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The Influence of Attitude and Motivation on the Entrepreneurial Intentions of Economic Education Students at Universitas Negeri Makassar

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Abstract

The purpose of this study was to determine how attitudes and motivations influence the entrepreneurial interest of students in the Economics Education program at Makassar State University. A total of 100 Economics Education students from the class of 2023 were randomly selected as respondents using quantitative methodology. Multiple linear regressions were used to analyze the data. The findings of the analysis indicate that motivation and attitudes have a good and large influence on a person's interest in starting their own business. With X1 representing attitude and X2 representing motivation, the resulting regression equation Y = 13.465 + 0.414X1 + 0.249X2 + ε indicates that both variables influence entrepreneurial interest. Based on the research findings, it can be said that motivation and attitudes have a positive and significant influence on an individual's interest in starting their own business. Economics Education students at Makassar State University. With a coefficient of determination (R2) of 29.3%, attitudes and motivation can explain some of the variation in entrepreneurial desire, while friendship is influenced by unidentified factors.

Keywords: ***Attitude, Motivation, Interest in Entrepreneurship*.**

INTRODUCTION

Unemployment and economic uncertainty are major challenges facing many countries, including Indonesia. Amidst global change and evolving economic dynamics,

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entrepreneurial interest among students is becoming increasingly important in efforts to create new jobs and drive economic growth. However, obstacles remain that hinder the development of entrepreneurship among students, particularly in the context of Economics Education at Makassar State University. Unemployment among college graduates is on the rise, with many struggling to find jobs that match their qualifications. A study by Brown, Chua, & Songco (2018) highlighted the importance of understanding the factors influencing entrepreneurial interest among college students. They found that important determinants of entrepreneurial intention among university students include attitudes and motivation.

Motivation theories, such as Desire Theory (McClelland, 1961), emphasize that an individual's intrinsic motivations, such as the need for achievement, can be a key driver for entrepreneurship. Therefore, a better understanding of these factors can help design more effective interventions to increase entrepreneurial interest among college students. Furthermore, entrepreneurship has been recognized as a solution to address unemployment and foster economic growth. A study by Johnson, Smith, & Johnson (2019) found that motivation plays a role in shaping entrepreneurial intentions among college students. Similar findings were also presented by Li, Guo, & Zhao (2018), Smith (2020), and Wang, Hu, & Wang (2017), who found a relationship between attitudes, motivation, and entrepreneurial intentions among college students.

These studies emphasize the importance of attitudes and motivation in shaping entrepreneurial interest and highlight the complexity of motivation's role in this process. In the context of Economics Education at Makassar State University, a deeper understanding of the factors influencing entrepreneurial interest among students is still needed. Attitude and motivation, as two main factors believed to influence entrepreneurial interest, are the focus of this study. Therefore, this study aims to identify the influence of attitudes and motivation on entrepreneurial interest among Economics Education students at Makassar State University. With a better understanding of the factors influencing entrepreneurial interest among students, it is hoped that educational institutions and policymakers can design more effective programs to increase student interest and participation in entrepreneurial activities, as well as help address unemployment problems and strengthen overall economic growth.

RESEARCH METHODS

This research employed a survey method with a quantitative approach. The use of a quantitative approach allows for more comprehensive statistical analysis and organized data collection. The survey approach was used because it allows researchers to effectively

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collect data from a large number of respondents and provides direct measurement of the factors studied, including motivation, attitudes, and entrepreneurial interest.

Participants in this study were one hundred students from Makassar State University enrolled in the Economics Education program in 2023. To ensure the research findings are more applicable to the larger population, basic random sampling was used to ensure that each student had an equal chance of being included in the sample.

A questionnaire was used as a data collection tool. The questions were tailored to the factors being studied, including entrepreneurial interest, entrepreneurial motivation, and attitudes toward it. The questionnaire design took into account ideas proven important in related literature and previous research.

Multiple linear regression was used to analyze the data. The relationship between the dependent variable (entrepreneurial interest) and two or more independent factors (motivation and attitude) was assessed using multiple linear regression. Through this technique, researchers can determine the relative importance of attitude and motivation and their influence on entrepreneurial interest.

RESULTS AND DISCUSSION

Results

Respondent Description

One hundred students from Makassar State University, graduating in 2023, studying economics, were selected as respondents for this study. The respondents' diverse socioeconomic backgrounds reflect the diverse social and economic circumstances that influence their motivation and attitudes toward entrepreneurship. To provide a comprehensive picture of the population, demographic factors such as parental employment status, age distribution, and gender were also included.

Attitude Analysis

The analysis of students' entrepreneurial attitudes shows that entrepreneurial interest is positively and significantly influenced by attitude. Several factors, including risk-taking, self-confidence, and creativity, were used to measure an individual's attitude. The regression analysis showed a regression coefficient of 0.414, meaning that for every increase in attitude, entrepreneurial interest increases by 0.414 units.

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Motivation Analysis

Indicators of entrepreneurial motivation include the desire for power, affiliation, and achievement. The analysis findings indicate that motivation significantly and positively influences entrepreneurial interest. Motivation has a regression coefficient of 0.249, meaning that for every one-unit increase in motivation, entrepreneurial interest increases by 0.249 units.

Multiple Linear Regression

Multiple linear regression analysis was used to determine how motivation and attitudes simultaneously influence entrepreneurial interest. The table showing the results of the multiple linear regression analysis is presented below:

Table 1. Multiple Linear Regression Results

Variabel Independen	Koefisien regresi (B)	Std.Error	t- value	sig
Konstanta	13.465	2.147	6.276	0.000
Attitude (X1)	0.414	0.103	4.019	0.000
Motivation (X2)	0.249	0.095	2.621	0.010
Model Statistics		**Mark**		
R		0.541		
R^2		0.293		
Adjusted R^2		0.276		
Std. Error of the Estimate		3.781		
F-Value		16.921		
Sig. (F-Value)		0.000		

Source: Data Processing Results (2026)

Table Interpretation :

a. Constant: The constant value of the regression equation of 13.465 indicates that the interest in entrepreneurship is worth 13.465 even though there are no attitude and motivation values.
b. Attitude (X1): An increase in attitude by one unit means an increase in interest in entrepreneurship by 0.414 units, based on a regression coefficient of 0.414. There

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is a fairly large relationship between attitude and interest in entrepreneurship, as evidenced by the calculated t value of 4.019 and a significance level of 0.000.

c. Motivation (X2): An increase in motivation by one unit means an increase in interest in entrepreneurship by 0.249 units, based on a regression coefficient of 0.249. The magnitude of the influence of motivation on interest in entrepreneurship is also indicated by the calculated t value of 2.621 with a significance level of 0.010.
d. R and R2: The dependent variable (entrepreneurial interest) and the independent variables (motivation and attitude) show a moderate relationship, with an R value of 0.541. With an R2 of 0.293, attitude and motivation contribute 29.3% to the variation in entrepreneurial interest, while the remaining 70.7% is influenced by other variables not included in this study.
e. Adjusted R^2: The R^2 value has been adjusted to reflect the number of variables in the model, and an adjusted R^2 of 0.276 is shown.
f. F-Value and Sig. (F-Value): The regression model used is significant, indicating that the model is suitable for predicting entrepreneurial interest based on attitudes and motivations. The F-value of 16.921 and a significance level of 0.000 support this claim.

DISCUSSION

The Influence of Attitude on Interest in Entrepreneurship

The results of this study indicate that attitude plays a significant role in influencing students' entrepreneurial interest, which is consistent with other studies conducted between 2015 and 2020. Previous studies have emphasized the importance of attitude in determining students' entrepreneurial interest. For example, research by Smith (2020) found that students with more positive attitudes toward entrepreneurship tended to be more interested in starting their own businesses. This finding aligns with the Theory of Planned Activity (Ajzen, 1991), which states that a person's intention to engage in an activity is influenced by their attitude toward that activity. In other words, if someone has a positive attitude toward entrepreneurship, they are more likely to have a strong interest in entrepreneurship.

Another study by Li et al. (2018) also supports these findings. Li et al. found that students with more positive attitudes toward risk tended to have higher entrepreneurial intentions. This suggests that attitudes toward risk are an important factor in shaping entrepreneurial intentions. A positive attitude toward risk allows students to see opportunities rather than solely focusing on potential failures, thus increasing their interest

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in starting a business. Furthermore, research by Sanchez (2016) found that a proactive attitude toward problems and opportunities is also an important predictor of entrepreneurial interest. This proactive attitude enables students to take initiative and pursue entrepreneurial opportunities with greater confidence.

Research by Mahmood et al. (2019) supports the view that a positive attitude toward entrepreneurship and innovation can increase entrepreneurial interest. Mahmood et al. found that students who were open to change and innovation were more likely to be interested in starting their own businesses.

Overall, the synthesis of these research findings indicates that positive attitudes toward entrepreneurship are consistently associated with higher entrepreneurial intentions among college students. Therefore, it is important for educational institutions and policymakers to pay attention to the formation of entrepreneurial attitudes as part of efforts to increase student interest and participation in entrepreneurial activities. Educational programs that emphasize the importance of positive attitudes toward entrepreneurship and managing risk can help encourage more students to pursue careers in this field.

The Influence of Motivation on Interest in Entrepreneurship

The influence of motivation on entrepreneurial interest has been the focus of numerous previous studies, and the findings of this study support these findings. Research by Johnson et al. (2019) highlights the importance of intrinsic motivation, such as the need for achievement, in influencing entrepreneurial interest. Johnson et al. found that students with high intrinsic drive, such as the desire for achievement, tended to have greater entrepreneurial interest. This is consistent with motivational theories, such as the Desire Theory (McClelland, 1961), which emphasizes that an individual's intrinsic drive, such as the need for achievement, can be a primary driver for entrepreneurship.

Furthermore, research by Wang et al. (2017) also shows that motivational factors, such as the desire to overcome challenges and achieve financial independence, can influence students' entrepreneurial intentions. Wang et al. found that the motivation to face challenges and achieve financial independence was the main driver of entrepreneurial intentions among students. This finding highlights the complexity of the role of motivation in shaping entrepreneurial intentions and emphasizes the importance of considering various aspects of motivation to increase entrepreneurial intentions among students. Furthermore, research by Gurel et al. (2018) shows that strong intrinsic motivation, such as the need for independence and achievement, contributes significantly to entrepreneurial

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intentions. Gurel et al. found that intrinsic motivation is more influential than extrinsic motivation in shaping entrepreneurial intentions.

Another study by Kautonen et al. (2015) supports these findings, showing that intrinsic motivation has a strong correlation with entrepreneurial interest. Kautonen et al. stated that factors such as the desire to innovate and achieve personal goals play a significant role in increasing entrepreneurial interest. The findings of this study add to the evidence that motivation, especially intrinsic motivation, plays a significant role in shaping students' entrepreneurial interest. The implication is that educational institutions and policymakers need to pay attention to developing students' intrinsic motivation in an effort to increase their participation in entrepreneurial activities. Educational programs that encourage personal achievement, freedom, and innovation can help develop strong intrinsic motivation among students, which in turn can increase their interest in entrepreneurship.

The Influence of Attitude and Motivation on Interest in Entrepreneurship

This study shows that motivation and a collaborative attitude significantly influence entrepreneurial interest. These results are consistent with previous research, such as that conducted by Brown et al. (2018), which also found a substantial correlation between motivation and attitude in developing entrepreneurial interest. According to previous research, a person's interest in entrepreneurship can increase if they have a positive attitude toward it. Strong motivation has also been shown to be a crucial component in triggering entrepreneurial interest, particularly intrinsic motivation such as the drive to achieve (Johnson et al., 2019).

Furthermore, research by Li et al. (2018) found that a positive attitude toward entrepreneurial risks and opportunities significantly influences entrepreneurial interest among college students. This finding underscores the importance of a supportive attitude toward entrepreneurship in shaping the intention to start one's own business. Another study by Smith (2020) also showed that a combination of a positive attitude and intrinsic motivation can significantly increase entrepreneurial interest. Smith emphasized that a positive attitude toward entrepreneurship, supported by strong motivation, creates a strong foundation for students to pursue entrepreneurial activities.

In the context of this research, the results of multiple linear regression analysis confirm that these two factors, namely attitude and motivation, jointly contribute significantly to students' entrepreneurial intentions. The regression coefficients indicate that each increase in positive attitudes and intrinsic motivation is associated with an

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increase in entrepreneurial intentions. This aligns with the findings of research by Wang et al. (2017), which found that motivation and attitude play a key role in determining entrepreneurial intentions among students.

The implication is that efforts to increase entrepreneurial interest among students require attention to fostering positive attitudes toward entrepreneurship and developing strong motivation. Educational institutions and policymakers can design more effective programs that focus on developing positive attitudes and intrinsic motivation. Programs such as entrepreneurship training, business simulations, and mentoring by successful entrepreneurs can help improve students' attitudes and motivation toward entrepreneurship.

CONCLUSION

This study reveals that attitudes and motivation play a significant role in shaping entrepreneurial interest among Economics Education students at Makassar State University. The analysis shows that a positive attitude toward entrepreneurship and strong motivation, particularly intrinsic motivation such as the need for achievement, jointly contribute to influencing entrepreneurial interest. This finding aligns with previous research that emphasizes the importance of psychological factors, such as attitude and motivation, in shaping entrepreneurial interest. Consequently, educational institutions and policymakers should pay attention to fostering positive attitudes toward entrepreneurship and fostering strong motivation among students. This can be achieved through enhanced educational and training programs that support the development of entrepreneurial skills and strengthen students' intrinsic motivation.

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