



The Influence of Entrepreneurial Motivation on Entrepreneurial Interest of UMM Students

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ABSTRACT

This study seeks to develop research on the concept of motivation and interest in entrepreneurship by students who are expected to become young entrepreneurs to support reducing unemployment and improving the country's economy. This study aims to examine the concept of entrepreneurial motivation on entrepreneurial interest in students at the University of Muhammadiyah Malang. The study population was 500 consisting of all students of the University of Muhammadiyah Malang class 2017. The number of samples used was 63 as respondents using the accidental sampling method for the sampling technique. The data is processed using SmartPLS 3.0. The results of the study indicate that entrepreneurship motivation has an effect on student interest in entrepreneurship at the University of Muhammadiyah Malang. That is, the stronger the entrepreneurial motivation, the stronger the student's entrepreneurial interest.

Introduction

The imbalance in the number of jobs and labor creates unemployment (Suratno et al., 2020; Wijayanto & Ode, 2019). The problem is ongoing which must be eradicated with appropriate action. According to Baskara & Has (2018) and Urfillah & Muflikhati (2017) that the unemployment problem can be started by changing people's mindsets, especially undergraduate graduates to create jobs by entrepreneurship rather than looking for work. In addition, Yanti (2019) stated that not all undergraduate graduates are absorbed by the world of work which makes students understand the importance of entrepreneurship better. Moreover, students as one of the elite groups of society are expected to be pioneers in developing an entrepreneurial spirit (Taufik et al., 2018).

The university as an educator for students to develop entrepreneurial spirit and interest needs to fully support it. The research by Amboningtyas et al (2019) supports that the university is responsible for educating, providing entrepreneurial skills and motivating students to dare to choose entrepreneurs as their careers. Active support is

also carried out by the government by providing trainers and entrepreneurial practices in an effort to grow and develop interest in entrepreneurship among students, thereby opening up their own employment or entrepreneurship (Dzul kifri & Kusworo, 2017; Firdaus & Hasanah, 2018; Setyawan, 2016). This is because the interest in entrepreneurship is not just owned by students, but needs to be nurtured and developed (Agusmiati & Wahyudin, 2019). Students need to be accompanied and continue to be emphasized to generate entrepreneurial interest so that they are able to be independent, develop new ideas and innovations, prosper the community and help the country's economy (Deri et al., 2016; Mutiarasari, 2018; Wahyudiono, 2017).

Based on the Central Governing Body of the Indonesian Young Entrepreneurs Association (BPP HIPMI) stated that statistical data for young entrepreneurs in Indonesia is still 3.4%, still far from the category of developed countries of 12-14%. This means that there are still many entrepreneurs needed in Indonesia where opportunities are still wide open for students. The existence of a strong entrepreneurial motivation from students can increase the number of young entrepreneurs in Indonesia (Abdullah & Septiany, 2019). Entrepreneurial motivation can also affect interest in entrepreneurship (Ranto et al., 2021). The greater the motivation possessed by students, the greater the effort to make it happen (Abdullah & Septiany, 2019). Without entrepreneurial motivation, it will be more difficult to move students to entrepreneurship, so it is necessary to build a strong entrepreneurial motivation in increasing students' interest in entrepreneurship. This research is still interesting to do, because there are still a large number of unemployed undergraduates and the small percentage for young entrepreneurs in Indonesia. So, further research is needed to determine the entrepreneurial motivation of students towards their interest in entrepreneurship.

Literature Review

Entrepreneurship Motivation

Entrepreneurs are people who have the ability to see and assess business opportunities, gather the resources needed to take advantage, create something of value, and be useful for themselves and others (Abdullah & Septiany, 2019; Perkasa et al., 2020). In addition, an entrepreneur must have the courage to take risks (Sahroh, 2018). The number of unexpected events that can occur when someone runs a business is often faced with a certain risk. In addition, entrepreneurial motivation is needed in entrepreneurship. Not only is it needed, motivation is also a driving force for individuals to do something in entrepreneurship, so that they become successful entrepreneurs (Agusmiati & Wahyudin, 2019; Daniel & Handoyo, 2021). According to Luzfia & Dwiarta (2021) motivation is used as a form of encouragement so that they can continue to be confident and believe in themselves. Everyone can start a certain business, but to survive under any conditions to achieve the success of that venture is rare. So, consistency in motivation must also be maintained. In line with the concept of motivational behavior by Fahlia & Mulyani (2018) that someone who is motivated has behavior that contains energy, has direction and can be maintained. Based on Syahril (2019) taken from Venessaar (2006) there are several indicators of entrepreneurial motivation, namely ambition for freedom, self-realization and pushing factors. In contrast to Ariyanti's research (2018) that the indicators of entrepreneurship are encouragement, stimulus and passion.

Entrepreneurship Interest

Entrepreneurship can be defined as the traits of courage, virtue, and exemplary in taking risks that stem from one's own abilities (Amboningtyas et al., 2019). A person's willingness in entrepreneurship comes from oneself without any coercion that makes

them motivated and challenged to start and run a business boldly (Ranto et al., 2021). In line with Atmaja & Margunani (2016) and Harie & Andayanti (2020) that entrepreneurial interest is someone's interest in creating a business by seeing opportunities, taking innovative and creative actions, and taking risks that can occur when running a business. Interest in entrepreneurship is not owned by everyone just like that. Interest needs to be developed in the individual (Aidha, 2016).

Entrepreneurial Motivation affects Entrepreneurial Interest

In this modern era, entrepreneurs have an important role in the employment sector (Munawar & Supriatna, 2018). This is because of their role in providing new jobs by utilizing abundant human resources or labor (Eliyana et al., 2020). In this case, it takes someone who is interested in becoming an entrepreneur, especially students. Actually, the interest in entrepreneurship in students is quite high, but several things (capital, failure and time) hinder them from starting a business (Kumara, 2020). One way to override their inhibitions is to provide entrepreneurial motivation. This entrepreneurial motivation can be provided through training and education by universities and the government with the aim of creating young entrepreneurs (Christanti, 2016). The relationship between entrepreneurial motivation and entrepreneurial interest is shown in several research results. The results of research Rahmawati & Zamroni (2019), Harie & Andayanti (2020), Septianti & Frastuti (2019) and Aqmala et al (2020) show that motivation affects interest in entrepreneurship.

H1: Entrepreneurial Motivation affects Entrepreneurial Interest

Method

This study uses PLS-SEM. In this study, the respondents were all students of the University of Muhammadiyah Malang class of 2017. The population in this study was the students of the University of Muhammadiyah Malang, class of 2017 as many as 500 people. Based on Suharsimi (2013) that the number of less than 100 can be taken entirely as a sample. Meanwhile, the population is greater than 100 people, then the sampling is 10-15%. In this study, a sample of 10% of the total population was taken so that 50 respondents were obtained.

The results of the questionnaire in the form of numbers from the Likert scale were analyzed using statistical methods. Smart-PLS 3.0 software is used in descriptive data processing in testing the validity and reliability with the measurement sub model (outer model), as well as evaluating the influence between variables and the structural sub model (inner model). In this study, indicators as a measurement of each research variable use a questionnaire distributed through Google Form. The measurement of the questionnaire was compiled based on the indicators of each variable that had been determined in the conceptual model. The questionnaire measurement has five kinds of answer choices, namely the lowest 1 (Strongly disagree), 2 (Disagree), 3 (Quite Agree), 4 (Agree), and the highest 5 (Strongly agree). The framework of thought in this study shows that this study seeks to test the entrepreneurial motivation of students' entrepreneurial interests which is shown in Figure 1 and the hypothesis is shown in table 1.

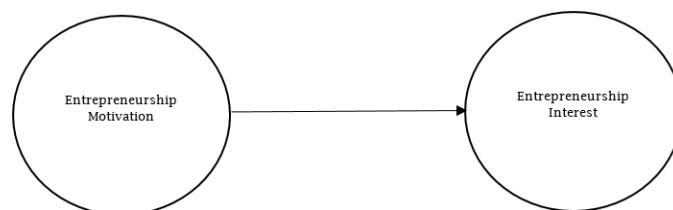


Figure 1 Framework

Table 1 Hypothesis

Hypothesis	Effect Description
H1	Entrepreneurial Motivation affects Entrepreneurial Interest

Variable Operational Definition

According to Pujihastuti (2010) the operational definition of a variable is a concept that can be measured by determining the dimensions and characteristics of the idea. The author determines the operational variables based on previous research and journals. The variables and indicators used in this study can be described in table 2.

Table 2 Operational Variable Definition

Variable	Definition	Dimension	Attribute
Entrepreneurship Motivation (MOB)	Entrepreneurial encouragement and experience by students in running a business (Dzulfikri & Kusworo, 2017).	Encouragement	SR
		Stimulus	ST
		Passion	G
Entrepreneurship Interest (MINB)	Individual desire or interest to open and start a business with the knowledge they have (Irsyada et al., 2018).	Interest	K
		Desire	KE
		Willingness	KES

Result and Discussion

Determination of sampling using accidental sampling technique, so the selection of respondents is based on chance available somewhere and meets the context in the study (Sugiyono, 2018). A total of 63 respondents as a sample (from 50 respondents who have been calculated at the beginning) obtained age ranges of 21 (5%), 22 (57%) and 23 (38%). Respondents consisted of 63% women and 37% men. In the respondent's data there are several types of business, namely F&B (63%), Fashion (25%) and Service (11%) with a length of business 1-5 months (19%), 6-10 months (35%), 10- 12 months (21%) and > 12 months (25%).

Table 3 Result of Demographic

Profile	Frequency	Percentage (%)
Status		
Student	32	51
Alumni	31	49
Gender		
Female	40	63
Male	23	37
Age		
21	3	5
22	36	57
23	24	38
Business Type		
F&B	40	63
Fashion	16	25
Service	7	11
Length of Business		
1-5 month	12	19
6-10 month	22	35
10-12 month	13	21
>12 month	16	25

Measurement Model Evaluation

This study uses two sub models in the evaluation of the measurement model, namely the outer and inner models. In the outer model there is a convergent validity test and a reliability test. Convergent validity test aims to measure the effect between the indicator and its latent variable by looking at the value of the outer loading. The outer loading value > 0.5 and the average variance extracted (AVE) 0.5 can only be declared valid (Ghozali & Hengky 2015). In the reliability test, according to Ghozali (2017) it can be seen from the value of Cronbach's alpha and composite reliability of 0.6 which is declared reliable. The test results of the outer loading are shown in tables 4, 5 and 6.

Table 4 Result of Convergent Validity

Variable	Indicator	Outer loading	AVE	Evidence
MOB			0.582	Valid
	SR1	0.834		Valid
	SR2	0.805		Valid
	SR3	0.800		Valid
	ST1	0.412		Invalid
	ST2	0.847		Valid
	ST3	0.731		Valid
	G1	0.781		Valid
	G2	0.383		Invalid
	G3	0.836		Valid
MINB			0.653	Valid
	K1	0.886		Valid
	K2	0.902		Valid
	K3	0.638		Valid
	KE1	0.850		Valid
	KE2	0.767		Valid
	KE3	0.504		Valid
	KES1	0.791		Valid
	KES2	0.659		Valid
	KES3	0.783		Valid

Through the results of outer loading in table 3, there are two indicators from MOB, namely ST1 (0.412) and G2 (0.383) which are declared invalid, so it is necessary to eliminate the outer loading value because it still does not meet the outer loading criteria > 0.5 .

Table 5 Result of Convergent Validity After Elimination

Variable	Indicator	Outer loading	AVE	Evidence
MOB			0.582	Valid
	SR1	0.834		Valid
	SR2	0.805		Valid
	SR3	0.800		Valid
	ST2	0.847		Valid
	ST3	0.731		Valid
	G1	0.781		Valid
	G3	0.836		Valid
MINB			0.653	Valid
	K1	0.886		Valid
	K2	0.902		Valid
	K3	0.638		Valid
	KE1	0.850		Valid
	KE2	0.767		Valid
	KE3	0.504		Valid
	KES1	0.791		Valid
	KES2	0.659		Valid
	KES3	0.783		Valid

After eliminating the two invalid indicators, each variable has shown a value > 0.5, which means that each indicator is declared valid so that it has met the convergent validity requirements (Ghozali & Hengky 2015). Furthermore, the AVE value 0.5 in each variable has met the criteria so that it can be concluded that each indicator has been able to represent each latent variable well.

Table 6 Result of Reliability

	Cronbach's Alpha	Composite Reliability	Evidence
MOB	0.911	0.924	Reliabel
MINB	0.906	0.929	Reliabel

Based on the value of Cronbach's alpha and composite reliability, it has been shown that each variable has met the reliability requirements >0.6 so that it can be declared reliable, which means that each variable has good reliability.
Structural Model Evaluation

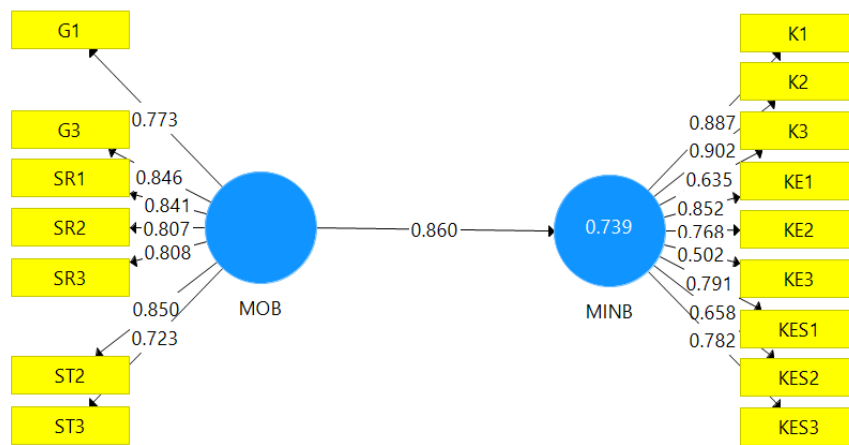


Figure 2 Result of Bootstrapping

In testing the inner model can be evaluated from the value of R-Square, T-statistics and P-value by using the bootstrapping algorithm. Variant analysis (R²) or the determination test was carried out to determine the effect of the independent variable on the dependent variable in the model (Ghozali, 2017). Meanwhile, for t-statistics and p-value aims to determine the significance of the effect of the independent variable on the dependent variable.

Table 7 Result of Variant Analysis

	R Square
MINB	0,739

Table 7 shows that interest in entrepreneurship (MINB) is influenced by entrepreneurship motivation (MOB) by 73.9% and the remaining 26.1% is influenced by other variables not examined in this study. Furthermore, looking at the significance value between the variables through the t-statistic value > 1.96 and p-value <0.05, it is declared significant. It can be shown in table 8.

Table 8 Recapitulation Bootstrapping

Hypothesis	Effect Description	Direct Effect	T Statistics (O/STDEV)	P Values	Evidence
H1	MOB affects MINB	MOB → MINB	15.121	0.000	Significant

H1: Entrepreneurial Motivation affects Entrepreneurial Interest

Based on statistical calculations, the effect of entrepreneurial motivation on entrepreneurial interest is shown in the t-statistic value of 15,121 and the p-value of 0.000. These results have met the value criteria that entrepreneurial motivation has a significant effect on entrepreneurial interest. That is, the higher the entrepreneurial motivation, the higher the interest in entrepreneurship. The results of this study are the same as the results of previous studies with the same topic.

The role of motivation in entrepreneurship can be analogized as engine driving fuel where with adequate motivation will make students behave actively in entrepreneurship (Aidha, 2016). In addition, students need motivation to cultivate an entrepreneurial spirit within themselves (Septian Ginanjar Prihantoro & Hadi, 2016). By having an entrepreneurial spirit and characteristics, students are expected to become entrepreneurs who create or create jobs (Sumanjaya et al., 2016). Not only that, but also builds student independence to meet their own needs (Urfillah & Muflikhati, 2017). That is, not only provide benefits to themselves but to the community or the people around them.

Conclusion

The initial idea of this research comes from the small number of young entrepreneurs who are entrepreneurs, especially students. Students as one of the drivers of the state's economy need to act on this phenomenon. This is also because, there are still great opportunities in entrepreneurship. Based on the empirical findings in this study, the authors suggest that in an effort to increase student entrepreneurship motivation, it is expected to provide direction and a forum for students, so that it will increase student entrepreneurship interest.

Limitations and future research potential

The limitations of this study have not specifically discussed the motivational drives for students in entrepreneurship and the obstacles or barriers that cause students to lack interest in entrepreneurship. In future research, it is better to examine the same theme but be more specific in discussing motivational drives by adding internal and external environmental variables, as well as adding obstacle variables in influencing entrepreneurial interest.

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