,051

Source: Prepared by the Author (2023)

Based on the table, it is observed that the VIF value of the entrepreneurship education variable (X1) is 1.050, entrepreneurial motivation (X2) is 1.001 and family environment (X3) is 1.051 which means that the VIF value per variable < 10. The tolerance value of each variable in the form of (X1) is 0.953, (X2) 0.999 and (X3) 0.952 which means that the tolerance value of each variable > 0.1 so that Multicollinearity is not experienced.
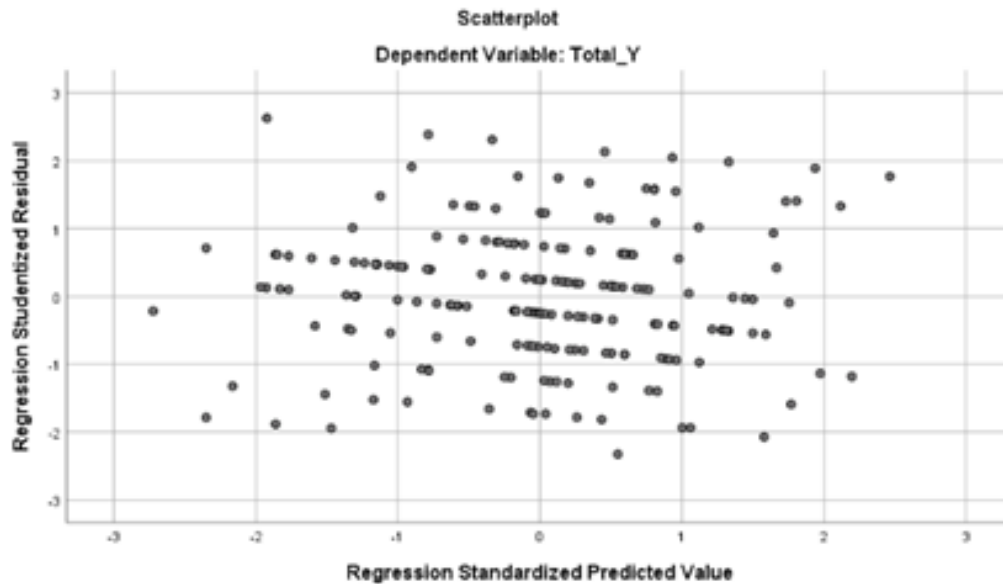
C. Heteroscedasticity Test
Decision conditions:
If the scatter plot is obtained, showing a pattern and sig < 0.05, Ho is rejected, there is heteroscedasticity.
If the scatter plot is obtained, it does not show a pattern and the sig > 0.05, Ho is accepted, there is no heteroscedasticity. There are test results in the form of:

Table 16. Heteroscedasticity Test

Variable	Significance	Decision
Entrepreneurship Education	0,142	Homoscedastic
Entrepreneurial Motivation	0,539	Homoscedastic
Family Environment	0,063	Homoscedastic

Source: Prepared by the Author (2023)

Picture 2. Heteroscadastivity Test

The results of the Glejser test showed that the significance value for each independent variable in the regression model equation to the residual absolute value > 0.05. Thus, it can be concluded that the data is homoscedastic.

Factor Analysis

A. Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy and Bartletts Test

Table 17. KMO and Bartletts Test

Kaiser-Meyer-Olkin Measure Od Sampling Adequacy.		770
Bartlett's Test of Sphericity	Approx. Chi-Square	1917,721
	df	171
	Sig.	0,000

Source: Prepared by the Author (2023)

From the results of the table above, it shows that the output of SPSS 26 is found to be KMO of 0.770 > 0.50 and the sig Bartletts Test of Sphericity is in the form of 0.000 < 0.05, in short, if the factor analysis is suitable to be used to summarize the set of variables because the KMO is between 0.5 - 1 and the sig Bartletts Test of Sphericity below the sig level (α) used can mean that if the analysis of the right factor is suitable for use

B. Measure of Sampling Adequacy (MSA)

Observed through the table below, it can be concluded that 19 variable indicators have an MSA value of > 0.5, so all indicators have the desired correlation, so they can meet the criteria for testing factor analysis. Based on the Communalities Results Table below, it shows that the value of the variables studied can describe the factors and whether

they are not. The variable is said to be able to describe if the Extraction > 0.50. Through the acquisition, Extraction is observed for all variables above 0.50. In conclusion, all variables can be used to describe factors.

Table 18. Measure of Sampling Adequacy

Item	Anti-image Matrices
X1	,690a
X2	,610a
X3	,689a
X4	,720a
X5	,720a
X6	,838a
X7	,838a
X8	,861a
X9	,785a
X10	,807a
X11	,787a
X12	,801a
X13	,766a
X14	,774a
X15	,792a
X16	,883a
X17	,780a
X18	,635a
X19	,700a

Source: Prepared by the Author (2023)

Table 19. Communalities
Communalities

Item	Initials	Extractions
X1	1,00	0,682
X2	1,00	0,832
X3	1,00	0,635
X4	1,00	0,705
X5	1,00	0,795
X6	1,00	0,592
X7	1,00	0,675
X8	1,00	0,533
X9	1,00	0,771
X10	1,00	0,748
X11	1,00	0,761
X12	1,00	0,703
X13	1,00	0,729
X14	1,00	0,660
X15	1,00	0,705
X16	1,00	0,701
X17	1,00	0,736
X18	1,00	0,821
X19	1,00	0,738

Source: Prepared by the Author (2023)

C. Total Variance Explained

The total factors to be made are determined by implementing a combination of some of the conditions in order to obtain the total factor requirements that are very consistent with the study. The total variance explained results can be seen in the table below.

Table 20. Total Variance Explained

Faktor	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% Of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4,105	21,604	21,604	4,105	21,604	21,604
2	3,817	41,693	41,693	3,817	20,089	41,693
3	2,23	11,737	53,429	2,23	11,737	53,429
4	1,89	9,948	63,377	1,89	9,948	63,377
5	1,481	7,792	71,17	1,481	7,792	71,17
6	0,794	4,18	75,349			
7	0,641	3,373	78,722			
8	0,606	3,189	81,911			
9	0,485	2,552	84,464			
10	0,45	2,368	86,832			
11	0,398	2,096	88,927			
12	0,349	1,839	90,767			
13	0,334	1,757	92,524			
14	0,32	1,682	94,206			
15	0,273	1,437	95,643			
16	0,266	1,4	97,043			
17	0,22	1,16	98,203			
18	0,175	0,919	99,122			
19	0,167	0,878	100			

Source: Prepared by the Author (2023)

The initial requirement is in the form of an eigen. Factors that have an eigenity above 1 are to be consistent and factors that have an eigenity below 1 are not used in the model. Through the table, it was found that the eigens were above 1 to 1 and 5 factors. In terms of conditions, it is found that the total factors used are 5. Scree plot in the form of a plot of eigenvalues in the total extracted factors. By observing the value of the component point > 1. Through this description above at 5 points and below the scree plot has a value of >1, meaning that if there are 5 factors that make up.
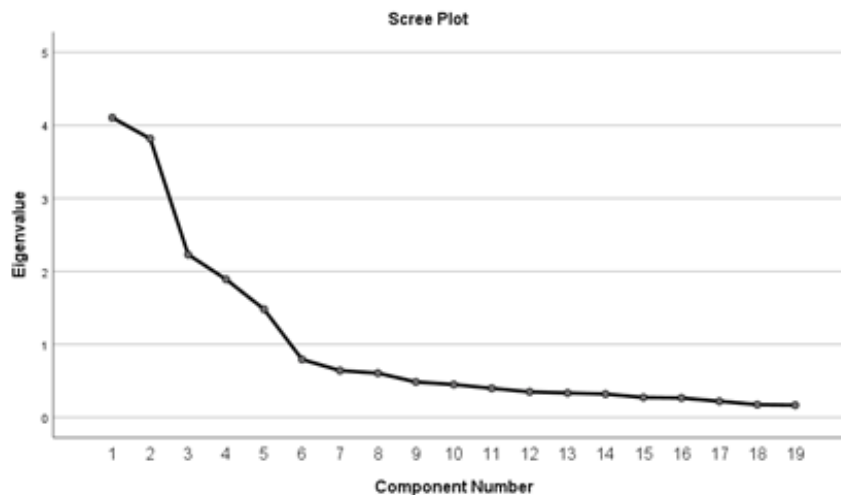
Figure 3. Scree Plot

D. Component matrix

After observing if the 5 factors are a good total, so that the table shows the spread of the 19 variables against the five factors that are realized but the number is in the form of the loading factor, showing the amount of correlation between a variable in factors 1 to 5. The stage of the application is to be included in which factor, a comparison of the amount of correlation of each line is carried out. It can be observed through the table below.

Table 21. Component matrix
[a]**Component**

Item	1	2	3	4	5
X1	0,168	0,381	0,188	0,637	0,258
X2	0,132	0,379	0,331	0,746	0,064
X3	0,256	0,302	0,25	0,645	-0,009
X4	0,391	-0,268	-0,254	0,012	0,645
X5	0,475	-0,303	-0,098	-0,159	0,666
X6	0,665	-0,279	0,034	0,01	0,265
X7	0,648	-0,265	0,081	0,08	-0,414
X8	0,631	-0,354	-0,051	-0,08	0,015
X9	0,673	-0,324	0,098	-0,105	-0,439
X10	0,786	-0,349	0,076	0,045	-0,042
X11	0,752	-0,297	0,22	0,072	-0,233
X12	0,314	0,68	-0,321	-0,196	0
X13	0,36	0,693	-0,307	-0,146	-0,061
X14	0,372	0,666	-0,266	-0,081	0,015
X15	0,397	0,684	-0,259	-0,107	-0,03
X16	0,397	0,664	-0,297	-0,053	-0,107
X17	0,125	0,393	0,673	-0,296	0,16
X18	0,034	0,357	0,745	-0,366	0,054
X19	0,141	0,327	0,666	-0,392	0,123

Source: Prepared by the Author (2023)

E. Rotated Component Matrix

Table 22. Rotated Component Matrix
Component

Item	1	2	3	4	5
X1	-0,088	0,145	0,046	0,798	0,116
X2	-0,006	0,059	0,08	0,901	-0,098
X3	0,141	0,109	0,033	0,773	-0,071
X4	0,085	0,017	-0,159	0,008	0,820
X5	0,178	-0,013	0,045	-0,086	0,868
X6	0,522	0,024	0,046	0,062	0,560
X7	0,815	0,035	-0,063	0,053	-0,052
X8	0,621	0,018	-0,059	-0,092	0,367
X9	0,868	0,028	0,014	-0,121	-0,038
X10	0,788	0,010	-0,005	0,073	0,349
X11	0,849	-0,019	0,083	0,123	0,132
X12	-0,051	0,834	0,067	-0,006	0,025
X13	0,011	0,851	0,055	0,044	-0,018
X14	0,003	0,800	0,064	0,118	0,046
X15	0,038	0,828	0,082	0,100	0,015
X16	0,075	0,824	0,008	0,118	-0,045

	Component				
Item	**1**	**2**	**3**	**4**	**5**
X17	-0,019	0,110	0,843	0,117	0,006
X18	-0,021	0,034	0,897	0,036	-0,119
X19	0,033	0,089	0,854	0,007	0,006

Source: Prepared by the Author (2023)

It shown that the value of the loading factor was relative and worthy of interpretation. All variables already have a large loading factor for one factor and have a relatively minimal loading factor for other factors.

F. Grouping and Interpretation of Factors.

Table 23. Results of Factor 1 Grouping

Item	Variable Extraction Result	Factor Loading	Matrix Components
X2.4	I believe in earning a lot of income through entrepreneurship	0,815	
X2.5	I want to create jobs for others	0,621	
X2.6	Entrepreneurship will improve my economic situation	0,868	1
X2.7	I am confident of becoming a successful entrepreneur who has many employees	0,788	
X2.8	The business I am running will make a big profit	0,849	

Source: Prepared by the Author (2023)

Table 24. Results of Factor 2 Grouping

Item	Variable Extraction Result	Factor Loading	Matrix Components
X3.1	My parents are supportive if I become an entrepreneur	0,834	
X3.2	My parents would be happy if I became an entrepreneur	0,851	
X3.3	My parents freed me to be an entrepreneur to help my family's economic limitations	0,800	2
X3.4	My parents provide experience in entrepreneurship	0,828	
X3.5	My parents instilled honesty and discipline in entrepreneurship	0,824	

Source: Prepared by the Author (2023)

Table 25. Results of Factor 3 Grouping

Item	Variable Extraction Result	Factor Loading	Matrix Components
Y1	I have a high intention to become an entrepreneur	0,843	
Y2	I have the intention to become an entrepreneur in the agricultural sector	0,897	3
Y3	I prefer to be an entrepreneur rather than another job	0,854	

Source: Prepared by the Author (2023)

Table 26. Results of Factor 4 Grouping

Item	Variable Extraction Result	Factor Loading	Matrix Components
X1.1	Entrepreneurship education on my campus has fostered a desire to be entrepreneurial	0,798	
X1.2	Entrepreneurship education provides knowledge and insight about the business world	0,901	4
X1.3	Entrepreneurship education has fostered awareness of business opportunities	0,773	

Source: Prepared by the Author (2023)

Table 27. Results of Factor-5 Grouping

Item	Variable Extraction Result	Factor Loading	Matrix Components
X2.1	I will open a new business after learning entrepreneurship	0,820	
X2.2	I tried hard to create a new business	0,868	5
X2.3	I was challenged to face the difficulties of entrepreneurship	0,560	

Source: Prepared by the Author (2023)

As seen in the table above, each variable indicator has the highest loading factor as follows:
Factor 1 (X2.6) is dubbed the factor of increasing the economy.
Factor 2 (X3.2) is dubbed the Decision Factor.
Factor 3 (Y2) is dubbed the Interest Factor.
Factor 4 (X1.2) is dubbed the Entrepreneurial Education Factor.
Factor 5 (X2.2) is dubbed the Entrepreneurial Confidence Factor.

It can be concluded that each factor has the results of the latest factors that are more influential than the Entrepreneurial Intention of the Generation Z Agricultural Sector, namely economic improvement factors, decision-making factors, interest factors, entrepreneurial education factors, entrepreneurial belief factors. Economic motivation serves as the main driver, but its success is strongly influenced by decision-making ability, personal interest, entrepreneurial knowledge, and most importantly, self-confidence.

All of these findings align with leading entrepreneurial theories, which suggest that entrepreneurial intentions are shaped by an interaction of psychological, cognitive, and environmental factors. Therefore, to foster Generation Z's involvement in the agricultural sector, collective efforts are needed to strengthen these five aspects through educational policies, financial support, practical training, and the development of a supportive entrepreneurial ecosystem.

CONCLUSION

It can be concluded that factor 1 has a new factor that comes from the highest loading factor, namely the economic increase factor that more affects the entrepreneurial intention of the agricultural sector of generation Z (Gen Z) in management students who have received entrepreneurship courses.

Factor 2 has a new factor that comes from the highest loading factor, namely the decision-making factor that more affects the entrepreneurial intention of the agricultural sector generation Z (Gen Z) in management students who have received entrepreneurship courses.

Factor 3 has a new factor that comes from the highest loading factor, namely the interest factor that more affects the entrepreneurial intention of the agricultural sector of generation Z (Gen Z) in management students who have received entrepreneurship courses.

Factor 4 has a new factor that comes from the highest loading factor, namely the entrepreneurial education factor which more affects the entrepreneurial intention of the agricultural sector generation Z (Gen Z) in management students who have received entrepreneurship courses.

Factor 5 has a new factor that comes from the highest loading factor, namely the entrepreneurial belief factor which more affects the entrepreneurial intention of the agricultural sector generation Z (Gen Z) in management students who have received entrepreneurship courses.

Among the new factors that exist, the factor that has the largest correlation value or loading factor is the entrepreneurial education factor, so it is hoped that this factor will be more widely used in the future for further research. For the next research, it is hoped that it can research more deeply about the factors of economic improvement, decisions, interests, educational sciences and entrepreneurial beliefs towards the research on entrepreneurial intentions in the agricultural sector of the next generation Z (Gen Z).

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