



Entrepreneurial Spirit and Entrepreneurship Education on Motivation and Interest in Entrepreneurship

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Abstract

The researchers did this related to the interest of Setih Setio Muara Bungo Institute of Administration and Health students in entrepreneurship in students of the Faculty of Administration Study Program of Business Administration and Semester VII of the State Administration Study Program, researchers indicated that there was still low interest in students in entrepreneurship as seen from their fear of loss. 175 people were used to collect library research data and field research such as interviews, observations and delivering questionnaires. The data analysis method used to test the hypothesis in this study is through SEM-PLS

Keywords: Education, entrepreneurial spirit, motivation

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INTRODUCTION

The world of work is getting narrower, while the number of people who need work continues to increase. The existence of unemployment in family members is a problem. Broadly speaking, this also means that unemployment caused by a lack of jobs eventually becomes the responsibility of the community as well. This unemployment is not the result of a choice not to work, but the result of the increasing difficulty of getting a job, especially in big cities. Therefore, by way of entrepreneurship and becoming an entrepreneur is one of the right alternative choices to overcome unemployment.

Being an entrepreneur, self-employed, organizing, managing and being responsible for a business, offers great personal challenges as individuals prefer to be employees and work for others. Entrepreneurs must accept the personal financial risks of owning a business but also have the direct benefit of the potential success of the business. the more advanced a country is, the more educated people there are, and the more the importance of the entrepreneurial world is felt. Entrepreneurship is one of the supporters that determines the progress of the economy, because the field of entrepreneurship has the freedom to work and be independent. If someone has the will and desire and is ready for entrepreneurship, it means that someone is able to create their own jobs, and does not need to rely on other people or other companies to get a job[1][2][3].

Entrepreneurial interest is a person's interest in creating a business by seeing the opportunities that exist around him and having the courage to take risks

that might occur in running a business[4]. Entrepreneurial interest is a sense of interest in creating a business with the capabilities that are owned and dare to take risks. It can be concluded that the interest in entrepreneurship is the desire that exists within a person to work hard to create a business with the capabilities possessed so that they dare to take risks[5][6]. Motivation is the basic impetus that moves a person to behave. Motivation can be understood as a condition within the individual that causes the individual to behave in a way that guarantees the achievement of a goal[7][8].

Motivation is an encouragement from within a person that encourages the person to do something, including becoming a young entrepreneur. person's motivation for entrepreneurship are profits, freedom, personal dreams and independence[9][10].

Of the 175 respondents, it was found that male respondents (44%) and female respondents (56%) were 170 people or 98.7% aged 21-25 years, 4 people or 1.3% aged 26-30 years .

RESEARCH METHODS

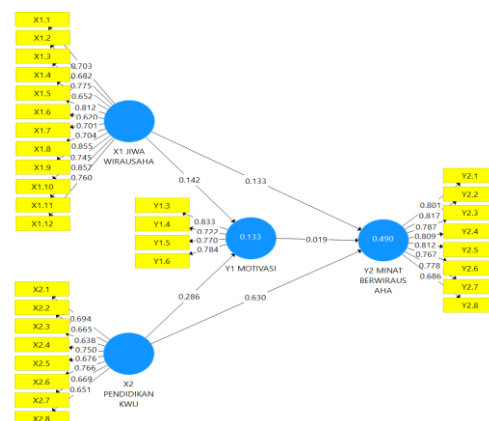


Figure 1. OuterModel





To test the convergent validity, the outer loading value or loading factor is used. An indicator is declared to meet convergent validity in the good category if the outer loading value is > 0.7 . The following is the outer loading value of each indicator in the research variable.

	X1 JIWA WIRAUSAHA	X2 PENDIDIKAN KWU	Y1 MOTIVASI	Y2 MINAT BERWIRAUSAHA
X1.1	0.703			
X1.2	0.682			
X1.3	0.775			
X1.4	0.652			
X1.5	0.812			
X1.6	0.620			
X1.7	0.701			
X1.8	0.704			
X1.9	0.855			
X1.10	0.745			
X1.11	0.857			
X1.12	0.760			
X2.1		0.694		
X2.2		0.665		
X2.3		0.638		
X2.4		0.750		
X2.5		0.676		
X2.6		0.766		
X2.7		0.669		
X2.8		0.651		
Y1.3			0.833	
Y1.4			0.722	
Y1.5			0.770	
Y1.6			0.784	
Y2.1				0.801
Y2.2				0.817
Y2.3				0.787
Y2.4				0.809
Y2.5				0.812
Y2.6				0.767
Y2.7				0.778
Y2.8				0.686

Figure 2. Reliability Test Results

Based on the data presented in figure above, it is known that many of the research variable indicators each have an outer loading value > 0.7 . However, it seems that there are still several indicators that have an outer loading value < 0.7 . According to Chin, as quoted by Imam Ghozali, the outer loading value between 0.5 – 0.6 is considered sufficient to meet the requirements of convergent validity. The data above shows that there are no variable indicators whose outer loading

value is below 0.5, so that all indicators are declared feasible or valid for research use and can be used for further analysis.

RESULTS AND DISCUSSION

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
X1 JIWA WIRAUSAHA	0.926	0.943	0.936	0.551
X2 PENDIDIKAN KWU	0.842	0.845	0.879	0.476
Y1 MOTIVASI	0.786	0.790	0.860	0.605
Y2 MINAT BERWIRAUSAHA	0.909	0.911	0.927	0.613

Figure 3. The reliability test

The reliability test is called reliable if the instrument is good enough to reveal the data obtained. The instrument is said to be highly reliable if the Alpha coefficient is equal to or greater than 0.600. In the table above it can be seen that the Cronbach's alpha value is above 0.6, so it can be stated that the instruments in this study were reliable. Structural model analysis or (inner model) aims to test the research hypothesis. The parts that need to be analyzed in the structural model are the coefficient of determination (R-Square) and hypothesis testing. The coefficient of determination (R-Square) aims to evaluate the accuracy of the predictions of a model. In other words, to evaluate how the variation in the value of the dependent variable is affected by the variation in the value of the independent variable in a path model.

	R Square	R Square Adjusted
Y1 MOTIVASI	0.133	0.123
Y2 MINAT BERWIRAUSAHA	0.490	0.481

Figure 3. Coefficient of Determination (R – Square)

The results of the influence of the entrepreneurial spirit variable and entrepreneurship education on the





motivation variable are 0.133. The R-Square value of 0.133 indicates that the variation in the value of the motivational variable can be explained by the variation in the value of the entrepreneurial spirit and entrepreneurship education variable of 13.3%. The influence of the entrepreneurial spirit and entrepreneurship education variables on the variable interest in entrepreneurship is 0.490. The R-Square value of 0.490 indicates that the variation in the value of the Y variable can be explained by the variation in the value of the entrepreneurial spirit, entrepreneurial education and motivation by 49%.

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
X1 JIWA WIRSAUSAHA -> Y1 MOTIVASI	0.142	0.149	0.077	1.838	0.067
X1 JIWA WIRSAUSAHA -> Y2 MINAT BERWIRSAUSAHA	0.133	0.141	0.064	2.093	0.037
X2 PENDIDIKAN KWU -> Y1 MOTIVASI	0.286	0.289	0.076	3.782	0.000
X2 PENDIDIKAN KWU -> Y2 MINAT BERWIRSAUSAHA	0.630	0.634	0.063	10.053	0.000
Y1 MOTIVASI -> Y2 MINAT BERWIRSAUSAHA	0.019	0.017	0.065	0.286	0.775

Figure 4. Intervariable Test Results

Hypothesis 1:

It is suspected that there is a significant influence of the entrepreneurial spirit on motivation. The results show that the entrepreneurial spirit has no significant effect on motivation as can be seen from the P values $0.067 \geq 0.05$, which means that the entrepreneurial spirit has no significant influence on motivation. H1: Ha Rejected, which means that the entrepreneurial spirit has no significant effect on motivation. The results of this study indicate that many students do not have an entrepreneurial spirit which has no impact on motivation to become an entrepreneur. Entrepreneurial spirit cannot be forced on every student, some have a business spirit and some do not, motivation is related to behavior to act in achieving what is expected. Student

motivation will be seen from how to act and behave like an entrepreneur. The results of this study are different from research from (Fitriani Pohan, HM Hermansyur, 2022) that the entrepreneurial spirit influences the motivation to be entrepreneurial. Entrepreneurial spirit is the nature, character, character possessed by someone to act creatively, innovatively and flexibly.

Hypothesis 2:

It is suspected that there is a significant entrepreneurial spirit on the interest in entrepreneurship. The results show that the entrepreneurial spirit has a significant influence on the interest in entrepreneurship as can be seen from the P values $0.037 \leq 0.05$, which means that the entrepreneurial spirit has a significant influence on the interest in entrepreneurship. The results of this study are in line with research conducted by (Sri Muljaningsih, Soemarno, Djumilah Hadiwidjojo, 2012) , (Mualifah & Prasetyoningrum, 2021) that a student who has an entrepreneurial spirit will increase interest in entrepreneurship, the higher the entrepreneurial spirit, the higher it will be interest in entrepreneurship. Every student whose entrepreneurial spirit is within them will always grow and develop their interest in entrepreneurship, so they are not afraid of any obstacles. The entrepreneurial spirit is able to always read opportunities and always have innovation and creativity.

H2: Ha Accepted , which means that the entrepreneurial spirit has a significant effect on the interest in entrepreneurship.

Hypothesis 3:

It is suspected that there is a significant effect of entrepreneurship education on motivation. The results of the study show that entrepreneurship education has a





significant effect on motivation as can be seen from the p value of $0.000 \leq 0.05$, which means that entrepreneurship education has a significant effect on motivation.

H3: Ha Accepted, which means that entrepreneurship education has a significant effect on motivation.

Entrepreneurship education becomes a supplement in increasing knowledge and abilities which in the end will always be motivated to do entrepreneurship. Students will always do things that are never done by students in general, with entrepreneurship education students are able to minimize the risks that will occur. Students are increasingly aware that many things can be done to make money after obtaining an education that they were not aware of, thus there is a stronger inner urge to succeed and not depend on others and have time freedom. The results of this study are in line with research from (Dassuik, 2022) and (Devi Gita Maharani et al., 2022) whose research results concluded that students who have received entrepreneurship education have good skills and will be more courageous in carrying out new businesses that have potential and challenges. so that it will produce more than the achievements of people in general. However, this research is different from that conducted by (Rosyanti, 2019) that entrepreneurship education has not been able to motivate students to enter the world of entrepreneurship, this is because the material presented is still limited to theory which when compared to the reality in the field is very different. Therefore, in the future, entrepreneurship learning will have more real practice with ongoing business ventures so that what is faced is the actual

situation, besides that it is also more likely that educators come from business actors.

Hypothesis 4:

It is suspected that there is a significant influence of entrepreneurship education on the interest in entrepreneurship. The results showed that entrepreneurship education had a significant influence on the interest in entrepreneurship as seen from the P values of $0.000 \leq 0.05$, which means that entrepreneurship education has a significant influence on the interest in entrepreneurship .

H4: Ha Accepted, which means that entrepreneurship education has a significant influence on interest in entrepreneurship.

Entrepreneurship education equips students to have adequate competence and be able to provide tips for success that lead to a growing interest in entrepreneurship. The results of this study are in line with research by (Iswandari, 2017) that entrepreneurship education has a positive impact on interest in entrepreneurship, meaning that education about entrepreneurship can provide an understanding that students can absorb so that their interest in working as an entrepreneur is growing. In addition, other researchers also concluded the same thing (Agus Susanti, 2021) , (Lesmana, 2021) entrepreneurship education hones student skills as part of training that is able to bridge students in exploring the potential that exists within themselves so that they are sensitive to what is seen and felt by Thus the interest of students to do entrepreneurship is getting stronger. Entrepreneurship education can be adapted





by students, through this education students gain more knowledge about entrepreneurship and have a strong belief in becoming young entrepreneurs.

Hypothesis 5:

It is suspected that there is a significant influence of motivation on interest in entrepreneurship. The results show that motivation has no significant effect on interest in entrepreneurship can be seen from the P values $0.775 \geq 0.05$, which means that motivation has no significant effect on interest in entrepreneurship.

H5: Ha Rejected, which means that motivation has no significant effect on interest in entrepreneurship . The results of this study indicate that students are not motivated and are not interested in entrepreneurship, because they feel inadequate and are afraid of facing failure that will occur. Indeed, in the business world, all possibilities can happen, if students do not have strong motivation within themselves, students will always think pessimistically. The results of this study are in line with research conducted by (Rosmiati, Donny Teguh Santosa Junias, 2015) that low motivation in the person of students does not have the enthusiasm to change circumstances which results in not being too interested in businesses that contain uncertainty, this is caused by negative information in their environment and too comfortable with the current situation. However, the results of this research are different from the results of research from (Winda Syafitri, 2019) and (Harie & Andayanti, 2020) that motivation is an encouragement that exists within students to behave so they want to act because there is something expected, namely success in life. High student

motivation causes students to always sharpen it by finding out new things and always have a high sense of curiosity, how to innovate, and feel challenged to solve various problems. The motivation of these students can be internal or external, there are many things that can inspire students, especially from successful people who are always a real example.

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
X1 JIWA WIRAUSAHA -> Y1 MOTIVASI -> Y2 MINAT BERWIRAUSAHA	0.003	0.002	0.011	0.237	0.813
X2 PENDIDIKAN KWU -> Y1 MOTIVASI -> Y2 MINAT BERWIRAUSAHA	0.005	0.004	0.019	0.275	0.783

Figure 5. Mediation Test Results

Mediation Test Results

H6: Ha It is suspected that there is an influence of the entrepreneurial spirit on the interest in entrepreneurship with motivation as an intervening variable. The influence of the entrepreneurial spirit on the interest in entrepreneurship with motivation as a variable e l intervening indicated by the original sample value of 0.003. Because the T Statistics value is 0.237 and the P value is 0.813 above 0.05, these results indicate that there is no direct influence between the entrepreneurial spirit on interest in entrepreneurship and motivation as an intervening variable . Thus motivation cannot mediate the entrepreneurial spirit of the interest in entrepreneurship.

H7: Ha It is suspected that there is an influence of entrepreneurship education on entrepreneurial interest with motivation as an intervening variable.

The effect of entrepreneurship education on entrepreneurial interest with motivation as an intervening variable is shown by the original sample value of 0.005. Because





the T Statistics value is 0.275 and the P value is 0.783 above 0.05, these results indicate that there is no direct effect between entrepreneurship education on interest in entrepreneurship and motivation as an intervening variable. Thus motivation cannot mediate Entrepreneurship Education on Entrepreneurial interest .

CONCLUSION

Based on the results of testing the direct effect hypothesis, it can be concluded that the entrepreneurial spirit has a significant effect on motivation, the entrepreneurial spirit has a significant influence on entrepreneurial interest, Entrepreneurship education has a significant effect on motivational interest, entrepreneurship education has a significant effect on entrepreneurial intention, motivation has no significant effect on entrepreneurial interest, entrepreneurship education has a significant effect on entrepreneurial intention, motivation cannot mediate entrepreneurial spirit towards entrepreneurial interest. motivation cannot mediate Entrepreneurship Education on Entrepreneurial interest

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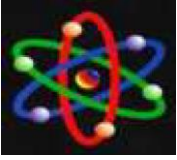
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