

# THE INFLUENCE OF LEARNING MOTIVATION AND INCOME EXPECTATIONS ON STUDENT INTEREST IN ENTREPRENEURSHIP

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Received: 30 April 2023. Revision received: 15 June 2023. Accepted: 28 June 2023

## ABSTRACT

This study aims to analyze the influence arising from entrepreneurial learning motivation and income expectations on students' interest in entrepreneurship at the Teaching and Education Faculty (TEF) Jambi University. The research was conducted using ex post facto quantitative methods to achieve this goal. The population of this study was Study Program students at the TEF University of Jambi. The research sample was determined using an area sampling technique to obtain area and individual samples. Individual sample calculations were carried out using the Slovin formula with an error rate of 8 percent, namely 131 respondents. Data were obtained using a questionnaire compiled based on each variable's indicators. Data were analyzed using multiple regression statistical techniques. The analysis results show that the variable motivation to learn entrepreneurship positively and significantly affects students' interest in entrepreneurship. The income expectation variable also positively and significantly affects student interest in entrepreneurship. Simultaneously, the motivational variables for learning entrepreneurship and income expectations significantly affect student interest in entrepreneurship. The implications of the results of this study explain that the higher the motivation of students to study entrepreneurship and the higher their expectations of the income that will be generated from entrepreneurship, the higher their interest in becoming entrepreneurs. Therefore it is suggested that universities optimize the entrepreneurship learning process through lectures and entrepreneurial practices.

**KEYWORDS:** Motivation to study entrepreneurship, income expectations, interest in entrepreneurship.

**JEL CLASSIFICATION:** L26, L31, A22.

**References:** Kuswanto, K., Tarigan, D.B. & Nasori, A. (2023). The Influence of Learning Motivation and Income Expectations on Student Interest in Entrepreneurship. *International Journal of Entrepreneurial Knowledge*, 11(1), 120-131. doi: 10.37335/ijek.v11i1.192

## INTRODUCTION

Indonesia is a developing country with a population of 274,790,244 people, or 3.38 percent of the world's population, ranking the fourth largest after the United States, India, and China. Almost all developing countries with very large populations have the same dilemma, namely that there is a gap between a large number of human resources and the inadequate availability of jobs in both the public and private sectors resulting in considerable unemployment. Responding to this problem, the government encourages the younger generation, especially students in various tertiary institutions, to become entrepreneurs through various learning, training, and business development coaching programs. This effort was made to foster student interest in entrepreneurship and change mindsets

from job seekers to job creators. Entrepreneurial intention is the first step that will move prospective entrepreneurs to carry out various practices, projects, and dissemination of information about the economic and social benefits they get (Tapia et al., 2020). Through the mechanism of forming student interest in entrepreneurship, it will assist the government in making policies to create an entrepreneurial ecosystem in the midst of people's lives (Tripopsakul, 2018). With entrepreneurship, new companies will be created that will improve conditions and boost the economy of a country (Parga-Montoya & Cuevas-Vargas, 2019).

Student entrepreneurship programs in Indonesia have been carried out since 2019 until now. This program is expected to create new jobs and reduce the unemployment rate, especially among the younger generation. Based on data (BPS RI, 2023) it was recorded that the unemployment rate in Indonesia from 2019 to 2022 did not experience a significant decline and even experienced an increase from 5.23 percent in 2019 to 5.86 percent in 2022. Based on this data it indicates that the entrepreneurial movement has not shown good performance as a driving force for business sectors in creating jobs. This condition is inseparable from the level of success of government programs that have not been optimal in fostering student interest in becoming entrepreneurs which are held at the tertiary level. The results of a study conducted by Easley & Lee (2021) explain that entrepreneurship programs held in tertiary institutions do not increase entrepreneurship but only help students identify their potential as entrepreneurs. Most students who have participated in the entrepreneurship program do not continue to open a business after graduating.

The interest factor is the key to realizing aspirations for a future career. Interest followed by action will strengthen the formation of entrepreneurship (Easley & Lee, 2021). Through a random survey of 100 students from the Teaching and Education Faculty (TEF) at the University of Jambi, it was shown that the majority (60.8%) indicated a low interest in becoming entrepreneurs. This attitude can be seen from the willingness of students to be involved in entrepreneurial activities both on campus and off campus, efforts to see business opportunities, there is potential within and efforts to take advantage of it, feelings of pleasure towards entrepreneurial activities, courage in facing risks and challenges, and a desire realize the dream of becoming an entrepreneur.

Entrepreneurial interest is encouragement in someone who has an interest in business activities and innovates in creating and developing new things so that a vision arises to realize their own business to achieve profits. The results of studies conducted by Abdullah & Sulaiman (2013) explained that the intention of youth entrepreneurship is largely determined by the level of income. This study also accommodates other factors, such as parental support, government support, and promotions. In a study conducted by Denanyoh et al. (2015);Setiawan & Sukanti (2016), educational factors have a very important role in fostering student interest in entrepreneurship. In another study conducted Suyati & Rozikin (2021), students' interest in entrepreneurship is determined by motivation and self-efficacy.

Interest is something that exists before someone takes action. Students' interest in becoming entrepreneurs is inseparable from the learning process they carry out and the references studied about future business prospects. The learning process will no doubt provide knowledge, expertise, and experience to a business that is needed a provision in running a business. The desire to succeed in mastering something will create high learning motivation (Cook & Artino, 2016). Students who are motivated to study entrepreneurship will find it easy to master entrepreneurial competencies (Kuswanto et al., 2022). With these competencies, students' interest in becoming entrepreneurs will grow. By examining the attachment to learning motivation and income expectations with student interest in entrepreneurship, it will further strengthen the findings of previous studies as a basis for studying the importance of interest in entrepreneurship in creating young entrepreneurs in economic development.

This study aims to examine the effect of learning motivation and income expectations on the interest in entrepreneurship in students of the Faculty of Teaching and Education, University of Jambi.

## **LITERATURE REVIEW**

### **2.1 Interest in Entrepreneurship**

Various studies on entrepreneurial interest have been carried out by researchers from various countries. Studies conducted by Osakede et al. (2017) explain entrepreneurial interest from various theoretical angles, ranging from human resource theory, entrepreneurial events, social learning, and planned behavior. Based on human resource theory, entrepreneurial interest is formed from individual abilities and attitudes toward a business. Someone who has entrepreneurial knowledge will analyze opportunities and business feasibility, and be creative in solving problems. An entrepreneurial attitude is shown by independence, courage in taking risks, liking work, and being income-oriented. Based on the theory of entrepreneurial events, a person's interest in becoming an entrepreneur is determined by his perception of the desire and feasibility of running a business. Social learning theory underlies entrepreneurial interest as a result of entrepreneurial learning outcomes. Based on the theory of planned behavior, Entrepreneurial interest is determined by attitudes, subjective norms, and the perceived results of self-control. Thus the interest in entrepreneurship is the initial capital for someone to become an entrepreneur (Wang & Wong, 2004). Someone who is interested in becoming an entrepreneur will try to find opportunities and opportunities and prepare himself with various knowledge, skills, and skills needed in running a business. These theories underlie the process of transforming intentions into potential entrepreneurial activities because of the confident attitude in making decisions to become entrepreneurs (Qin, 2021). A person who has a strong interest in becoming an entrepreneur is shown by his ability to carry out activities to generate benefits, develop business plans, and utilize resources through innovation through various business practices (Tapia et al., 2020).

### **2.2 Motivation for Learning Entrepreneurship**

Entrepreneurial interest appears in a person and is inseparable from the learning process he does. Having a strong interest in becoming an entrepreneur will motivate someone to study entrepreneurship. Entrepreneurship education will shape student competence in entrepreneurship. Entrepreneurial competence greatly influences student interest in entrepreneurship (Draksler & Sirec, 2021). The success of entrepreneurship education is largely determined by the readiness and willingness of students, lecturers, and academic institutions to be involved in formulating and implementing educational policies that support entrepreneurship programs (Muchaku & Magaiza, 2022). A positive enthusiasm for the role and involvement in entrepreneurship learning is a component that makes students enthusiastic about becoming persistent entrepreneurs in achieving business success (Al Issa et al., 2019). The motivation to learn arises from awareness of the importance of entrepreneurial knowledge as a condition for the survival of a business (Amoah et al., 2021)). Besides that, the motivation to study entrepreneurship will be formed from the existence of policy support that provides space for students to carry out entrepreneurial practices (Muchaku & Magaiza, 2022). The lack of academic programs that dedicate entrepreneurial activities will cause entrepreneurship education to not work well in motivating students to become entrepreneurs (Khalifa & Dhiaf, 2016). Someone who has formal entrepreneurship education indicates a higher interest in starting a business (Cera et al., 2020). These various opinions imply that students who have high motivation in studying entrepreneurship will have many opportunities to study knowledge about entrepreneurship and engage in entrepreneurial practices so as to build self-confidence and courage and inspire them to become entrepreneurs.

H1: Motivation to learn entrepreneurship has a positive effect on interest in entrepreneurship

### **2.3 Revenue Expectations**

A person's desire to become an entrepreneur is because he assesses having opportunities as a source of income in life Qin (2021) in his study explained that the existence of adequate business opportunities in the field of entrepreneurship will generate interest and motivation in entrepreneurship. The existence of business opportunities will also direct entrepreneurial activities oriented towards the goal of forming entities and business growth, as well as becoming potential in meeting market needs. Orientation towards entrepreneurship is largely determined by the strength of institutions in creating business opportunities from a company (Parga-Montoya & Cuevas-Vargas, 2019). Income has a very important role in motivating someone to become an entrepreneur. Individuals who have higher income will be more motivated to do business. This happens because increasing income will change a higher motivation to develop a business (Katekhaye et al., 2019). Entrepreneurial opportunities are determined by how big the level of income that will be generated. Income expectations describe the expected amount of income in the form of material from the business being carried out (Alfan & Andriansyah, 2022). Expectations of income will stimulate interest in entrepreneurship if individuals have sufficient capacity to earn it (Alfan & Andriansyah, 2022).

H2: Income expectations affect the interest in entrepreneurship

### **AIM AND METHODOLOGICAL BASES**

This study aims to analyze the influence of entrepreneurial learning motivation and income expectations on students' interest in entrepreneurship at the Faculty of Teaching and Education, University of Jambi. To achieve this goal, research was conducted using quantitative methods with ex post facto types as an effort to explore causal relationships between variables that cannot be manipulated by researchers and these events have occurred without any control from the independent variables (Lord, 1973);(Cohen et al., 2021);(Ellis-O'Quinn, 2012).

The research subjects were students who had passed entrepreneurship courses in 4 departments and 9 study programs in the Teaching and Education Faculty, Jambi University, namely 1982 students. To streamline the research on the size of the area under study, an area sampling technique was used, namely by determining area sampling and determining individual sampling (Taherdoost, 2018). To determine the number of individual samples, use the Slovin formula (Tejada et al., 2012) with an error rate of 8 percent:

$$n = \frac{N}{Ne^2 + 1}$$

Based on these techniques and formulas, the research sample is determined as shown in Table 1.

Data were obtained using a questionnaire designed based on the indicators of each variable. Respondents' answers were measured using a Likert scale with the choices strongly agree (4), agree (3), disagree (2), and disagree (1). To measure entrepreneurial interest, 11 items were used, 13 items were used to study entrepreneurship motivation, and 6 items were income expectations. The answers of each respondent were tabulated and the total score was calculated to be described in the frequency distribution table. Determination of the interval class is based on the scale and the number of item items used for each variable, as detailed in Table 2.

Table 1. Population and Research Sample

No	Major	Regional Population (Study Program)	Sample Region (Study Program)	Individual Population	Individual Sample
1	PIPS	Economic Education	Economic Education	287	46
		History Education			
		Civic Education			
2	PMIPA	Physical education	Physical education	158	25
		Biology Education			
3	Educational Sciences	Counseling guidance	Counseling guidance	181	29
		Education administration			
4	Language	Indonesian	English language	199	32
		English language			
Amount				825	131

(Source: Jambi University TEF, 2023)

Table 2. Variable Measurement Scale

Category	Interval Class		
	Entrepreneurial Interest	Motivation to Study Entrepreneurship	Revenue Expectations
Very high	34 - 44	40 - 52	19 - 24
Tall	23 - 33	27 - 39	13 - 18
Low	12 - 22	14 - 26	7 - 12
Very low	1 - 11	1 - 13	1 - 6

(Source: own elaboration)

Data were analyzed using multiple regression statistical techniques to determine the magnitude of the regression coefficient for each independent variable as a regression model builder, the coefficient of determination as a determinant of the ability of the regression model, statistical t values as the basis for determining the significance of the effect partially, and the statistical F value as the basis for determining the significance of the effect simultaneously.

## RESULTS

This research was conducted on students of the Faculty of Teaching and Education, University of Jambi who had been determined as respondents as many as 131 people. The research was conducted to examine the motivation to learn entrepreneurship and income expectations and their influence on interest in entrepreneurship. Based on the data analysis that has been done, the information is described in Table 2:

Based on the description of the data in Table 3, explains that the interest in entrepreneurship data has a maximum score of 44, a minimum of 19, and an average of 32.21. The data on motivation to learn entrepreneurship, has a maximum score of 52, a minimum of 22, and an average of 39.21. The

maximum score of income expectation data is 24, the minimum is 11, and the average is 17.70. Overall the data has a high variation because the resulting standard deviation value is smaller than the average value. Based on the kurtosis and skewness values, it shows that the data has a normal distribution because the values are in the range of -2 and 2 (Kuswanto et al., 2022). Further interpretation of the data can be explained in Table 4.

Table 3. Description of Research Variables

Variable	N	Max	Min	Means	Standard Deviations	Skewness	Kurtosis
Entrepreneurial Interest	131	44	19	32.21	5.63	-0.019	-0.140
Motivation to Study Entrepreneurship	131	52	22	39.21	5.82	-0.048	0.120
Revenue Expectations	131	24	11	17.70	3.04	-0.001	-0.282

(Source: Primary data processed, 2023)

Based on Table 4 it is known that the majority (58.02%) of students have an interest in entrepreneurship in the high category, 35.88 percent are in the very high category, and there are 6.11 percent in the low category. The motivation to study entrepreneurship is mostly (51.15%) of students in the high category, 46.56 percent in the very high category, and 2.29 percent in the low category. Most students who have income expectations for entrepreneurs (54.96%) are in the high category, 38.17 percent are in the very high category, and there are 6.87 percent in the low category.

Table 4. Frequency Distribution of Research Data

Category	Entrepreneurial Interest		Motivation to Study Entrepreneurship		Revenue Expectations	
	F	%	F	%	F	%
Very high	47	35.88	61	46.56	50	38.17
Tall	76	58.02	67	51.15	72	54.96
Low	8	6.11	3	2.29	9	6.87
Very low	0	0.00	0	0.00	0	0.00
Amount	131	100	131	100	131	100

(Source: Primary data processed, 2023)

To determine the level of influence of the variable motivation to learn entrepreneurship and income expectations on interest in entrepreneurship, the data were analyzed using multiple regression statistical techniques as shown in Table 5 below:

Table 5. Results of Multiple Regression Analysis

Variable	Coefficients	Standard Error	t Stats	P-values
Intercepts	1.167	2,377	0.491	0.624
Motivation to Study Entrepreneurship (Mb)	0.458	0.065	7,074	0.000
Revenue Expectation (Ep)	0.739	0.124	5,970	0.000

(Source: Primary data processed, 2023)

Based on Table 5, an intercept value of 1.167 is obtained explaining the value of the interest in entrepreneurship if the variables of entrepreneurial learning motivation and income expectations are worth 0. The coefficient of the entrepreneurial learning motivation variable is positive by 0.458 explaining that if these variables experience an increase of 1 unit then it will increase the score of the variable interest in entrepreneurship by 0.458 units. This effect occurs significantly because the t statistic value (7.074) is greater than the t table value (1.978) at an error level of 5 percent.

The variable coefficient of income expectations is 0.739 explaining that if the variable score increases by 1 unit, it will increase the interest in entrepreneurship score by 0.739 units. This effect occurs significantly because the t statistic value (5.970) is greater than the t table value (1.978) at an error level of 5 percent. Mathematically it can be formulated as the following equation:

$$Mw = 1.167 + 0.458Mb + 0.739Ep + e$$

To determine the level of ability of the model in predicting the effect of entrepreneurial learning motivation and income expectations on entrepreneurial interest is based on the value of the coefficient of determination as shown in Table 6 below:

Table 6. Coefficient of Determination

Regression Statistics	Mark
Multiple R	0.760
R Square	0.577
Adjusted R Square	0.571
Standard Error	3,690
Observations	131

(Source: Primary data processed, 2023)

Based on Table 6 the coefficient of determination is 0.58 or 58 percent explaining that the resulting model is quite strong in predicting the effect of entrepreneurial learning motivation and income expectations on students' interest in entrepreneurship at the Teaching and Education Faculty of the University of Jambi.

To explain the joint effect of the variable motivation to learn entrepreneurship and income expectations on interest in entrepreneurship is based on the statistical F value resulting from the results of multiple regression analysis as shown in Table 7 below:

Table 7. Statistical F Value

Model	df	SS	Ms	F	Significance F
Regression	2	2381,392	1190696	87.46	0.000
residual	128	1742623	13,614		
Total	130	4124015			

(Source: Primary data processed, 2023)

Based on Table 7, the F statistic value of 87.46 is greater than the F table value ( $\alpha = 5\%$ ; df = 2; 128) of 3.07 explaining that together the variables of motivation to learn entrepreneurship and income

expectations have a significant effect on student interest entrepreneurship at the Faculty of Teaching and Education, University of Jambi.

## **DISCUSSION**

### **The Effect of Entrepreneurial Learning Motivation on Student Entrepreneurial Interests**

Entrepreneurial learning motivation describes the attitude and seriousness of students in learning matters related to entrepreneurship, starting from concepts, skills, and entrepreneurial behavior. With high enthusiasm for studying entrepreneurship, students will understand and know the efforts to become successful entrepreneurs so as to generate interest in making it happen in life. The results of this study indicate that there is a positive and significant influence between motivation to learn entrepreneurship on students' interest in entrepreneurship. The results of this study explain that the higher the student's motivation in studying entrepreneurship will further increase their interest in becoming entrepreneurs. The results of this study are relevant to research conducted by (Herdjiono et al. (2018) which explains that if someone has motivation he will work hard to get what he wants so that it creates enthusiasm to always try to achieve success independently. The findings also confirm that the higher a person's motivation, the higher his ability to find solutions to every problem he faces.

This research is also supported by the findings of Katekhaye et al. (2019) which emphasizes the important role of education and financial management in determining the success of entrepreneurship in the future. Knowledge of managing finances forms the ability to manage, calculate and mitigate risks so as to generate high enthusiasm for entrepreneurship (Al Issa et al., 2019). Unlike the findings of Badruddin et al. (2019) which show a negative influence between education and interest in entrepreneurship. The findings explain that not many scholars want to open a business or become entrepreneurs who have previously studied entrepreneurship.

### **The Effect of Income Expectations on Student Entrepreneurial Interests**

Income is compensation in the form of material expected from a business (Alfan & Andriansyah, 2022). Assessment of the level of income that will be generated from a business is a very basic reason for someone to start, run and develop a business. The income expectation of a business that is supported by adequate capacity to get it will stimulate one's interest in entrepreneurship (Alfan & Andriansyah, 2022). The results of this study indicate that there is a positive and significant influence between the expectations of income from entrepreneurs on students' interest in becoming entrepreneurs. This finding explains that most students assess the income that will be generated from entrepreneurship as having great potential as a source of income in life so that they wish to become entrepreneurs. This finding is supported by research results (Yusuf & Riyanto, 2019);(Haliza, 2022);(Purwati & Hamzah, 2022) which explain that there is a positive and significant influence between income expectations on entrepreneurial interest. Findings Ratten (2016) also supports these findings, where the expectation of the results and development of a business forms knowledge and innovation that will decide someone to start a business.

## **CONCLUSIONS**

This paper has examined the motivational factors for studying entrepreneurship, income expectations, and their influence on student interest in entrepreneurship. Based on the results of the analysis and discussion that has been done, it can be concluded that motivation to learn entrepreneurship has a



positive and significant effect on student interest in entrepreneurship. Students who have high motivation in learning entrepreneurship will be more interested in becoming entrepreneurs. The income expectation variable also has a positive and significant effect on student interest in entrepreneurship. The higher the student's expectation of the income that will be generated from entrepreneurship will further increase their interest in becoming an entrepreneur. Simultaneously motivation to learn entrepreneurship and expectations of entrepreneurship have a significant effect on students' interest in entrepreneurship. The results of these findings add to the treasury of studies of interest in entrepreneurship among university students and can be used as a reference in evaluating entrepreneurship programs developed by universities. For readers, these findings can be used as a reference in examining more deeply the interest in entrepreneurship and the various factors that influence it.

Based on these findings it is suggested to tertiary institutions to optimize the entrepreneurship learning process, both through lectures, entrepreneurial practices, and support for developing potential business projects for students.

The results of this study realized that there were still prediction weaknesses due to the limited scope of the research, so it was suggested to future researchers to develop it in a wider scope, especially in the implementation of entrepreneurship education after becoming a graduate. To complement this study, a broader study will be carried out on other factors that influence the interest in entrepreneurship in order to produce a more accurate model in producing a policy.

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# **INTERNATIONAL JOURNAL OF ENTREPRENEURIAL KNOWLEDGE**

Issue 1, volume 11, ISSN 2336-2960 (Online)

[www.ijek.org](http://www.ijek.org)

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