

THE EFFECT OF ENTREPRENEURSHIP EDUCATION, INNOVATION, AND ENTREPRENEURIAL MOTIVATION ON ENTREPRENEURIAL INTEREST IN STUDENTS OF THE FACULTY OF ECONOMICS, STATE UNIVERSITY

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Abstract

This study aims to determine the effect of entrepreneurship education, innovation, and entrepreneurship motivation on the interest in entrepreneurship of students of the Faculty of Economics, State University of Jakarta batch 2017. This research was conducted for 9 months starting from January 2021 to September 2021. The method used in this study is the method survey. Technique uses Proportional Stratified Random Sampling with a sample of 149 respondents from students of the Faculty of Economics UNJ majoring in Economics and Administration class 2017. The data was collected through distributing questionnaires using a Likert scale. Based on the results of the research conducted, it was found that Entrepreneurship Education has a positive and significant effect on Interest in Entrepreneurship. Innovation has a positive and significant effect on Interest in Entrepreneurship. Entrepreneurial Motivation has a positive and significant effect on Interest in Entrepreneurship. According to the research hypothesis.

Keywords:

*Entrepreneurship Education,
Innovation, Entrepreneurial
Motivation, Interest in
Entrepreneurship*

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh pendidikan kewirausahaan, inovasi, dan motivasi berwirausaha terhadap minat berwirausaha mahasiswa Fakultas Ekonomi Universitas Negeri Jakarta angkatan 2017. Penelitian ini dilakukan selama 9 bulan terhitung mulai dari bulan Januari 2021 sampai dengan September 2021. Metode yang digunakan dalam penelitian ini adalah metode survei. Teknik pemilihan responden menggunakan Proportional Stratified Random Sampling sehingga diperoleh sampel berjumlah 149 responden dari mahasiswa Fakultas Ekonomi UNJ jurusan Ekonomi dan Administrasi angkatan 2017. Pengumpulan data dilakukan melalui penyebaran kuesioner dengan menggunakan skala likert. Berdasarkan hasil penelitian yang dilakukan, ditemukan bahwa Pendidikan Kewirausahaan berpengaruh positif dan signifikan terhadap Minat Berwirausaha. Inovasi berpengaruh positif dan signifikan terhadap Minat Berwirausaha. Motivasi berwirausaha berpengaruh positif dan signifikan terhadap Minat Berwirausaha. Sesuai dengan hipotesis penelitian.

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INTRODUCTION

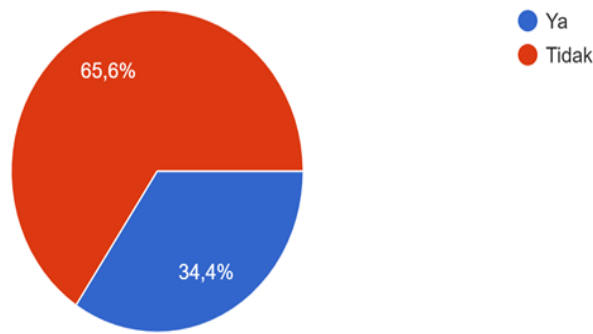
Indonesia is a country that has a wealth of natural resources and abundant human resources. According to the Central Statistics Agency (BPS), the results of the population census recorded that Indonesia's population in September 2020 was 270.2 million, of which 66.07 million were of unproductive age (0-4 years), followed by 185.34 million of productive age. (15-64 years) and 18.2 million people of unproductive age (> 65 years) Indonesia is currently entering the era of demographic bonus, namely the productive age population is more than the unproductive age. This is very beneficial for the Indonesian people, but the large number of productive age population in Indonesia is not proportional to the number of available jobs so that it has an impact on the higher unemployment rate. In addition, every year a large number of students graduate from universities, both public and private, which should be able to improve the quality of human resources in Indonesia, one of which is by becoming an entrepreneur or young entrepreneur, but on the other hand, most college graduates, namely students, do not dare to take risks. in entrepreneurship they prefer to work with other people or become an employee in a company by relying on salary/wages when in reality there are very few jobs available.

Quoted from [Tribunnews.com](http://tribunnews.com) Minister of Cooperatives and SMEs Teten Masduki said, the number of entrepreneurs in the country is not proportional to the population. He said the percentage of entrepreneurs is still below four percent (4%). Based on the narrative of the Minister of Cooperatives and SMEs that the number of entrepreneurs in Indonesia is still below 4% where if Indonesia wants to become a developed country, the percentage of entrepreneurs in Indonesia must increase above 4%.

Here the role of young people such as students is needed to create a business innovation and can increase the level of MSMEs in Indonesia. But in general, students after graduation only tend to think about how to get a job that matches their bachelor's degree and get the salary they expect. This is what causes unemployment in Indonesia to be higher because the available business world and companies are not able to accommodate all existing prospective workers.

Because of the high unemployment rate for university graduates, therefore, one of the universities in Indonesia that prepares graduates for their students is not only an employee but also an entrepreneur, namely the Jakarta State University, especially the Faculty of Economics where the Faculty of Economics provides entrepreneurship courses to students so that students have an idea of how to become an entrepreneur and what risks are faced when becoming an entrepreneur and how to deal with these risks.

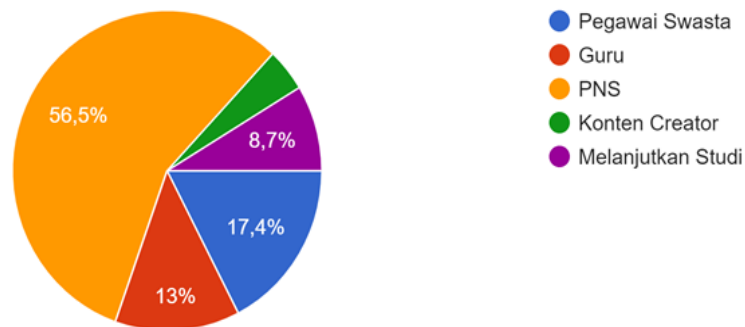
Therefore, the researcher conducted a pre-research on 32 respondents from the 2017 Jakarta State University Faculty of Economics student who had received entrepreneurship courses. This pre-research is to find out how big the percentage of students' interest in entrepreneurship in the Faculty of Economics is and the factors that influence the entrepreneurial interest of students of the Faculty of Economics, State University of Jakarta, Class of 2017. Jakarta 2017 is relatively low.



Source: Data processed by Researchers

Based on the picture of the Percentage of Entrepreneurial Interest in FE UNJ 2017 students, it can be seen that from 32 respondents 11 people chose Yes, namely 34.4% and 21 people chose No, which was 65.6%. So it can be concluded that there are more 2017 FE UNJ students who do not want to be an entrepreneur or are not interested in entrepreneurship.

The profession desired by FE UNJ 2017 students after graduation can be seen from the picture below



Source: Data processed by Researchers

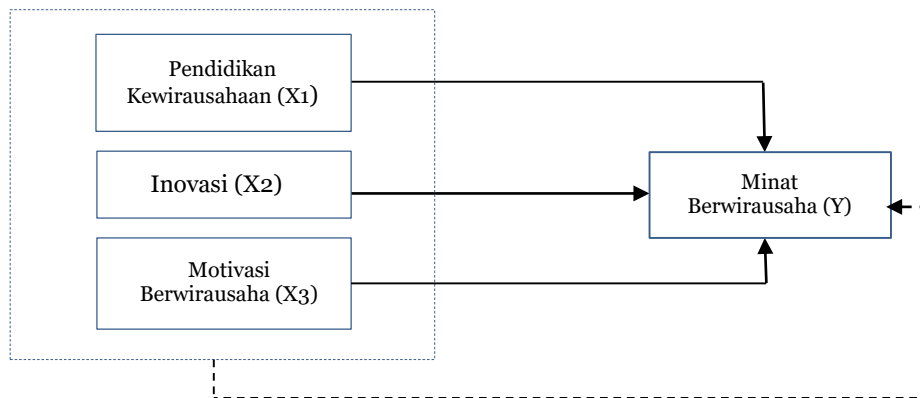
It can be seen that the professions most desired by FE UNJ 2017 students after graduation are civil servants at 56.5%, private employees at 17.4%, teachers at 13%, continuing their studies at 8.7%, and content creators at 4.3%. Based on this explanation, the 2017 FE UNJ students after graduating want to become civil servants or work in companies.

There are several obstacles that make FE UNJ 2017 students do not want to become entrepreneurs, including: the risks they face are big, they are afraid of failure, they need large capital, they don't know how to start entrepreneurship, the income they receive is unstable. Then there are several dominant factors that influence the entrepreneurship interest of FE UNJ 2017 students, namely: entrepreneurship education, innovation, and entrepreneurial motivation. Because if the entrepreneurship education, innovation, and entrepreneurial motivation of FE UNJ 2017 students increase, the interest in entrepreneurship will also increase. Vice versa.

Based on the background of the problem that has been described, the researcher is interested in conducting research with the title "The Influence of Entrepreneurship Education, Innovation, and Entrepreneurial Motivation on Interest in

Entrepreneurship".

Therefore, the researcher formulates the hypothesis in this study, namely:



Source: Data processed by Researchers

Interest in Entrepreneurship

According to Hendrawan & Sirine (2017) interest in entrepreneurship is the ability to encourage oneself and do something to meet the needs of life as well as solving life problems, advancing a business or creating a new business with feelings of pleasure because it brings benefits for him to try to fulfill his life needs without feeling afraid of risks that will be faced, always learn from the failures experienced, and develop the business he created.

Furthermore, according to Aprilia et al., (2012) interest in entrepreneurship is a person's interest in carrying out independent business activities with the courage to take risks. Interest in entrepreneurship can come from within the individual students themselves or from outside. Furthermore, according to Ardiyani & Kusuma (2016) interest in entrepreneurship is the desire to interact and do everything with a happy feeling to achieve goals by working hard to open up opportunities with skills, as well as confidence without being afraid to take risks and being able to learn from failure.

Then according to Prasetyo (2020) Interest in entrepreneurship can be seen from the availability to work hard and to achieve business progress, willingness to bear various risks related to the actions he takes.

Entrepreneurship Education

According to Wibowo & Pramudana (2016) entrepreneurship education is ways or efforts to foster an entrepreneurial spirit and mentality for a person through educational institutions and other institutions, such as training institutions, training, and so on. Then, according to Haris et al., (2020) Entrepreneurship education can be defined as an effort made by educational institutions to instill knowledge, values, spirit and entrepreneurial attitude to students and students in order to equip themselves to become independent, creative and innovative human beings.

Furthermore, according to Safitri & Rustiana (2016) entrepreneurship education can shape the mindset, attitudes, and behavior of students to become true entrepreneurs

(entrepreneurs) so as to direct them to choose entrepreneurship as a career choice. In addition, according to Galvão et al., (2018), it can be seen that entrepreneurship education can be seen from the increase in knowledge, self-confidence and increase in skills that students receive from educational interventions.

Then, according to Adyana & Purnami (2016) entrepreneurship education is defined as an educational program that is a source of entrepreneurial attitude and overall interest in becoming a successful entrepreneur in the future.

Innovation

According to Rahmadi & Heryanto (2016) innovation is creativity that is translated into something that can be implemented and provides added value to the resources we have. Then, according to Ginting & Siagian (2020) Innovation is creating something new or developing something that already exists to be different from the others.

Furthermore, according to Yanuar & Harti (2020) Innovation is a process of doing new things that the company has never done before. Innovation is also a transformation or change of creative ideas into a useful application.

Furthermore, according to Hadiyati (2011) innovation is something related to goods, services or ideas that are felt new by someone. Although the idea has been around for a long time but this can be said to be an innovation for people who have just seen or felt it.

Then, according to Nathasia & Rodhiah (2020) innovation is a driving factor for interest in entrepreneurship, because it can be said to be able to create something that has never existed before or innovate something that already exists.

Entrepreneurial Motivation

According to Mighty et al. (2020) Entrepreneurial motivation is a strong impulse from within a person to start actualizing one's potential in creative and innovative thinking to create new and value-added products for the common good.

Furthermore, according to Suratno et al. (2020) entrepreneurship motivation is a psychological impulse from inside and outside a person to be able to do entrepreneurship. Furthermore, according to Cahyono & Umam (2017) entrepreneurship motivation is one of the drivers of the growth of one's entrepreneurial interest. With motivation, someone has the urge to do something, do something they want.

In addition, according to Utami & Denmar (2020) entrepreneurial motivation is a strength that exists within a person because of the drive to achieve success in the field of entrepreneurship. Then, according to Ariyanti (2018), entrepreneurial motivation is something that moves and directs a person to do business/business activities as an effort to achieve what he wants.

METHOD

In this study, the research method used by the researcher is a quantitative research method with survey data collection techniques. The sample used in this study was 149 students of the Faculty of Economics, UNJ, Department of Economics and Administration, class of 2017. In this study, it will be explained about the influence between the independent variables, namely Entrepreneurship Education, Innovation,

and Entrepreneurial Motivation on the dependent variable, namely Interest. entrepreneurship. Entrepreneurship education is education through a curriculum that is integrated with the real world either through educational institutions or others that will shape the character and behavior for entrepreneurship so that later they can be independent in entrepreneurship. Entrepreneurship Education will be measured through statements that include indicators. By using a Likert scale instrument. Indicators that can measure entrepreneurship education are growing a desire for entrepreneurship, adding knowledge and insight in the field of entrepreneurship, growing awareness of business opportunities. Ginting & Siagian (2020), Bukirom et al., (Adnyana & Purnami, 2016), Bukirom et al., (Aryaningtyas & Palupiningtyas, 2017).

Innovation is creating something new, developing something that already exists, and transforming or changing it into something more useful. Innovation will be measured through statements that include indicators. By using a Likert scale instrument. Indicators that can measure innovation are the pleasure of creative things, the desire to make something different from the others, and the pleasure of experimenting. Bhandari (Praswati, 2014), Bhandari (Ginting & Siagian, 2020), Munandar (Yentisna & Alfin Alvian, 2021). While Entrepreneurial Motivation is a stimulus or force that encourages an individual to do something actively, creatively, and innovatively to generate enthusiasm in entrepreneurship by looking at the opportunities that are around. Entrepreneurial Motivation will be measured through statements that include indicators. By using a Likert scale instrument. Indicators that can measure entrepreneurial motivation are profit, freedom, personal dreams, independence. Basrowi (Utami & Denmar, 2020), Leonardus Saiman (Cahyono & Umam, 2017), Saiman (Suratno et al., 2020).

Then Entrepreneurial Interest is the desire or encouragement from within the individual to work hard and diligently to achieve business progress in running his own business. Interest in entrepreneurship will be measured through statements that include indicators. By using a Likert scale instrument. Indicators that can measure interest in entrepreneurship are interest, desire, availability, dare to take risks, learn from failure. Ardiyani & Kusuma (2016), Munawar & Supriatna (2018), Ariyanti (2018), Sektiyaningsih et al., (2020), Ranto et al., (2021).

The data analysis technique used in this study uses a regression approach to determine the influence on the four research variables and to determine how closely related the effects of the three variables are. Data management in this study used the SPSS V.24 program.

RESULTS AND DISCUSSIONS

1. Validity and Reliability Test Results

There are 15 items in the entrepreneurship education variable with a calculated r value greater than r table 0.361 so it can be stated that all items are valid. Cronbach's Alpha entrepreneurship education variable is $0.916 > 0.7$ so it can be declared reliable. The innovation variable has 15 statement items with a calculated r value greater than r table 0.361 so it is said that all items are valid. Cronbach's Alpha innovation variable is $0.875 > 0.7$ so it can be declared reliable. There are 15 items of entrepreneurial motivation variable with a calculated r value greater than r table 0.361 so that it can be stated that all items are valid. The value

of Cronbach's Alpha entrepreneurial motivation variable is $0.903 > 0.7$ so it can be declared reliable. There are 15 items in the entrepreneurial interest variable with a calculated r value greater than r table 0.361 so that it can be stated that all items are valid. Cronbach's Alpha variable interest in entrepreneurship is $0.873 > 0.7$ so it can be declared reliable.

2. Normality Test Results

**Table 1. Kolmogorov Smirnov Normality Test Results
One-Sample Kolmogorov-Smirnov Test**

		Pendidikan Kewirausahaan	Inovasi	Motivasi Berwirausaha	Minat Berwirausaha
N		149	149	149	149
Normal Parameters ^{a,b}	Mean	65.19	64.33	63.83	62.75
	Std. Deviation	5.317	5.339	5.577	5.433
Most Extreme Differences	Absolute	.058	.067	.051	.052
	Positive	.044	.049	.051	.052
	Negative	-.058	-.067	-.045	-.041
Test Statistic		.058	.067	.051	.052
Asymp. Sig. (2-tailed)		.200 ^{c,d}	.200 ^{c,d}	.200 ^{c,d}	.200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Source: Data processed by Researchers

Based on the test results above, it can be seen that the asymp value. Sig. (2-tailed) in the entrepreneurship education column of $0.200 > 0.05$; innovation of $0.200 > 0.05$; entrepreneurial motivation of $0.200 > 0.05$; interest in entrepreneurship is $0.200 > 0.05$. So it can be concluded that the data for the four variables are normally distributed.

3. Linearity Test Results

**Table 2. Linearity Test Results X_1, Y
ANOVA Table**

			Sum of Squares	df	Mean Square	F	Sig.
Minat	Between	(Combined)	2353.459	21	112.069	7.066	.000
Berwirausaha *	Groups	Linearity	2117.385	1	2117.385	133.496	.000
Pendidikan		Deviation from	236.074	20	11.804	.744	.774
Kewirausahaan		Linearity					
Within Groups			2014.353	127	15.861		
Total			4367.812	148			

Source: Data processed by Researchers

It is known that the significance value of Deviation from Linearity for the variable of entrepreneurship education with entrepreneurial interest is $0.774 > 0.05$. It can be concluded that the variables of entrepreneurship education and interest in

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entrepreneurship have a linear relationship.

Table 3. Linearity Test Results X2, Y
ANOVA Table

		Sum of Squares	df	Mean Square	F	Sig.
Minat	Between Groups (Combined)	1990.792	21	94.800	5.065	.000
Berwirausaha *	Linearity	1613.638	1	1613.638	86.214	.000
Inovasi	Deviation from Linearity	377.153	20	18.858	1.008	.458
Within Groups		2377.020	127	18.717		
Total		4367.812	148			

Source: Data processed by Researchers

It is known that the significance value of Deviation from Linearity for the innovation variable with entrepreneurial interest is $0.458 > 0.05$. Thus it can be concluded that the variables of innovation and interest in entrepreneurship have a linear relationship.

Table 4. Linearity Test Results X3, Y
ANOVA Table

		Sum of Squares	df	Mean Square	F	Sig.
Minat Berwirausaha *	Between Groups (Combined)	2579.533	23	112.154	7.839	.000
Motivasi	Linearity	2132.980	1	2132.980	149.094	.000
Berwirausaha	Deviation from Linearity	446.553	22	20.298	1.419	.118
Within Groups		1788.279	125	14.306		
Total		4367.812	148			

Source: Data processed by Researchers

It is known that the significance value of Deviation from Linearity for the entrepreneurial motivation variable with entrepreneurial interest is $0.118 > 0.05$. Thus, it can be concluded that the variables of entrepreneurial motivation and interest in entrepreneurship have a linear relationship

4. Multicollinearity Test Results

Table 5. Multicollinearity Test Results

Model	Unstandardized Coefficients		Standardized Coefficients		T	Sig.	Collinearity Statistics	
	B	Std. Error	Beta				Tolerance	VIF
1 (Constant)	.467	3.845			.121	.904		
Pendidikan Kewirausahaan	.383	.064	.375		6.001	.000	.617	1.621
Inovasi	.233	.061	.229		3.792	.000	.660	1.515
Motivasi Berwirausaha	.350	.063	.359		5.592	.000	.583	1.715

a. Dependent Variable: Minat Berwirausaha

Source: Data processed by Researchers

It is known that the Tolerance value of the variables of entrepreneurship education, innovation, entrepreneurial motivation is $0.617; 0.660; 0.583 > 0.1$ and the VIF value is $1.621; 1.515; 1.715 < 10$. So it can be concluded that the regression model in this study does not have multicollinearity problems.

5. Heteroscedasticity Test Results

Table 6. Heteroscedasticity Test Results

			Correlations			
			Pendidikan Kewirausahaan	Inovasi	Motivasi Berwirausaha	Unstandardized Residual
Spearman's rho	Pendidikan Kewirausahaan	Correlation	1.000	.522**	.591**	.101
		Coefficient				
		Sig. (2-tailed)	.	.000	.000	.222
		N	149	149	149	149
	Inovasi	Correlation	.522**	1.000	.556**	.065
		Coefficient				
		Sig. (2-tailed)	.000	.	.000	.434
		N	149	149	149	149
	Motivasi Berwirausaha	Correlation	.591**	.556**	1.000	.116
		Coefficient				
		Sig. (2-tailed)	.000	.000	.	.157
		N	149	149	149	149
Unstandardized Residual	Correlation	.101	.065	.116	1.000	
	Coefficient					
	Sig. (2-tailed)	.222	.434	.157	.	
	N	149	149	149	149	

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Data processed by Researchers

It is known that the significance value of Entrepreneurship Education (X1) is 0.222 > 0.05 and the significance of Innovation (X2) is 0.434 > 0.05 and the significance value of Entrepreneurial Motivation (X3) is 0.157 > 0.05. It can be concluded that the regression model in this study there is no heteroscedasticity problem.

6. Multiple Linear Regression Test Results

Table 7. Multiple Linear Regression Test Results

Model	Unstandardized Coefficients		Standardized Coefficients		T	Sig.	Collinearity Statistics	
	B	Std. Error	Beta				Tolerance	VIF
1 (Constant)	.467	3.845			.121	.904		
Pendidikan Kewirausahaan	.383	.064	.375		6.001	.000	.617	1.621
Inovasi	.233	.061	.229		3.792	.000	.660	1.515
Motivasi Berwirausaha	.350	.063	.359		5.592	.000	.583	1.715

a. Dependent Variable: Minat Berwirausaha

Source: Data processed by Researchers

Based on the table above, the multiple regression equation is obtained, namely $Y = 0.467 + 0.383X_1 + 0.233X_2 + 0.350X_3$.

7. F Test Results

Table 8. F Test Results

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2844.008	3	948.003	90.209	.000 ^b
	Residual	1523.805	145	10.509		
	Total	4367.812	148			

a. Dependent Variable: Minat Berwirausaha

b. Predictors: (Constant), Motivasi Berwirausaha, Inovasi, Pendidikan Kewirausahaan

Source: Data processed by Researchers

Based on the F test table above, it can be concluded that entrepreneurship education, innovation, and entrepreneurial motivation have a simultaneous effect on entrepreneurial interest because the F-count is 90.209 > the F-table value is 2.67.

8. T test results

Tabel 9. T test results

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	.467	3.845		.121	.904		
Pendidikan Kewirausahaan	.383	.064	.375	6.001	.000	.617	1.621
Inovasi	.233	.061	.229	3.792	.000	.660	1.515
Motivasi Berwirausaha	.350	.063	.359	5.592	.000	.583	1.715

a. Dependent Variable: Minat Berwirausaha

Source: Data processed by Researchers

From the table above, it is known that the t-count value is 6.001 > the t-table value is 1.97646, so the entrepreneurship education variable (X1) has a significant positive effect on entrepreneurial interest (Y). Meanwhile, for the innovation variable, the t-count value is 3.792 > the t-table value is 1.97646, so it can be concluded that the innovation variable (X2) has a significant positive effect on entrepreneurial interest (Y). Then for the entrepreneurial motivation variable, the t-count value is 5.592 > the t-table value is 1.97646, it can be concluded that the entrepreneurial motivation variable (X3) has a significant positive effect on entrepreneurial interest (Y).

9. Coefficient of Determination Test Results

Tabel 10. Coefficient of Determination Test Results X1, X2, Y

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.807 ^a	.651	.644	3.242

a. Predictors: (Constant), Motivasi Berwirausaha, Inovasi, Pendidikan Kewirausahaan

b. Dependent Variable: Minat Berwirausaha

Source: Data processed by Researchers

It is known that R² is 0.651 which indicates that 65% of Entrepreneurial Interests can be explained by the independent variables in this study, namely Entrepreneurship

Education, Innovation, Entrepreneurial Motivation, the remaining 35% is explained outside of this research variable.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the data processing that has been done, the description of the data that has been described, as well as the analysis and discussion in this study, it can be concluded that:

1. There is a positive and significant influence between entrepreneurship education on interest in entrepreneurship t-count 6,001 > t-table 1,97646
2. There is a positive and significant influence between innovation and interest in entrepreneurship t-count 3.792 > t-table 1.97646
3. There is a positive and significant influence of entrepreneurial motivation on entrepreneurial interest t-count 5.592 > t-table 1.97646
4. There is a simultaneous influence between entrepreneurship education, innovation, entrepreneurship motivation on interest in entrepreneurship in students of the Faculty of Economics, UNJ Economics and Administration Class 2017. This means that the more entrepreneurship education, innovation, and entrepreneurial motivation increase, the interest in entrepreneurship also increases. Vice versa. It can be seen from the F-count 90.209 > F-table 2.67.

Suggestion

1. For students majoring in Economics and Administration, Faculty of Economics, UNJ 2017 must cultivate a desire in themselves for an interest in entrepreneurship, and be able to raise awareness of business opportunities, enjoy doing experiments, and understand the freedom that comes with being an entrepreneur. The way to improve and grow it all is by taking on-campus entrepreneurship courses and practices and attending off-campus entrepreneurship training or webinars from other institutions.
2. Universities should hold more webinars or training to become successful entrepreneurs for the millennial generation with interesting speakers and themes. Thus, it can indirectly foster interest in entrepreneurship in students.
3. Further research is expected to expand the research variables beyond the independent variables contained in this study. And it is hoped that further research can use a larger sample, so that it further expands the reach of not only students.
4. After graduating, students should not only focus on looking for work, but also try to create jobs by setting up businesses to reduce the unemployment rate in Indonesia.

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