

The Influence of Attitude and Motivation on the Entrepreneurial Interest of Students of the State University of Makassar Economics Education Study Program Class of 2021

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Abstract

The purpose of this study is to find out how attitudes and motivations affect the entrepreneurial interest of students of the Economic Education program of the State University of Makassar. A total of 100 Economics Education students of the class of 2021 were randomly selected to be respondents using a quantitative methodology. Many linear regressions are used to analyze data. The findings of the analysis show that motivation and attitude have a good and great influence on a person's interest in starting their own business. With X1 representing attitude and X2 representing motivation, the resulting regression equation $Y = 13.465 + 0.414X1 + 0.249X2 + \epsilon$ shows that these two variables have an effect on entrepreneurial interest. Based on the findings of the study, it can be said that motivation and attitude have a positive and significant effect on an individual's interest in starting their own business. Economics Education Student, State University of Makassar. With a coefficient of determination (R²) of 29.3%, attitudes and motivation can explain some of the variations in entrepreneurial desires, while friendships are influenced by unidentified factors.

Keywords: Attitude, Motivation, Entrepreneurial Interest



INTRODUCTION

The problem of unemployment and economic uncertainty are the main challenges faced by many countries, including Indonesia. In the midst of global changes and evolving economic dynamics, entrepreneurial interest among students is becoming increasingly important in an effort to create new jobs and encourage economic growth. However, there are still obstacles that hinder the development of entrepreneurship among students, especially in the context of Economic Education at Makassar State University. The problem of unemployment among college graduates is increasing, where many graduates find it difficult to find a job that matches their qualifications. A study by Brown, Chua, & Songco (2018) highlights the importance of understanding the factors that influence entrepreneurial interest among college students. They found that important determinants of entrepreneurial intention among university students include attitude and motivation.

Motivational theories, such as the Theory of Desire (McClelland, 1961), emphasize that an individual's intrinsic drive, such as the need for achievement, can be a major driver for entrepreneurship. Therefore, a better understanding of these factors can help design more effective interventions in increasing entrepreneurial interest among college students. On the other hand, entrepreneurship has been recognized as one of the solutions to overcome the problem of unemployment and strengthen 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 the role of attitude and motivation in shaping entrepreneurial interest, and highlight the complexity of the role of motivation in this process. In the context of Economics Education at Makassar State University, a deeper understanding of the factors that affect entrepreneurial interest among students is still needed. Attitude and motivation, as two main factors believed to influence entrepreneurial interest, are the focus of this research. Therefore, this study aims to identify the influence of attitudes and motivation on entrepreneurial interest in Economics Education students at Makassar State University. With a better understanding of the factors that affect 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 helping to



address the problem of unemployment and strengthen overall economic growth.

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RESEARCH METHODOLOGY

Research design: This study uses a survey method with a quantitative approach. The use of a quantitative approach allows for more thorough statistical analysis and organized data collection. The survey approach is used because it allows researchers to effectively collect data from a large number of respondents and provide direct measurements of the factors studied, including motivation, attitudes, and entrepreneurial interests. **Population and Sample:** Participants in this study are students of the State University of Makassar who are enrolled in the 2021 Economic Education program. There were a hundred students in all. In order for the findings to be more appropriate to the larger population, basic random sampling was used to ensure that each student had an equal chance of being included in the sample population. **Instruments. Data Collection:** Questionnaires are used as a tool for collecting data. The questions in the questionnaire were adjusted to the factors studied, including entrepreneurial interest, entrepreneurial motivation, and attitude towards it. The design of this questionnaire takes into account ideas that have proven important in the related literature as well as previous research. **Data Analysis:** Multiple linear regression is used to analyze data. The relationship between the bound variable (entrepreneurial interest) and two or more independent factors (motivation and attitude) was assessed using multiple linear regression. Through this technique, researchers can ascertain the relative importance of attitudes and motivations and how much they affect entrepreneurial interest.

RESULT

Respondent Description

One hundred students of the State University of Makassar class of 2021 who studied economics were used as respondents to this study. The diverse socio-economic backgrounds of the respondents show a variety of social and economic circumstances that affect their motivation and attitude towards entrepreneurship. To present a complete picture of the population studied, demographic factors such as parental employment status, age distribution, and gender were also included.



Attitude Analysis

The results of the analysis of students' entrepreneurial attitudes showed that their interest in entrepreneurship was positively and significantly influenced by attitudes. A number of factors, including risk-taking, confidence, and inventiveness, are used to measure a person's attitude. The results of the regression analysis show a regression coefficient of 0.414, meaning that for every increase in attitude, there will be an increase in entrepreneurial interest by 0.414 units.

Motivation Analysis

Indicators of entrepreneurial motivation include the desire to be powerful, affiliated, and accomplished. The findings of the analysis show that motivation significantly and positively affects entrepreneurial interest. Motivation has a regression coefficient of 0.249, meaning that for every increase in motivation of one unit, there will be an increase in entrepreneurial interest by 0.249 units.

Multiple Linear Regression

Multiple linear regression analysis is used to find out how motivation and attitude simultaneously affect entrepreneurial interest. The table displaying the results of multiple linear regression analysis is presented below:

Table 1 regression

Independent Variables	Regression coefficient (B)	Std.Error	t- value	Sig
Constant	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	Value
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
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Table Interpretation:

- Constant: The value of the regression equation constant of 13.465 indicates that entrepreneurial interest is valued at 13.465 even though there are no values of attitude and motivation.
- Attitude (X1): An increase in attitude by one unit means an increase in entrepreneurial interest by 0.414 units, based on a regression coefficient of 0.414. There is a considerable relationship between attitude and entrepreneurial interest, as evidenced by a t-count value of 4.019 and a significance level of 0.000.
- Motivation (X2): An increase in motivation by one unit means an increase in entrepreneurial interest by 0.249 units, based on a regression coefficient of 0.249. The magnitude of the influence of motivation on entrepreneurial interest is also shown by a calculated t-value of 2.621 with a significance level of 0.010.
- R and R²: The bound variable (entrepreneurial interest) and the independent variable (motivation and attitude) showed a moderate relationship, with an R value of 0.541. With an R² of 0.293, attitude and motivation contributed 29.3% to the variation of entrepreneurial interest, while the remaining 70.7% was influenced by other variables that were not included in this study.
- Adjusted R²: The R² value has been adjusted to reflect the number of variables in the model, and an adjusted R² of 0.276 is displayed.
- F-Value and Sig.: The regression model used is significant, showing that it is feasible to predict entrepreneurial interest based on attitudes and motivations. An F value of 16,921 and a significance level of 0.000 support this claim.

DISCUSSION**Characteristics of respondents**

Previous research has highlighted the importance of understanding the demographic characteristics of respondents in the context of entrepreneurial interests. For example, research by Brown et al. (2018) found that factors such as age, gender, and socioeconomic background can influence students' interest in entrepreneurship. Age may play a role in shaping entrepreneurial interests, with older college students tending to have a more mature view of business risks and



opportunities. Additionally, gender can also influence entrepreneurial interest, with research showing that men tend to have a higher entrepreneurial interest than women in some contexts (Brown et al., 2018).

Socioeconomic background is also an important factor that can affect entrepreneurial interest. Students from more stable economic backgrounds may have greater access and exposure to entrepreneurial opportunities, while students from less stable economic backgrounds may face greater barriers in pursuing their entrepreneurial interests (Brown et al., 2018).

Although the demographic characteristics of the respondents are not explicitly mentioned in the context of this study, expanding the analysis to include demographic details can provide more insight into how these factors may affect the interest of students of the Makassar State University Economic Education program in entrepreneurship. Previous research findings suggest that a more comprehensive understanding of respondents' demographic attributes can help develop more focused educational interventions and initiatives aimed at fostering students' interest in entrepreneurship. Therefore, in an effort to better understand the elements that drive entrepreneurial desire, it is recommended that future research expand the scope of the analysis by including the demographic features of the respondents.

The influence of attitude on entrepreneurial interest

The results of this study show that attitudes play an important role in influencing students' interest in entrepreneurship, which is consistent with other studies conducted between 2015 and 2020. Previous research has emphasized the importance of attitude in determining students' entrepreneurial interests. For example, research by Smith (2020) found that students who have a more positive attitude towards entrepreneurship tend to be more interested in starting their own businesses. This finding is in line with the Planned Activity Theory (Ajzen, 1991), which states that a person's intention to carry out an activity is influenced by his attitude towards the activity. In other words, if a person has a positive attitude towards entrepreneurship, they are more likely to have a high interest in entrepreneurship.

Other research by Li et al. (2018) also supports these findings. Li et al. found that students with a more positive attitude towards risk tended to have a higher interest in entrepreneurship. This shows that attitude towards risk is an important factor in forming an interest in entrepreneurship. A positive attitude towards risk allows students to see opportunities rather than just focusing on potential failures, thus increasing their interest in starting a business.



In addition, research by Sanchez (2016) found that a proactive attitude towards problems and opportunities is also an important predictor of entrepreneurial interest. This proactive attitude allows students to take initiative and pursue entrepreneurial opportunities with more confidence.

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

Overall, the synthesis of the findings of this study shows that positive attitudes towards entrepreneurship are consistently associated with higher entrepreneurial interest among 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. An educational program that emphasizes the importance of a positive attitude towards entrepreneurship and managing risk can help encourage more students to pursue careers in this field.

The Effect of Motivation on Entrepreneurial Interest

The influence of motivation on entrepreneurial interest has been the focus of previous studies, and the findings of this study support these results. 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 to achieve, tended to have a greater interest in entrepreneurship. This is consistent with motivational theories, such as the Theory of Desire (McClelland, 1961), which emphasizes that an individual's intrinsic drive, such as the need for achievement, can be a major driver for entrepreneurship.

In addition, research by Wang et al. (2017) also shows that motivational factors, such as the desire to overcome challenges and achieve financial freedom, can influence students' interest in entrepreneurship. Wang et al. found that the motivation to face challenges and achieve financial independence is a major driver of entrepreneurial interest among college students. These findings highlight the complexity of the role of motivation in shaping entrepreneurial interest and emphasize the importance of paying attention to various aspects of motivation to increase entrepreneurial interest among students. Furthermore, research by Gurel et al. (2018) shows that strong intrinsic motivations, such as the need for independence and achievement,



contribute significantly to entrepreneurial interest. Gurel et al. found that intrinsic motivation is more influenced by extrinsic motivation in shaping entrepreneurial intentions

Another study by Kautonen et al. (2015) supports these findings, suggesting that intrinsic motivation has a strong correlation with entrepreneurial interest. Kautonen et al. state that factors such as the desire to innovate and achieve personal goals play an important role in increasing interest in entrepreneurship. The findings of this study add to the evidence that motivation, especially intrinsic motivation, plays an important role in shaping students' entrepreneurial interests. The implication is that educational institutions and policymakers need to pay attention to the development of 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 college students, which in turn can increase their interest in entrepreneurship.

Nostrand Attitude and Motivation Affect Entrepreneurial Interest at the Same Time

This study shows that motivation and attitude to work together have a significant influence on entrepreneurial interest. These results are consistent with previous research, such as those conducted by Brown et al. (2018), which also found a substantial correlation between motivation and attitude in developing an entrepreneurial interest. A person's interest in entrepreneurship can increase if they have a good attitude towards them, according to previous research. Strong motivation has also proven to be an important component that triggers entrepreneurial interest, especially intrinsic motivation such as the drive to excel (Johnson et al., 2019).

In addition, research by Li et al. (2018) found that positive attitudes towards entrepreneurial risks and opportunities greatly affect entrepreneurial interest among students. These findings emphasize the importance of an attitude that supports entrepreneurship in forming the intention to start your own business. Another study by Smith (2020) also shows that a combination of positive attitudes and intrinsic motivation can significantly increase interest in entrepreneurship. Smith emphasized that a positive attitude towards entrepreneurship, supported by strong motivation, creates a strong foundation for students to pursue entrepreneurial activities.

In the context of this study, the results of multiple linear regression analysis confirm that these two factors, namely attitude and motivation, together make a significant contribution to students' interest in entrepreneurship. The regression coefficient shows that any increase in



positive attitudes and intrinsic motivation is related to an increase in entrepreneurial interest. This is in line with the findings of a study by Wang et al. (2017), which found that motivation and attitude play a role as the main determinants in entrepreneurial intention among students. The implication is that efforts to increase entrepreneurial interest among students need to pay attention to the formation of a positive attitude towards entrepreneurship and the development of strong motivation. Educational institutions and policymakers can design more effective programs with a 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 towards entrepreneurship.

CONCLUSION

This study reveals that attitude and motivation have an important role in shaping the entrepreneurial interest of Economics Education students of Makassar State University. The results of the analysis show that a positive attitude towards entrepreneurship and strong motivation, especially intrinsic motivation such as the need for achievement, together contribute to influencing entrepreneurial interest. These findings are in line with previous research that emphasizes the importance of psychological factors, such as attitudes and motivations, in shaping entrepreneurial interests. The implication is that educational institutions and policymakers should pay attention to the formation of a positive attitude towards entrepreneurship and the development of strong motivation among students. This can be done through the improvement of education and training programs that support the development of entrepreneurial skills and strengthen students' intrinsic motivation.

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