

The Influence of Entrepreneurial Knowledge, Entrepreneurial Motivation, and Commitment on Entrepreneurial Intentions of Makassar State University Students

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Abstract

The research was conducted with the aim of knowing whether there is an influence between entrepreneurial knowledge, entrepreneurial motivation, and commitment to student entrepreneurial intentions, especially in the Economics Education Study Program, Faculty of Economics and Business, Makassar State University. This research uses a quantitative approach with multiple regression data analysis techniques. Data collection techniques through questionnaires and literature study. The results showed that (1) the entrepreneurial knowledge variable had a positive and significant effect on students' entrepreneurial intentions; (2) the variable of entrepreneurial motivation has a positive and significant influence on students' entrepreneurial intentions; (3) the commitment variable also has a positive and significant influence on students' entrepreneurial intentions; (4) entrepreneurial knowledge, entrepreneurial motivation, and commitment have a simultaneous influence on students' entrepreneurial intentions in the Economics Education study program, Faculty of Economics and Business, Makassar State University. In addition, it is known that the entrepreneurial intention factor (Y) of students is 64.7% influenced by entrepreneurial knowledge (X1), entrepreneurial motivation (X2), and commitment (X3). The remaining 35.3% is influenced by other variables outside of the research conducted, such as: family factors, environment, personal values, gender and age.

Keywords: Entrepreneurial Knowledge, Entrepreneurial Motivation, Commitment, Entrepreneurial Intention.



INTRODUCTION

Students as agents of change become the leading figures in carrying out movements in current conditions to become better. Of course, they must have broad thinking and great courage in facing the various challenges of globalization (Akin et al., 2017). With the various knowledge that has been obtained in the university environment, it is hoped that it will be able to bring about meaningful change because in reality students are the newest and youngest generation, the nation's hope for maintaining the existence of their country in the future (Ahmad & Rahayu, 2019). Considering the first step of a student after completing their education in college is to climb the career ladder, that's where the student's skills have a big influence. All kinds of skills can show the advantages of each student. Therefore, a student needs to prepare everything in terms of knowledge and skills in preparing for the future in climbing the professional ladder (Al-Jubari, 2019).

The profession itself is like a real life step because in it a person will face what is called competition, including competition to get a job and even competition to maintain a position in their respective professions. If someone is unable to compete in this professional environment, then it can make them classified as people with low productivity. Until now, the perspective of students towards the professional world where they are all job seekers. Not many of them think about becoming job creators. In addition to being able to provide vacancies for others, it can also be for themselves. This needs to be more encouraged among those where they gain knowledge during their productive periods because in some circles of students there are still those who lose focus in thinking about the future related to professional problems (Huang et al., 2021).

One profession that can be created starting from oneself is entrepreneurship. Entrepreneurs are people who try, meaning someone who creates a new business venture by daring to take responsibility for all the risks that will occur or otherwise enjoy the great benefits obtained. Entrepreneurship is the most popular profession among millennial youth (Aima et al., 2020). In an effort to encourage the increase in young entrepreneurs, the government has launched the KUR Goes To Campus program. The program is government support that facilitates access to financing for MSME actors among students. Someone who is in the age range of 22 years can start a business, which is the age range found among students. All information related to entrepreneurship can be obtained in entrepreneurship courses or other courses related to business. The campus environment can be a place for entrepreneurial incubation for students who want to enter the business world. Indirectly, it can encourage students to enter the stage of realizing entrepreneurship (Sahban et al., 2016).



Entrepreneurial encouragement through lecture learning should go hand in hand. It is not uncommon for student preparation to be an obstacle to starting a business. The emergence of several knowledge factors from entrepreneurship courses is commonplace, such as the ability to capture market share in entrepreneurship and risk considerations for starting a business (Arrighetti et al., 2014) & (Elmansori, 2014). Research conducted by (Roxas, 2014) shows that knowledge has a positive and significant effect on entrepreneurial intentions in students in Pakistan. Similar study results are also shown by research conducted by (A. Hussain & Norashidah, 2015), (Aprilianti, 2012), (Zegeye, 2013), (Fatoki, 2014), (Malebana, 2014).

In addition, the study (Amadea & Riana, 2020) contains results where entrepreneurial motivation has a positive and significant effect on growing a person's entrepreneurial intention. Motivation should arise from within a person when they want to start an activity related to entrepreneurship. Being equipped with a sense of optimism that they will be able to become entrepreneurs is something that can support a person's early success. Furthermore, the study (Darmawan, 2020) states that in addition to knowledge and motivation, there is a commitment variable as a supporting factor for a person's entrepreneurial intention. Commitment is a force that makes a person want to take action that is in line with the desired target. Commitment can be assessed by thinking and according to goals, what is done based on commitment, be it individuals or organizations or teams (Sutanto et al., 2018). Commitment is a term for a person's behavior that shows a bound action without coercion in an activity.

In recent decades, there have been many students who already have businesses. This is of course due to the support of today's technology that does not limit space and time and human interaction to make transactions, so that until now there have been many students who have succeeded in running their own businesses. Therefore, the author is interested in conducting quantitative research on the character and background of students who have businesses, how the entrepreneurial knowledge obtained through learning activities in college owned by students, where the motivation for students to become entrepreneurs comes from, the form of commitment that students have in becoming entrepreneurs and whether there is a relationship with the intention of students in becoming entrepreneurs in order to be able to study the success of students in doing entrepreneurship, all of which will be measured by the level of influence in this study.

RESEARCH METHODS

After formulating the research hypothesis, the next step is to create a research method.



This study uses a quantitative research type. Where the relationship between variables in the study will be analyzed using relevant statistical measures of the data to test the hypothesis (Osuagwu, 2020). Quantitative research methods involve the use of numbers to measure data and researchers can use statistical analysis to find relationships and meanings in the data. This study uses quantitative analysis techniques using primary data, namely data obtained through data collection carried out by distributing questionnaires. After the data is collected, data analysis is carried out (Waldyatri et al., 2021). This research will be conducted within the scope of students of the Economics Education study program, Faculty of Economics and Business, Makassar State University with the research time carried out from October to December 2024 through the distribution of Google form questionnaires.

The subjects or population in this study were students from the Economic Education Study Program, Faculty of Economics and Business, Makassar State University. The total population of Economic Education students cannot be known so that this is included in the infinite population category. Meanwhile, the sample used in this study was 50-100 respondents. For data analysis using multiple linear regression techniques, while for the sampling technique using probability sampling techniques: simple random sampling, namely sampling by giving equal opportunities to all members of the population to become samples.

Table 1. Research Instruments

Variable	Indicator	Scale
Entrepreneurship Knowledge (X1)	1. Taking business risks 2. Analyzing business opportunities 3. Formulating problem solutions (A. M. Mustofa, 2014)	<i>Likert</i>
Entrepreneurial Motivation (X2)	1. Willingness and desire to succeed 2. The existence of a need that drives entrepreneurship 3. Hopes and ideals for the future 4. Appreciation in entrepreneurship 5. 5. Fun activities in entrepreneurship (Marks et al., 2020)	<i>Likert</i>
Commitment (X3)	1. Very serious about thinking and starting a business	<i>Likert</i>



	2. Planning to launch your own business someday 3. Determined to create your own business in the future 4. Very confident that you can run a business in the future 5. Determined to continue trying to maintain the business (Rika & Ratnasari, 2022)	
Entrepreneurial Intention (Y)	1. Choosing a business path rather than working for someone else 2. Choosing a career as an entrepreneur 3. Making a plan to start a business to improve social status as an entrepreneur 4. Improving social status as an entrepreneur 5. Getting more income by becoming an entrepreneur. (Islami, 2017)	<i>Likert</i>

The sampling technique is used when researchers want to make conclusions about the population, the sample is selected based on known probabilities. In this study, three independent variables were used, namely entrepreneurial knowledge, entrepreneurial motivation, and commitment to the dependent variable, namely entrepreneurial intention. The objects of the four variables are students of the Economic Education Study Program, Faculty of Economics and Business, Makassar State University who have taken the entrepreneurship course program. The results of the questionnaire distribution were then tested for multiple linear regression including the T test and F test to determine whether there is an influence between the independent variables on the dependent variable or vice versa. After that, conclusions will be drawn.

RESULTS AND DISCUSSION**Results****1. Respondent Characteristics**

Respondent characteristics are one of the important things that are described as a form of brief description of the research sample used. The respondents used amounted to 100 people who were students who were studying at university level. The following is a description of the characteristics of the research respondents.

Table 2. Respondent Characteristics

Respondent Characteristics	Frequency	Percentage
Gender		
Male	20	20%
Female	80	80%
Force		
2018	3	3%
2019	19	19%
2020	57	57%
2021	9	9%
2022	12	12%
Career Plan		
Entrepreneur	57	57%
Teacher	32	32%
Other	16	16%

Source: Data Processing Results (2024)

Based on the table above, it is shown that the respondents of the study were more dominant by female gender, amounting to 80% or 80 students compared to male respondents amounting to 20 students with a percentage level of 20%. Furthermore, it can be seen that the respondents in this study were mostly from the 2020 batch, namely 57 students or 57% and the fewest were from the 2018 batch, which only amounted to 3 students or 3% of respondents. And finally, it is known that the career plan chosen by the students of the study program for the profession of entrepreneur is 57% or 57 students, teaching staff 32 students or 32% and other professions outside of those mentioned are 16% or 16 students.



2. F Test (Simultaneous)

F test or joint testing of entrepreneurial knowledge variables (X1), entrepreneurial motivation (X2), and commitment (X3) on entrepreneurial intention variables (Y). The following are the results of data testing using SPSS.

Table 3. Multiple Linear Regression Test Results (Simultaneous Significance/F Test)

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.856	1.280		3.795	.000
	Entrepreneurial Knowledge (X1)	.454	.106	.394	4.297	.000
	Entrepreneurial Motivation (X2)	.231	.070	.255	3.328	.001
	Commitment (X3)	.249	.077	.280	3.236	.002

a. Dependent Variable: Entrepreneurial Intention (Y)

Source: Data Processing Results (2024)

For data interpretation in conducting research hypothesis testing, the basis for decision making that can be used with two references is first determined, namely based on the significance value (Sig) and comparing the calculated t value with the t table..

- First, if the value for sig < 0.05 or calculated t > t table, it can be concluded that there is an influence of variable X with variable Y.
- Second, if the value for sig > 0.05 or calculated t < t table, it can be concluded that there is no influence of variable X with variable Y.

Based on the results of the data analysis, the results of data processing for the T test for each variable X are as follows:

- First Hypothesis Test Results (H1)

Based on the data used, the Sig value for the influence of X1 on Y is 0.000 < 0.05 and the T count value is 4.297 > t table 1.984. So it can be concluded that H1 is accepted, meaning that there is an influence of X1 on Y.

- Second Hypothesis Test Results (H2)



Based on the data used, the Sig value for the influence of X2 on Y is $0.001 < 0.05$ and the T count value is $3.328 > t$ table 1.984. So it can be concluded that H2 is accepted, meaning that there is an influence of X2 on Y.

c. Second Hypothesis Test Results (H3)

Based on the data used, the Sig value for the influence of X3 on Y is $0.002 < 0.05$ and the T count value is $3.236 > t$ table 1.984. So it can be concluded that H3 is accepted, meaning that there is an influence of X3 on Y.

3. T-test (Partial)

The t-test or partial test is conducted to see the influence of all variables individually between the entrepreneurial knowledge variables (X1), entrepreneurial motivation (X2), and commitment (X3) on the entrepreneurial intention variable (Y). The following are the results of data testing through SPSS.

Table 4. Results of Multiple Linear Regression Analysis Test (Partial Significance Test/ t-Test)

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	527.968	3	175.989	58.583	.000 ^b
	Residual	288.392	96	3.004		
	Total	816.360	99			
a. Dependent Variable: Y (ENTREPRENEURIAL INTENTION)						
b. Predictors: (Constant), X3 (COMMITMENT), X2 (ENTREPRENEURIAL MOTIVATION), X1 (ENTREPRENEURIAL KNOWLEDGE)						

Source: Data Processing Results (2024)

There are two references for hypothesis testing in the F test, first by looking at the significance value (Sig), second by comparing the calculated F value with the F table value.

- First, if the value for $\text{sig} < 0.05$ or $F \text{ count} > F \text{ table}$, it can be concluded that there is a simultaneous influence of variable X on variable Y.
- Second, if the value for $\text{sig} > 0.05$ or $F \text{ count} < F \text{ table}$, it can be concluded that there is no simultaneous influence of variable X with variable Y.



4. Test the Coefficient of Determination (R²)

The determination coefficient test or R Square is carried out to predict and see how much influence variable X has simultaneously on variable Y.

Table 5. Results of the Determination Coefficient Test

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.804 ^a	.647	.636	1.733
a. Predictors: (Constant), X3 (COMMITMENT), X2 (ENTREPRENEURIAL MOTIVATION), X1 (ENTREPRENEURIAL KNOWLEDGE)				

Source: Data Processing Results (2024)

Based on the data processing that has been done, it is shown that the coefficient value of the correlation (R) is 0.804 or 80.4%, which means that the level of relationship between entrepreneurial knowledge (X1), entrepreneurial motivation (X2), and commitment (X3) to entrepreneurial intention (Y) is strong. Meanwhile, the coefficient value of the determinant (R Square) is 0.647 or 64.7%, which means that entrepreneurial intention (Y) is 64.7% influenced by entrepreneurial knowledge (X1), entrepreneurial motivation (X2), and commitment (X3). The remaining 35.3% is influenced by other variables outside the research conducted.

Table 6. Conclusion of Research Data

No.	Hypothesis	Result	Description
1.	X1- Y	0,000	Influential
2.	X2 - Y	0,001	Influential
3.	X3 - Y	0,002	Influential
4.	X1,X2,X3 - Y	0,000	Influential

Source: Data Processing Results (2024)

DISCUSSION

The Influence of Entrepreneurial Knowledge on Students' Entrepreneurial Intentions

Based on the results of the research data processing, H1 is accepted and H0 is rejected because it is known that the Sig value is $0.000 < 0.05$ and also the T count value is $4.297 > t$ table



value of 1.984. The results of the study mean that through the entrepreneurial knowledge obtained by students in the university environment in their learning process, they are able to contribute to encouraging and increasing their intentions in entrepreneurship.

In line with the results of previous research conducted by (Jaya & Harti, 2021) which showed that there is an influence of entrepreneurial knowledge which can be considered as one of the important factors in growing and developing the spirit, passion and behavior in the desire to become entrepreneurs among the younger generation. The data shows that there is an effective contribution in entrepreneurship education to increasing entrepreneurial intensity, which is 13.6%, so there is still 89.4% left, namely based on other factors that have influenced an intention to become entrepreneurs, such as personal values, family environment, gender and age. This shows that Indonesian students who have a business and economic background actually have very low entrepreneurial interest and even have no intention of becoming entrepreneurs.

Entrepreneurial intention plays an important role in shaping an individual entrepreneur. Entrepreneurial intention is a reliable prediction in measuring the existence of entrepreneurial behavior and entrepreneurial activity. A person is said to have entrepreneurial intention if a person has a belief in what is being done and the prevailing norms (Tentama & Yusantri, 2020). Meanwhile, there are several factors that can influence entrepreneurial intention, namely entrepreneurial traits consisting of need for achievement, namely achievement and needs, entrepreneurial traits, entrepreneurial skills and market awareness and creativity as well as demographic factors consisting of age, background, gender and parents' occupations (Jaya & Harti, 2021).

Previous research conducted by (Nuraeningsih et al., 2020) identified that the low cause of student interest in carrying out entrepreneurial activities, including a female student's prestige, shame and lack of confidence so that buyers are lazy to make purchases, in the Setiawan study it was stated that most students who have received high grades, so students have low entrepreneurial intentions. Students become insecure if they enter the world of entrepreneurship because they do not have the costs or capital that have been accompanied by risks and failures or losses, this can indicate that if it decreases, the efficacy and knowledge in students who are entrepreneurs. If the orientation regarding business and economic education can be directed at forming graduates who are ready to become entrepreneurs, this of course can be the most important thing for universities to upgrade the curriculum that can facilitate and increase enthusiasm for entrepreneurship, namely by compiling courses based on entrepreneurship so that students can learn in full how to become a successful entrepreneur (Paulina & Wardoyo, 2012).



The Influence of Entrepreneurial Motivation on Students' Entrepreneurial Intentions

Based on the results of the research data processing, H2 is accepted and H0 is rejected because it is known that the Sig value is $0.001 < 0.05$ and also the T count value is $3.328 > t$ table value of 1.984. The results of the study indicate that the entrepreneurial motivation variable (X2) has a positive and significant effect on the entrepreneurial intention of students (Y) in Economics Education, Faculty of Economics and Business, Makassar State University. This means that through the motivation that exists within a person, it is able to encourage the desire to start their activities in entrepreneurship. A strong drive from within a person to begin to realize their own true capacity in thinking imaginatively and creatively to become entrepreneurs and provide additional value for the common good is characterized as motivation. When someone dares to develop a business using renewable ideas or concepts, entrepreneurial motivation will arise.

In line with research (Wulandari & Djastuti, 2017) shows that entrepreneurial motivation has a positive and significant influence on students' entrepreneurial intentions. Motivation as an individual's condition that directs them to act in a way that ensures the achievement of a goal. Entrepreneurial motivation is an individual's attitude that encourages, drives, and directs the individual's desire to carry out entrepreneurial activities independently, believe in themselves, be future-oriented, dare to take risks, be creative, and highly appreciate the desire to innovate. This attitude encourages, drives, and directs the individual's desire to carry out entrepreneurial activities (Ardyan et al., 2021).

According to (Schimperna et al., 2022), in the theory of entrepreneurial motivation, there are seven reasons why someone is motivated to become an entrepreneur (1) The desire for higher or income (i.e. the desire to have a higher income; (2) namely more of desire satisfying career, namely the drive to get a more satisfying career; (3) be self desire directed, namely the desire to be an independent person; (4) desire to run with a new idea or concept, namely the prestige of being a business owner; (5) desire to run with a new idea or concept, namely the desire to run a new concept and idea; (6) desire to build the long term wealth, namely the desire to build long-term wealth; (7) make a humanity contribution the desire to a specific cause, namely the drive to make a contribution to society or a specific reason.

The Influence of Commitment on Students' Entrepreneurial Intentions

Based on the results of the research data processing, H3 is accepted and H0 is rejected because the Sig value is $0.002 < 0.05$ and the T count value is $3.236 > t$ table value of 1.984. The results of this study indicate that the commitment variable (X3) has a positive and significant effect



on the entrepreneurial intention of students (Y) in Economics Education, Faculty of Economics and Business, Makassar State University. This means that a person's strong attitude and behavior through commitment is very influential in growing a person's intention when they want to become an entrepreneur. A strong entrepreneurial commitment with these attitudes and behaviors is shown through a society that maintains and preserves entrepreneurial values and goals (Sienatra, 2020). So that there is an intention to become an entrepreneur and in carrying out its activities. Commitment is not only the desire to become an entrepreneur and have ideas or ideas, but more on a strong desire to create disciplined behavior, consistent with decisions, wise and firm, and have the will to realize entrepreneurial values and goals (Septiarti et al., 2014). Capital to form a strong entrepreneur who takes a strong commitment based on discipline and stability in business. This opinion indicates that individual commitment can influence entrepreneurial intentions and a person's competence to build self-confidence (Putri, 2022).

Previous research conducted by (Darmawan, 2020) based on the results of a study entitled the importance of commitment in entrepreneurship, there are 4 commitments that must be possessed by an entrepreneur, namely: (1) perseverance and patience, namely in establishing a business students must be patient because the business we build will definitely have problems, and many students fail in starting a business because the patience they have is very thin even though an entrepreneur must be patient in dealing with all types of customers who sometimes drain emotions; (2) togetherness, togetherness in starting a business that is built with togetherness, then a commitment will arise that will be realized, namely fostering enthusiasm in realizing a joint commitment in achieving a goal with a company organization; (3) mental and physical resilience. An entrepreneur must be persistent in realizing togetherness or commitment from the beginning or while running a business in order to survive so that it can continue, therefore an entrepreneur must maintain his business so that it can exist and continue to grow; (4) the ability to think is a rational thought and must continue to be used to improve in order to be able to solve problems that are so and will become deeper in order to be able to move on to the next stage by maintaining commitment and continuing to improve oneself so that if a problem occurs, one can wisely overcome it.

The Influence of Entrepreneurial Knowledge, Entrepreneurial Motivation, and Commitment on Students' Entrepreneurial Intentions

Based on the results of the research data processing, H4 is accepted and H0 is rejected because the significance test shows a calculated F value of 58.58 > F table value of 2.70. The results



of this study mean that entrepreneurial knowledge, entrepreneurial motivation, and commitment all play a role in fostering the entrepreneurial intention of students as millennials today. Entrepreneurial personality can be shown by an individual's ability to find, assess and utilize business opportunities through entrepreneurial potential. In this regard, many students are involved in their efforts to produce products or services or ideas, or ideas that are new. In fact, not a few job seekers are oriented towards alumni and not many job creators are oriented towards alumni (Purwati et al., 2020).

Entrepreneurial knowledge is the ability of humans to learn, remember, apply information in the human brain, therefore the brain can encourage motivation in humans to do entrepreneurship in order to become successful people (Mei et al., 2022) motivation that exists in humans that can make humans excited to do something a person's motivation can continue to be developed and trained to create a commitment to carrying out entrepreneurial activities (Nurcaya & Rastini, 2023) The education process is a personality formation activity that takes place in a person which will form attitudes and behavior as an accumulation of physical and psychological elements that are manifested in a person's character (Purusottama, 2019). The personality values in question include a strong commitment to entrepreneurship, entrepreneurial intentions, entrepreneurial competence, and self-confidence (Shanti, 2018).

CONCLUSION

Based on the results of the analysis of the data that has been obtained, the results of the study indicate that the hypothesis that has been proposed in the study has been proven partially and simultaneously. When viewed individually or partially, it has an influence. In the sense that the three independent variables, if each of them includes entrepreneurial knowledge, entrepreneurial motivation, and commitment, have an influence on entrepreneurial intentions in FEB-UNM Economic Education students. Furthermore, if the independent variables together or simultaneously show that entrepreneurial knowledge, entrepreneurial motivation, and commitment have an influence on entrepreneurial intentions in FEB-UNM Economic Education students. Entrepreneurial intention (Y) is 64.7% influenced by entrepreneurial knowledge (X1), entrepreneurial motivation (X2), and commitment (X3). The remaining 35.3% is influenced by other variables outside the research conducted such as: family factors, environment, personal values, gender and age.



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