

The Effect of Entrepreneurial Motivation and Student Self-Efficacy on Entrepreneurial Interest

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ABSTRACT

Background: Motivation is very important for entrepreneurs. Besides motivation, self-efficacy will also affect entrepreneurial interest. Confidence supported by confidence based on self-assessment is very important for prospective entrepreneurs.

Purpose. The purpose of this research is to ascertain how entrepreneurial motivation variables and self-efficacy individually/partially or jointly or simultaneously on entrepreneurial interest.

Method: This kind of quantitative research aims to show empirically the effects of self-efficacy on entrepreneurial interest, motivation on entrepreneurial interest, and the combined effects of self-efficacy and motivation on entrepreneurial interest. The sample of 103 respondents utilized for purposive sampling, which was used to define the population, consisted of 50 students from class 21a1 of the RMIK study program and 9 students from the Faculty of Health Sciences of the ARS study program. There are 44 students in total in Class 22A1 of the Faculty of Law and Business. Data analysis for multiple linear regression utilizing conventional assumptions and statistical tests.

Findings: The conclusions obtained show that there is a partial influence of entrepreneurial motivation has a significant positive effect on entrepreneurial interest, self-efficacy has a significant positive effect on entrepreneurial interest, motivation and self-efficacy simultaneously or together have a significant positive effect on entrepreneurial interest. The determination coefficient of 0.852 means that the variability of the influence of entrepreneurial motivation and self-efficacy on entrepreneurial interest is 85.2% while the remaining 14.8% is influenced by other variables that are not a research model.

Conclusions: Self-efficacy has a greater effect than entrepreneurial motivation.

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KEYWORDS

Interest in Entrepreneurship, self-efficacy, motivation, student

INTRODUCTION

David McClelland said that a country enters the realm of prosperity, at least 2% are entrepreneurs. Indonesia in 2010 was still 0.24% or 570,339 people, through various efforts such as the National Entrepreneurship Movement (GKN) in February 2011. After this GKN, Indonesia has only reached 1.56% or a total of 3744 million entrepreneurs and is still below neighboring countries such as Singapore, South Korea, Malaysia, and Thailand. The number of Indonesia entrepreneurs is very far when compared to Japan,

China and the United States. The government is pursuing the 2024 national entrepreneurship ratio target of 3.9% by increasing and strengthening entrepreneurship, especially among youth [1]. At least, Indonesia under Jokowi's leadership will reach 3.47% in 2023 [2]; Saryadi et al., 2024). As many as 17% of university alumni are interested in becoming entrepreneurs [3]; [4].

Interest can grow and develop according to influencing factors [5]. The desire or encouragement for someone to launch and manage their own company is known as entrepreneurial interest. Factors that can affect an interest in entrepreneurship include: Desire to be Independent, Expressing Innovation Creativity, Courage to Take Risks, Motivation to Achieve Success, Ability to Identify Opportunities, Management Skills, Environmental and Educational Influences and also others. Interest in entrepreneurship is a condition of psychological symptoms that has an impact on focus in the realization of becoming an entrepreneur.

The entrepreneurial spirit of alumni is a form of university responsibility. Students who graduate and have an entrepreneurial spirit are expected to be able to accelerate the increase in the number of young entrepreneurs who are entrepreneurs. In the BPS data, as 653,586 alumni who were business owners in August 2015; this number rose to 695,304 in February 2016.

Interest will increase motivation in an effort to take advantage of the best opportunities. Entrepreneurial interest is one psychological indicator that prompts someone to focus on entrepreneurship. Specialization in entrepreneurship can be caused by internal and external factors [6]. Self-esteem, motivation and aspirations, sentiments and emotions, and income are examples of internal influences and external such as family and community settings, education, knowledge and opportunity. Internal factors are more strongly influencing specialization in entrepreneurship than external. Building interest or willingness to become an entrepreneur goes through various processes and the results of interaction of many factors and one of the factors is a person's personality. The inhibition of the formation of entrepreneurship from university alumni is due to the influence of a mindset regarding entrepreneurship education that is not supportive and the influence of education oriented to the achievement of academic grades of graduates who have not comprehensively maximized student potential in the formation of values and entrepreneurial character internal include self-esteem, motivation and goals, sentiments and emotions, and income. external elements include the family and community environments, opportunities, information, and education.

Internal factors are more strongly influencing specialization in entrepreneurship than external. Building interest or willingness to become an entrepreneur goes through various processes and the results of interaction of many factors and one of the factors is a person's personality. The inhibition of the formation of entrepreneurship from university alumni is due to the influence of a mindset regarding entrepreneurship education that is not supportive and the influence of education oriented to the achievement of academic grades of graduates who have not comprehensively maximized student potential in the formation of values and Internal components of entrepreneurial character include drive and ideals, self-esteem, feelings and emotions, and income.

External factors such as family and community settings, education, opportunities and knowledge. Internal factors are more strongly influencing specialization in entrepreneurship than external. Building interest or willingness to become an entrepreneur goes through various processes and the results of interaction of many factors and one of the factors is a person's personality. The inhibition of the formation of entrepreneurship from university alumni is due to the influence of a mindset regarding entrepreneurship education that is not supportive and the influence of education oriented to the achievement of academic grades of graduates who have not comprehensively maximized student potential in the formation of values and entrepreneurial character Internal factors include feelings and emotions, income, motivation and ideals, and self-esteem. External factors such as family environment, community environment, opportunities, education and knowledge. Internal factors are more strongly influencing specialization in entrepreneurship than external. Building interest or willingness to become an entrepreneur goes through various processes and the results of interaction of many factors and one of the factors is a person's personality. The inhibition of the formation of entrepreneurship from university alumni is due to the influence of a mindset regarding

entrepreneurship education that is not supportive and the influence of education oriented to the achievement of academic grades of graduates who have not comprehensively maximized student potential in the formation of values and entrepreneurial character [7]. Therefore, it is necessary to strengthen the motivation of students in the world of entrepreneurship.

Motivation needs the support of competence [8]. Student entrepreneurial motivation can be accelerated through various activities such as visits to the business world and industry, the practice of making products that increase added value, bazaar activities, marketing practices, successful implementation in the use of digital marketing and so on. Motivation can be a driving force in behavior [9], [10]. Entrepreneurial motivation is an inner form in strengthening the will in entrepreneurship. Motivation can be connected to work results [11]. Therefore, motivation can affect on entrepreneurship interest [12].

Internal motivation becomes work spirit from within a person while external motivation becomes work spirit that comes from a person's external encouragement [8].

Motivation in entrepreneurship is very important in the formation of entrepreneurial interest [13]. Student motivation in learning entrepreneurship more seriously will foster an entrepreneurial spirit. Self-efficacy in retirement preparation employees provides an effective contribution of 55.7% to entrepreneurial interest [14]. Self-efficacy is an individual's internal conviction about their capacity to perform particular tasks [15]. Self-efficacy is an individual's evaluation of their own ability to handle activities, obligations, and issues. Interest in entrepreneurship is significantly influenced by self-efficacy [4]; [16].

This study presents empirical evidence related to student motivation and self-efficacy in specializing in the entrepreneurial process in some students at the Faculty of Health Sciences and the Faculty of Law, Duta Bangsa University of Surakarta.

Conceptual desain

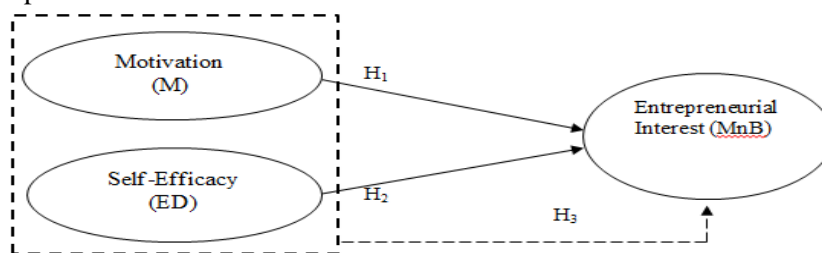


Figure 1. Conceptual desain

From the Conceptual desain, it seems necessary to provide empirical evidence in showing the existence of a thought that may have a partial influence of motivation on students' entrepreneurial interest from hypothesis 1, the simultaneous impact of the variables of motivation and student self-efficacy on entrepreneurial interest, as well as the partial influence of self-efficacy on students' entrepreneurial interest in hypothesis 2.

RESEARCH METHODOLOGY

The purpose of this sort of quantitative research is to present empirical information regarding the relationship between motivation and entrepreneurial interest, as well as the relationship between self-efficacy and entrepreneurial interest. 50 students from class 21a1 of the RMIK study program and 9 students from the Faculty of Health Sciences of the ARS study program made up the sample of 103 respondents used for purposive sampling, which was used to determine the population. Class 22A1 of the Faculty of Law and Business has 44 students in total. statistical tests, multiple linear regression, and traditional assumptions are used in data analysis.

Regression formula:

$$MnB = \beta_1 M + \beta_2 ED + \epsilon_i$$

MnB = Entrepreneurial Interest

ED = *Self-Efficiency*

M = Entrepreneurial Motivation

β_1, β_2 = Regression coefficient

ϵ_i = residual

RESULT AND DISCUSSION

Validity and Reliability

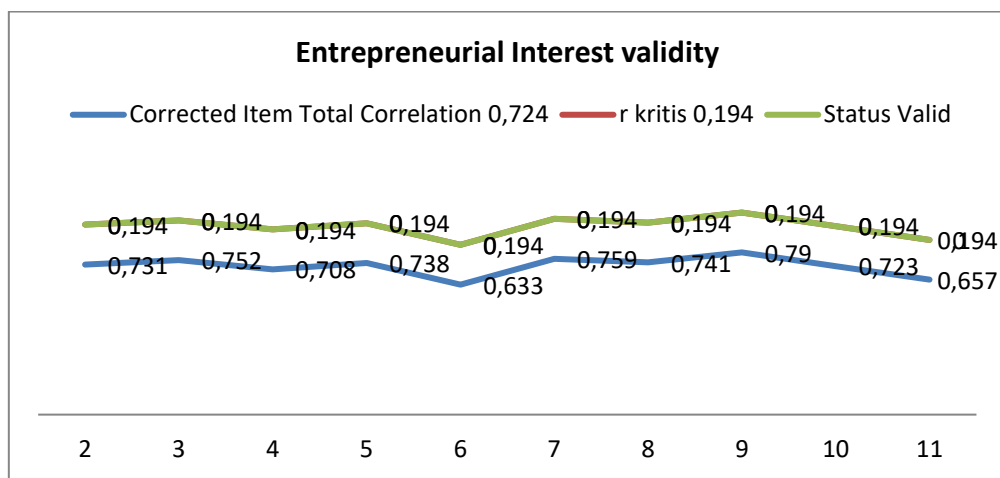


Figure 2. Validity of Entrepreneurial Interest

Source: Data processing, 2024

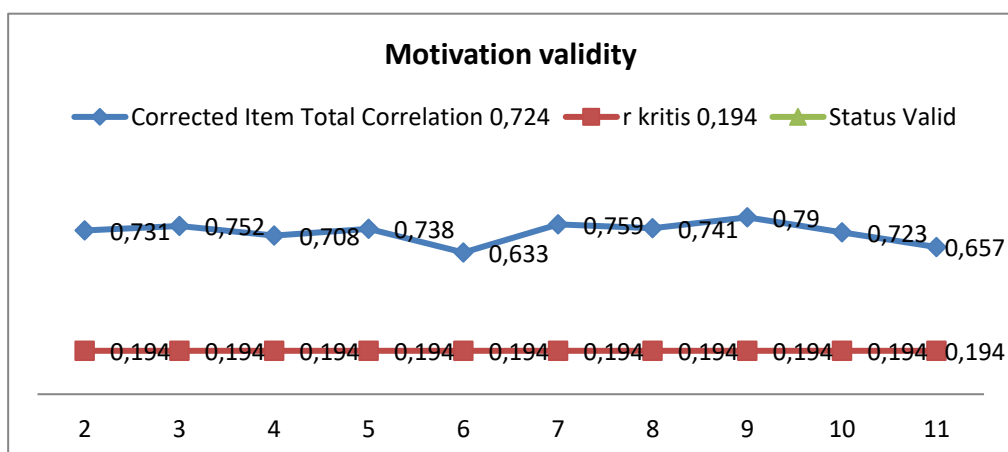


Figure 3. Validity of Entrepreneurial Motivation

Source: Data processing, 2024

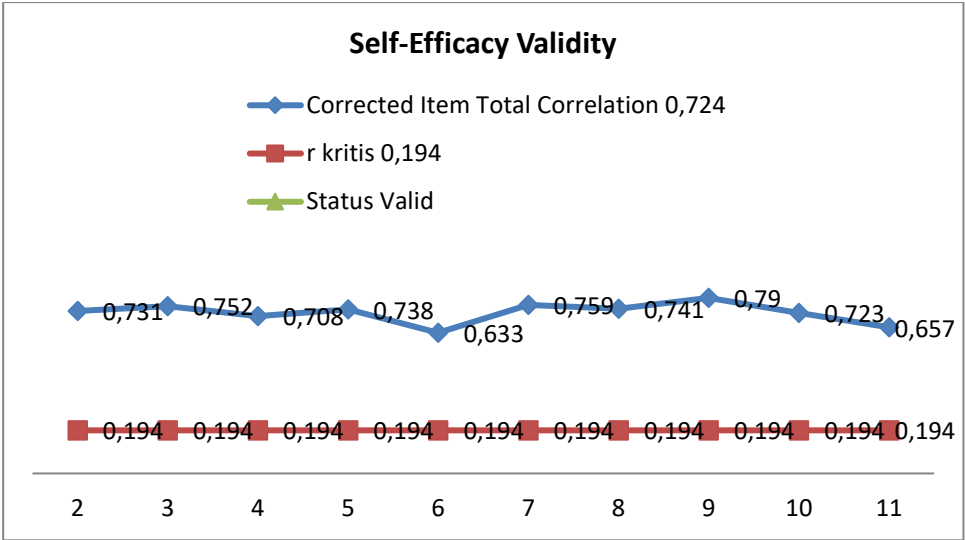


Figure 4. Results of Self-Efficacy Validity

Source: Data processing, 2024

From the validity test of several research variables, it is concluded that the items of the statement in this study are valid, because they are above the value of the r-table.

Table 1. Reliability Test Results

Variabel	Alpha Cronbach	Conclusion
Entrepreneurial Interest (MnB)	0,946	Reliable
Motivation (M)	0,927	Reliable
Self-efficacy (ED)	0,933	Reliable

The reliability test showed Cronbach's alpha from MnB; M; and ED 0.946 each; 0.927 and 0.933 are above 0.6. This result means that the variable MnB ; M; and ED is reliable.

Classic Assumptions

Table 2. Uji Autokorelasi

Model	Durbin-Watson
1	2,211

Source: Data Processing, 2023

The DW value obtained is 2.211, meaning that it is at $1.5 < DW = 2.211 < 2.5$ so it is said that there is no autocorrelation problem.

Table 3. Multicollinearity Test

Model	Tolerance	VIF
1 M	0,411	2,433
ED	0,411	2,433

Sumber: Olah Data, 2023

The multicollinearity test showed no problems related to multicollinearity.

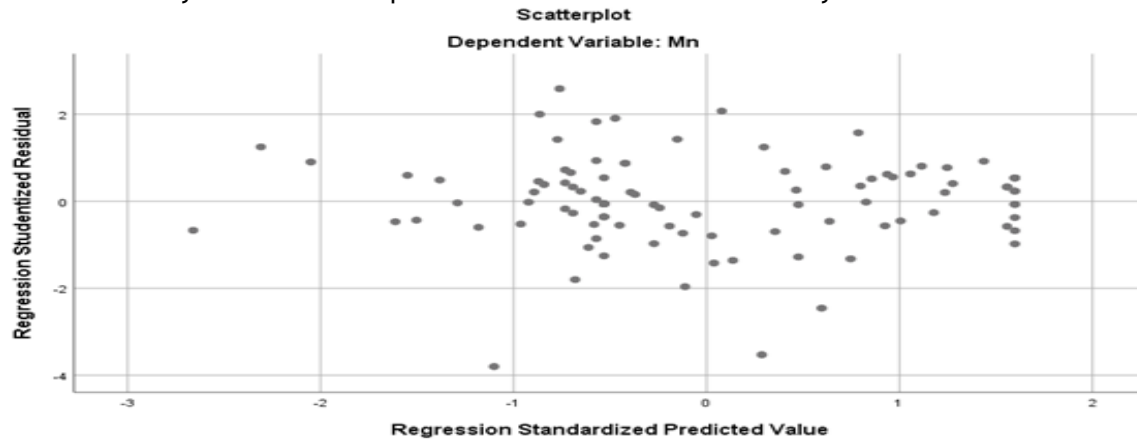


Figure 5. Heteroscedasticity Test

The scatterplot display shows no heteroskedasticity problems.

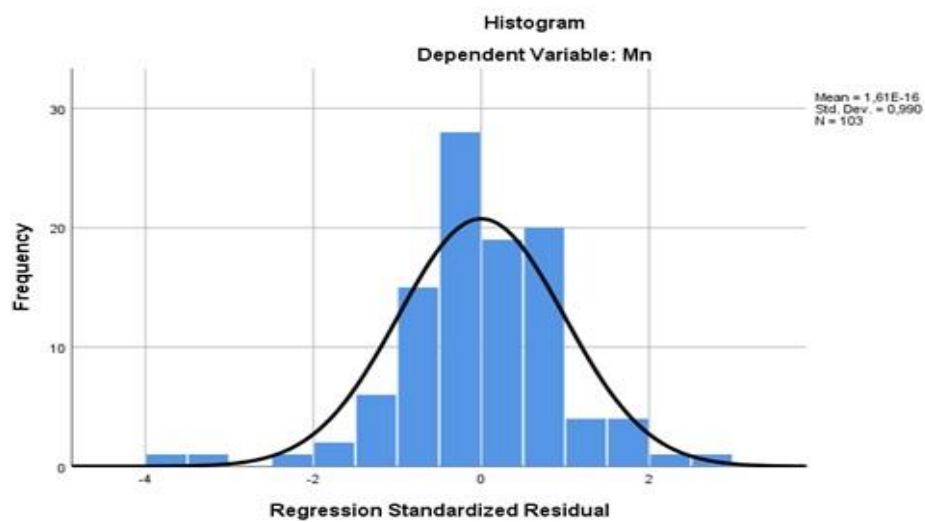


Figure 6. Normality Test

The data of this research is normal as shown in the histogram image above.

Table 4. Multiple linear regression and t-test.
Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	8,057	3,040		2,650	,009
	M	,322	,085	,229	3,804	,000
	ED	1,197	,098	,736	12,247	,000

Source: Data processing, 2023.

Regressions in this study:

$$MnB = 0,229 M + 0,736 ED + ei$$

(0,000) (0,000)

With a regression coefficient of 0.229 and a t-count value of 3.804, entrepreneurial drive significantly positively influenced students who went on to become respondents (significantly significant at $0.000 < 0.05$). Moreover, self-efficacy significantly increased entrepreneurial desire, as evidenced by a regression coefficient of 0.736, t-count of 12.247, and significance level of $0.000 < 0.05$. These findings demonstrate a substantial positive relationship between entrepreneurial curiosity and a partial measure of entrepreneurial motivation. In a similar vein, entrepreneurial interest is significantly positively impacted by the student self-efficacy component. Self-efficacy, as indicated by the regression coefficient or the t-count value, has a greater influence over motivation.

Table 5. Test F

Model	F	Sig.
Regression	287,042	,000 ^b

Source: Data Processing, 2023

Test results reveal that motivation and self-efficacy together have a considerable impact on students' entrepreneurial interest, with a value of $F = 287.042$ and a significance level of $0.000 < 0.05$.

Table 6. Coefficient of Determination

Model	R Square
1	0,852

R-square = 0.852, which indicates that students' entrepreneurial desire is influenced by self-efficacy variability and entrepreneurial motivation by 85.2%. Factors not included in the model constituted 14.8%.

DISCUSSION

The Effect of Motivation on Entrepreneurial Interest

The findings demonstrate that motivation positive significance impact on entrepreneurship interest. The regression coefficient value of 0,322 indicates a favorable effect. This encouraging indicator indicates that the rise in entrepreneurship interest is positively impacted by motivation. The motivation had a significance value of $0,000 < 0,05$. This indicates that the entrepreneurial motivation variable is significantly influenced by students' entrepreneurial interest because it is below the designated limit value, specifically with an error factor of 5%. Because entrepreneurial motivation has a positive effect, rising motivation will inevitably lead to rising student interest in entrepreneurship. These results support the research [4], [12], [17]

The Effect of Self-Efficacy on Entrepreneurial Interest

The findings demonstrate a substantial positive relationship between self-efficacy and entrepreneurial interest. There is just one direction of effect, as indicated by the positive sign of the regression coefficient of 0.736. The fact that the influence of self-efficacy factors on entrepreneurial interest is harmonious is demonstrated by this positive or unidirectional influence. With a significance level of $0.000 < 0.05$, the t-count value of $12.247 > t\text{-table} (1.660)$ indicates a substantial impact of students' self-efficacy on their interest in entrepreneurship. The study's findings [16] and [18] that self-efficacy significantly increases entrepreneurial interest are supported by the outcomes.

CONCLUSION

Research shows that there is an influence of motivation and self-efficacy on entrepreneurial interest, both partially and simultaneously. Coefficient of determination = 0.852. This means that the variability of the influence of motivation and self-efficacy on entrepreneurial interest is 85.2%. The remaining 14.8% was influenced by other variables that were not included in the research model. Self-efficacy has a greater effect than entrepreneurial motivation.

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