

The influence of entrepreneurship learning and entrepreneurial motivation on young entrepreneurial interest in a Buddhist college

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Article info

Article history:

Received: 1 September 2024

Accepted: 14 October 2024

Published: 17 October 2024

Keywords:

entrepreneurship learning;
entrepreneurial motivation;
entrepreneurial interest;
young entrepreneurs

Abstract

This research aims to analyze the influence of entrepreneurship learning and entrepreneurship motivation on entrepreneurial interest among students. The research method used is a survey with a quantitative approach. The research population is 150 students in the Business and Management Program at the Buddhist College in Indonesia. Sampling was done using the Slovin formula, resulting in a sample size of 109. The collected data was analyzed using multiple linear regression to identify the influence of entrepreneurship learning and entrepreneurship motivation on the interest of young entrepreneurs. The findings show that entrepreneurship learning and entrepreneurship motivation have a significant influence on students' interest in becoming young entrepreneurs. This discovery has significant implications for the development of education and entrepreneurship development programs at universities to encourage students' interest and participation in entrepreneurship.

JEL classifications: L26

Citation:

Gusnadi, G., Ardianto, H., and Rapiadi (2024). The influence of entrepreneurship learning and entrepreneurial motivation on young entrepreneurial interest in a Buddhist college. *Global Advances in Business Studies*, 3(2), 92-101, <https://doi.org/10.55584/Gabs.003.02.4>

1. Introduction

Entrepreneurship has become a captivating subject in the curricula of education and professional development in contemporary times (Bharata, 2019). The increasing number of individuals interested in entering the world of entrepreneurship marks a shift in the paradigm of career and innovation views, particularly among students (Nugraha et al., 2021). With technological advancements and the diversity of business opportunities, students now have greater access than before to start their own businesses (Afrilia, 2018). Entrepreneurship is an attitude and spirit characterized by constant activity and creativity with the aim of increasing income through business activities. People with an entrepreneurial attitude and spirit rarely feel satisfied with their current achievements and, thus, continue to try to find opportunities to improve their business and life (Widyastuti, 2023).

Opportunities can be obtained through innovation and creativity, and they can be utilized to develop a business. The theory of planned behavior is often used to study entrepreneurial attitudes, intentions, and behavior. This theory explains that one's attitudes toward an object are related to preferred actions. By understanding good attitudes and behavior, an entrepreneur can achieve success (Sampene et al., 2023). Students' roles in developing an interest in entrepreneurship can improve the low level of entrepreneurship in Indonesia. Students have a relevant role in uncovering their entrepreneurship potential to improve the country's social conditions, create job opportunities, and generate added value for society (Wangania et al., 2024).

Table 1. Indicators of low entrepreneurship rankings in Indonesia

No.	Data	Value
1	Legal framework	0.3
2	Education	0.4
3	Digitization	0.5
4	Infrastructure	0.6
5	Capital access	0.6
6	Business transparency	0.7
7	Innovation	0.8
8	Entrepreneurial	1.1
9	Human resources skills	1.3
10	Global connectivity	1.8

Source: (Jayani, 2019)

Entrepreneurial education has become one of the crucial indicators in giving individuals the knowledge and skills needed for entrepreneurship. One of the factors affecting the effectiveness of entrepreneurship education is one's family's level of motivation and interest in entrepreneurship (Prilovia & Iskandar, 2018). Currently, most people still believe that the only way to attain a stable income is by working as an employee. However, with entrepreneurial education, every individual can learn how to start their own business (Varadarajan, 2010). Furthermore, Kawaitou et al. (2020) stated that entrepreneurial education broadens students' perspectives on various business opportunities that they can pursue. However, entrepreneurship education still occurs in a conventional manner (Ramdani et al., 2023). Therefore, it is important to consider what kind of entrepreneurship education is happening now.

Integrating entrepreneurship into academic curricula can provide students with a better understanding of the business process and prepare them to face the challenges of a constantly changing work world. Additionally, developing entrepreneurial skills can strengthen one's adaptability, creativity, and leadership, which are important in facing today's increasingly

competitive market dynamics (He et al., 2024). The challenges faced by aspiring entrepreneurs cannot be ignored. Risk of failure, limited capital, and intense market competition are some factors that need to be addressed (Hidalgo et al., 2024). Therefore, education on risk management, financial planning, and marketing strategy has become an important part of entrepreneurship learning.

Encouraging young individuals to participate in entrepreneurship is crucial for economic growth and innovation. It is important to understand an individual's perspective on taking risks and developing creative ideas, as well as how this affects their attitude toward the entrepreneurship goals they have set (Thurik et al., 2024). This is because one's attitude is related to their motivation to achieve their entrepreneurial goals (McBride et al., 2024). This study aims to investigate the factors that influence students' interest in becoming young entrepreneurs, particularly through entrepreneurship education and entrepreneurial motivation.

2. Literature review

2.1. Entrepreneurship learning

Entrepreneurship education covers various educational activities aimed at cultivating individuals' entrepreneurial skills, attitudes, and behaviors. Being an entrepreneur is one of the best ways to reduce the unemployment rate (Parety & Kwelju, 2023). Several aspects of entrepreneurship learning ensure that learning is effective (Wirshandono Yogivaria & Emha Amir Fikri Anas, 2024). Entrepreneurship learning refers to the process by which individuals acquire the knowledge, skills, and attitudes needed to become an entrepreneur. This includes the application of business principles and developing the ability to identify, start, manage, and develop new businesses. Besides that, according to Kamaludin et al. (2024), entrepreneurship learning is a process by which individuals acquire the knowledge, skills, and attitudes necessary to become entrepreneurs or to develop an entrepreneurial spirit. This includes understanding basic business concepts such as marketing, financial management, operations, and business strategy, as well as mastering practical skills such as business planning, market analysis, risk management, creativity, and leadership (Bonfanti et al., 2024). Additionally, entrepreneurship learning involves developing positive attitudes towards risk, innovation, resilience, independence, perseverance, and adaptability in a dynamic business environment (Avelar et al., 2024). The learning process can occur in various contexts, ranging from formal education in schools or universities to practical training or acceleration programs aimed at helping individuals start and manage their own businesses. The goal is to prepare individuals to succeed in developing business ideas into sustainable and innovative ventures.

2.2. Entrepreneurial motivation

Entrepreneurial motivation is an internal force that drives individuals to engage in entrepreneurial activities or start and develop a business (Barba-Sánchez & Atienza-Sahuquillo, 2017; Zarnadze et al., 2022). First, this motivation can be seen as an intrinsic drive that pushes someone to create something new or valuable in a business context, reflected in an interest in innovation, a desire to solve problems, and a keen interest in seizing market opportunities that are not yet met (Yin & Wu, 2023). Second, entrepreneurial motivation manifests itself as a strong orientation towards goals, with individuals having a clear vision of what business goals they want to achieve, a high commitment to achieving those goals, and the spirit to continue striving for the desired outcomes (Murnieks et al., 2020). Third, entrepreneurial motivation reflects resilience and the drive to be self-sufficient, through which individuals demonstrate the ability to overcome challenges, steadfastness in the face of failure, and a strong desire to take control of their career and life path (Hassan et al., 2021). These indicators provide a picture of entrepreneurial motivation that can drive individuals to succeed in the business world and produce positive impacts in developing the economy and innovation.

3. Research methods

This research used a quantitative survey approach to collect data on entrepreneurship learning, entrepreneurial motivation, and interest in becoming young entrepreneurs among college students.

3.1. Population and sampling

The population consists of students registered in the Business and Management Study Program at the Buddhist Higher Education Institute in Indonesia. Sampling was conducted using the probability sampling technique with the Slovin formula. The sampling process yielded a sample size of 109.

3.2. Data analysis technique

Data analysis used multiple linear regression techniques to test the impact of entrepreneurial education and entrepreneurial motivation on the interest of students to become young entrepreneurs. The analysis was used to describe the data and test hypotheses; this included inferential analysis to test hypotheses using multiple regression and simple correlation tests with the assistance of SPSS for Windows version 25.0.

4. Results

4.1. Data normality

The analysis results show that the p-value for the normality test of the data is 0.796 with a two-tailed assumption. This high p-value indicates that there is insufficient evidence to reject the null hypothesis, which states that the data is normally distributed. Therefore, it can be concluded that the data tends to be normally distributed and, thus, meets the basic assumption for the use of statistical analysis techniques that require a normal distribution.

Table 1. One-sample Kolmogorov-Smirnov test results

		Unstandardized residual
N		56
Normal parameters ^a	Mean	0.000
	Std. deviation	7.931
Most extreme differences	Absolute	0.087
	Positive	0.066
	Negative	-0.087
Kolmogorov-Smirnov Z		0.648
Asymp. Sig. (2-tailed)		0.796
a. Test distribution is normal.		

4.2. Descriptive statistics

The analysis of the research data yielded information about the variables that have been studied. The data is presented in a descriptive format that can be understood. The presented information includes minimum, maximum, mean, and standard deviation (Table 2).

4.3. Regression results

The analysis coefficients displayed in Table 3 can be converted into the equation $Y = 96.048 + 0.026X_1 - 0.232X_2$. The multiple regression equation suggests that each one-unit increase in the independent variable is correlated with the standardized coefficient value (B). To determine whether the hypothesis is accepted or rejected, the significance value (sig) is compared with the probability of 0.05. The hypothesis is accepted if the significance value is less than 0.05, as indicated in Table 4 of the analysis of variance (ANOVA).

The ANOVA results in Table 4 show that the regression model significantly affects the dependent variable (Sig. = .000). The F value of 15.128 with two degrees of freedom for the regression model indicates that the variation in the dependent variable (entrepreneurial interest) can be explained by the independent variables (entrepreneurial learning and entrepreneurial motivation). Therefore, the results indicate that the regression model as a whole has a significant effect on the dependent variable. This means that entrepreneurial learning and entrepreneurial motivation have an impact on entrepreneurial interest.

Table 2. Descriptive statistics

	N	Min	Max	Mean	Std. deviation
Entrepreneurship learning	109	37	55	50.15	4.089
Entrepreneurial motivation	109	73	97	84.95	7.481
Entrepreneurial interest	109	83	91	86.62	2.022

Table 3. Regression results

		Unstandardized coefficients		Standardized coefficients	
Model		B	Std. error	Beta	t
1	(Constant)	96.048	2.798		34.324
	Entrepreneurial motivation	0.026	0.023	0.096	1.112
	Entrepreneurship learning	-0.232	0.042	0.469	-5.455

Dependent variable: entrepreneurial interest

Table 4. ANOVA results

Model		Sum of squares	df	Mean square	F	Sig.
1	Regression	98.005	2	49.002	15.128	0.000
	Residual	343.361	106	3.239		
	Total	441.366	108			

Table 5. Model summary

Model	R	R square	Adjusted R square	Std. error of the estimate
1	0.471	0.222	0.207	1.800

Table 5 presents the coefficient of correlation (R) value of 0.471 that indicates a positive relationship between entrepreneurial learning (X2), entrepreneurial motivation (X1), and the independent variable of wanting to start a business. This suggests that there is a relatively strong relationship between the dependent variable and the independent variables used in the model. Based on the coefficient of determination (R square) value of 0.222, about 22.2% of the variation in the dependent variable (Y1) can be explained by the independent variables present in the model—entrepreneurial learning (X2) and entrepreneurial motivation (X1). This means that this model explains a significant portion of the variation in the dependent variable. The adjusted coefficient of determination (adjusted R square) value of 0.207 takes into account the number of independent variables in the model and adjusts the R square value accordingly.

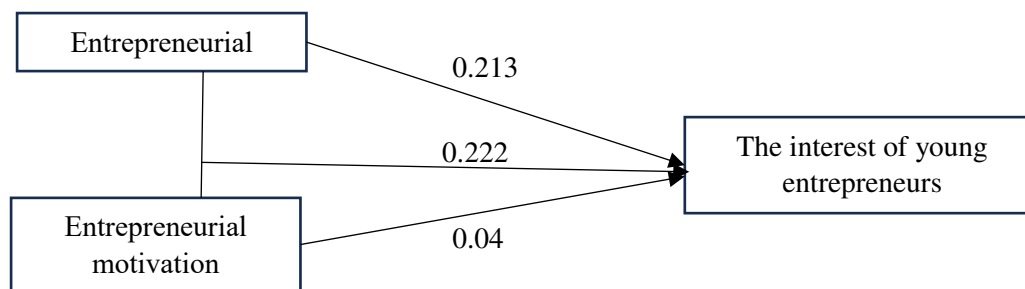


Figure 1. Research model

4.4. Discussion

4.4.1. The influence of entrepreneurship learning on the interest of young entrepreneurs

The significance value of entrepreneurship learning on the interest of young entrepreneurs is less than 0.05, which means the hypothesis is accepted. This finding aligns with the research of Ephrem et al. (2021), who found that entrepreneurship learning has an impact on entrepreneurial interest. Through entrepreneurship learning, young men gain in-depth knowledge of business concepts such as planning, marketing, financial management, and innovation. They also develop practical skills such as market analysis, risk management, communication, and leadership, which are crucial for managing a business.

Besides that, entrepreneurship learning helps build positive entrepreneurial attitudes, including the courage to take risks, resilience against failure, creativity, and innovation. Young people are also inspired and motivated by the success stories of entrepreneurs, which highlight career potential and opportunities in the entrepreneurial world (Shi & Wang, 2021). This learning experience also strengthens their confidence in developing business ideas and facing challenges in starting a business (González-Tejero et al., 2022). Investing in the entrepreneurship education of young generations can provide a strong foundation for economic growth and innovation in the future, as it will prepare young people to take an active role in facing global challenges and creating added value for society.

4.4.2. The influence of entrepreneurial motivation on the interest of young entrepreneurs

The significant value of entrepreneurial motivation is 0.269 (which is greater than 0.05), meaning that the hypothesis is rejected or there is no effect between entrepreneurial motivation and entrepreneurial interest. This finding indicates that even though someone has a high level of entrepreneurial motivation, this does not always have an impact on the desire to become an entrepreneur. There is no relationship between entrepreneurial motivation and entrepreneurial interest, including external factors such as risk, access to capital, or complex business regulations. Besides that, entrepreneurial motivation can vary in form and intensity, and other psychological factors like self-perception and the ability to identify and exploit opportunities can determine someone's interest in engaging in entrepreneurship (Srimulyani & Hermanto, 2022). This discovery highlights the complexity of the factors influencing entrepreneurial interest and emphasizes the need for a holistic approach to understanding and promoting entrepreneurship. These findings can contribute to public policy and educational programs that aim to build an ecosystem that supports entrepreneurial growth by considering various aspects that affect individual interest and motivation in starting and managing a business.

4.4.3. The combined effect of entrepreneurship learning and entrepreneurial motivation on the interest of young entrepreneurs

The analysis of the regression results shows that both entrepreneurship learning and entrepreneurial motivation have a positive and significant impact on students' interest in

becoming young entrepreneurs. Although entrepreneurial motivation does not have a partial effect, entrepreneurship education has an impact on entrepreneurial interest among young people. This finding aligns with research conducted by Darwis et al. (2021). The findings of this research highlight the importance of integrating entrepreneurship education into the academic curriculum and fostering entrepreneurial motivation among students to promote entrepreneurship. Entrepreneurship learning provides a deep understanding of business concepts and the practical skills needed to start and manage a business (Yang et al., 2023). On the other hand, entrepreneurial motivation is an internal drive that encourages individuals to engage in entrepreneurial activities and take risks to achieve success in the business world (McBride et al., 2024). When entrepreneurship learning and entrepreneurial motivation are combined, they reinforce and enhance the interest of young entrepreneurs. Initially, through entrepreneurship learning, young people not only gain practical knowledge but also become inspired and better understand how business concepts can be applied in real life. This can increase their entrepreneurial motivation because they see real opportunities to apply business ideas and create added value.

Meanwhile, entrepreneurial motivation helps people transform knowledge gained through learning into real actions (Bonfanti et al., 2024). When individuals have a strong internal drive to create something new and valuable, they are likely to take the first step in starting their own business despite facing challenges and risks (Avelar et al., 2024). Entrepreneurial motivation also helps people overcome psychological barriers and increase their resilience against failure, which is an important part of the journey to becoming an entrepreneur (Barba-Sánchez & Atienza-Sahuquillo, 2017; Zarnadze et al., 2022). Therefore, the combination of entrepreneurial learning and entrepreneurial motivation creates an environment that fosters the interest of young entrepreneurs. They are not only equipped with crucial knowledge and skills but also have a strong internal drive to take concrete steps in realizing their business ideas. Encouraging young generations to invest in entrepreneurial learning and develop entrepreneurial motivation is an effective strategy to prepare them to face the demands of the constantly evolving business world.

5. Conclusion

The analysis results show that entrepreneurship education has a significant impact on the interest of young entrepreneurs. Young men who participate in entrepreneurship education gain a deep understanding of business concepts and develop essential practical skills for managing a business. Additionally, this learning experience helps build a positive entrepreneurial attitude, including the courage to take risks, resilience against failure, creativity, and innovation. However, the findings also indicate that individual entrepreneurial motivation does not always have a direct impact on whether an individual becomes an entrepreneur. Although entrepreneurial motivation can be a strong internal drive, external factors such as risk, access to capital, business regulations, as well as various psychological factors, also play a crucial role in determining someone's interest in entrepreneurship.

More importantly, the analysis results show that taken together, entrepreneurship education and entrepreneurial motivation have a strong impact on the interest of young entrepreneurs. When combined, they build people's interest in developing business ideas and starting businesses. Entrepreneurship education provides a foundation of knowledge and practical skills, while entrepreneurial motivation transforms that knowledge into real actions by helping individuals overcome potential barriers and challenges that may arise. In conclusion, investing in entrepreneurship education and youth entrepreneurship motivation is crucial to encouraging interest and participation in the entrepreneurship world. Integrating entrepreneurship education into academic curricula and developing entrepreneurship motivation among students is an effective strategy for preparing young generations to face the

demands and challenges of a constantly evolving business world, as well as creating added value for society and the economy as a whole.

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