
Analysis Of Entrepreneurial Interest In College Students

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ABSTRACT

This study aims to analyze the factors that influence entrepreneurial interest among STIE AMKOP Makassar students, focusing on variables such as intrinsic and extrinsic motivation, attitudes towards risk, and environmental influences. The results of this research are expected to provide valuable insights for the development of entrepreneurship education and training programs, as well as contribute to the academic literature on entrepreneurship in Indonesia. The research method used is a quantitative approach by distributing questionnaires to students, which aims to measure aspects related to entrepreneurial interest. Research findings show that intrinsic motivation, such as personal satisfaction and self-achievement, as well as extrinsic factors such as income potential and social support, have a significant effect on entrepreneurial interest. In addition, attitudes towards environmental risks and influences also play an important role in shaping this interest. This research has limitations in terms of scope and generalization of results, but is expected to contribute to supporting the development of entrepreneurship among the younger generation in Indonesia.

Keywords: Entrepreneurial Motivation, Attitude to Risk, Environmental Influences

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1. Introduction

In the context of Indonesia, entrepreneurship is one of the important pillars in national economic growth. Therefore, understanding the factors that influence entrepreneurial interest, especially among young people such as students, is very important. STIE AMKOP Makassar is one of the higher education institutions in South Sulawesi that contributes to producing quality human resources. Students at this institution have great potential to be developed into successful entrepreneurs (Armstrong & Taylor, 2020). However, there are various factors that can influence their interest in entrepreneurship. These factors can be internal, such as motivation and attitude towards risk, or external, such as the support environment and access to capital and information.

This study aims to analyze the factors that influence entrepreneurial interest among STIE AMKOP Makassar students. By understanding these factors, it is expected to provide recommendations to universities and other stakeholders in designing effective entrepreneurship education and training programs. In addition, the results of this research are expected to contribute to the development of academic literature on entrepreneurship in Indonesia, especially related to entrepreneurial interest among students (Dana, 2021).

Previous research has shown that educational factors, family environment, work experience, and individual character have an influence on entrepreneurial interest. However, these studies are mostly conducted in different country or cultural contexts (Baker & Welter, 2020). Therefore, this research is expected to fill the gap in knowledge regarding factors that influence entrepreneurial interest in the local context, especially at STIE AMKOP Makassar.

To achieve this goal, this study will use a quantitative approach by distributing questionnaires to students of STIE AMKOP Makassar. The questionnaire will be designed to measure various aspects related to entrepreneurial interest, including attitudes towards risk, environmental influences, intrinsic and extrinsic motivations, and access to entrepreneurial resources and information (Singh et al., 2016). The data obtained will be analyzed using statistical methods to identify the most significant factors in influencing entrepreneurial interest among students (Scuotto & Morellato, 2013).

This research is expected to provide valuable insights into the factors that influence entrepreneurial interest among STIE AMKOP Makassar students. Thus, this research can contribute to formulating effective strategies and policies to support the development of entrepreneurship among the younger generation, which will play an important role in Indonesia's economic growth in the future.

2. Research Method

Research methods are a crucial part of explaining how researchers will collect, analyze, and interpret data. In the context of "Analysis of Entrepreneurial Interest in STIE AMKOP Makassar Students", this study uses a quantitative approach to identify and analyze factors that influence entrepreneurial interest among students. This research was carried out at STIE Amkop Makassar from January to February 2021.

Qualitative research is a research method that focuses on collecting non-quantitative data to understand concepts, opinions, or experiences (Sugiyono, 2016). This method does not seek results that can be measured numerically but rather a deep understanding of a phenomenon, behavior, or belief in its natural context. In order to collect relevant data, researchers will design and distribute questionnaires to STIE AMKOP Makassar students. The questionnaire will include questions designed to measure variables such as intrinsic and extrinsic motivation, attitudes toward risk, environmental influences, and access to entrepreneurial resources and information. The population in this study was students of STIE AMKOP Makassar, with samples taken using random sampling techniques to ensure a good representation of the population

3. Result and Discussion

Intrinsic Motivation of Students

Intrinsic motivation plays an important role in encouraging students to become entrepreneurs. It is a type of motivation that comes from within the individual, where the individual performs a certain activity for reasons that have personal meaning and value, not because of external impulses or gifts obtained from outside. In the context of entrepreneurship, students' intrinsic motivation can be an important key that determines sustainability and success in entrepreneurship.

Students with high intrinsic motivation in entrepreneurship usually have a strong desire to make their ideas a reality. They tend to see entrepreneurship not only as a way to seek financial gain, but more as a means to self-actualize. They have personal satisfaction and pride in developing something original and meaningful, which can be an innovative product, service, or business model.

The aspiration to contribute to society is also an important aspect of students' intrinsic motivation in entrepreneurship. Those who are intrinsically motivated are often driven by a desire to make a positive difference and make an impact that benefits others. This can take many forms, such as creating solutions to social problems, supporting local economies, or providing jobs (Rita & Utomo, 2019).

The desire for self-achievement is also a powerful driver in intrinsic motivation. Intrinsically motivated students want to challenge themselves, test their abilities, and reach their full potential through entrepreneurship. This self-achievement is often seen as a more satisfying personal reward than a material or external reward. To operationalize the intrinsic motivation variables in research, researchers can ask students directly about the internal reasons that drive them to entrepreneurship. Questions can be designed to assess how important personal satisfaction, aspirations, and self-achievement are in their decision to become entrepreneurial. Measurement scales, such as the Likert scale, can be used to measure the intensity of their intrinsic motivation.

In addition, in-depth interviews or case studies can be conducted to gain a richer understanding of how intrinsic motivation affects the entrepreneurial process among students. Through interviews, students can share their personal experiences, challenges faced, and how intrinsic motivation helped them overcome obstacles and stay afloat in their entrepreneurial journey.

By understanding students' intrinsic motivations in entrepreneurship, educators and policymakers can design more effective entrepreneurship education programs. The program should not only focus on developing business skills and knowledge but also on strengthening intrinsic motivation, such as developing creativity, innovation, and a sense of ownership over the learning and entrepreneurial process.

A deep understanding of intrinsic motivation can also aid in coaching and mentoring entrepreneurial students. By knowing what motivates them internally, mentors can provide more targeted support and help students develop strategies that align with their personal values and goals in entrepreneurship.

Extrinsic Motivation

Extrinsic motivation in the context of entrepreneurship refers to external drivers that encourage individuals, in this case students, to start or continue to run a business. In contrast to intrinsic motivation that comes from a personal desire for achievement, satisfaction, or self-actualization, extrinsic motivation relates to the incentives or outside factors that influence one's decision to become entrepreneurial.

One strong extrinsic factor is income potential or financial gain. Many students may be interested in entrepreneurship because they see an opportunity to earn a greater or more stable income compared to being an employee. They may also see entrepreneurship as a way to achieve financial freedom, build wealth, or secure their economic future (Harris et al., 2020). Family influence and social pressure are also significant extrinsic motivations. College students may be

encouraged to become entrepreneurs because of family traditions or social expectations. For example, those who come from entrepreneurial families may feel compelled to continue the family business or create their own success in the field of entrepreneurship. Social pressures, such as the desire to be recognized, social status, or to fit into an environment that values entrepreneurship, can also motivate students to become entrepreneurs.

Financial security is another extrinsic motivation that drives college students to entrepreneurship. In the midst of economic uncertainty or difficulty finding a job, entrepreneurship can be seen as an alternative path to build a career and ensure financial security. The desire to have control over your career and financial future can also be a powerful external motivator. To measure students' extrinsic motivation in entrepreneurship, researchers can ask about external factors that might influence their decisions. Questions can be designed to identify the extent to which factors such as income potential, family influence, or desire for financial security play a role in their decision to become entrepreneurial.

An understanding of extrinsic motivation can help in the design of more effective entrepreneurial education and support programs. For example, if income potential is a key motivator, an entrepreneurship program may emphasize profitable and sustainable business development strategies. If family influence is a key factor, programs may include mentoring or networking elements that engage successful entrepreneurs for inspiration and guidance.

By understanding students' extrinsic motivations, educators and mentors can be more effective in providing relevant encouragement, resources, and support to help students develop and sustain their businesses. It can also help in designing policies and programs that encourage entrepreneurship among the younger generation, taking into account the external factors that most impact their decision to become an entrepreneur.

Attitude to Risk

Risk attitude is a critical aspect that influences an individual's decision to enter the world of entrepreneurship. In the context of entrepreneurship, risk is often considered a challenge that must be faced and managed. Attitudes toward this risk can vary widely among individuals, including among students considering or having started a venture. Attitudes towards risk in entrepreneurship not only reflect an individual's willingness to take risky decisions but also show how they interpret and respond to uncertainty. Some individuals may see risk as an opportunity to learn, grow, and achieve greater profits, while others may see risk as something to be avoided due to potential losses or failures.

In operationalizing attitudes towards risk as a research variable among students, it can be done by measuring their response to uncertain or potentially adverse business situations

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(Zaleskiewicz et al., 2020). This can be done through surveys or questionnaires that present hypothetical scenarios that necessitate decision-making amid uncertainty. Students are asked to evaluate their likelihood of taking certain risky actions. This measurement of attitudes towards risk is important to understand how students can potentially act in an entrepreneurial context (Malmström et al., 2020). For example, college students with a high risk tolerance may be more inclined to start their own ventures, experiment with new ideas, and pursue untested opportunities. Conversely, students with a low risk tolerance may be more inclined to avoid entrepreneurial initiatives or choose to run more conservative and less innovative ventures (Kotler et al., 2017).

Understanding this attitude towards risk is not only useful for students themselves in planning and developing their entrepreneurial careers, but also for educators and mentors. Entrepreneurship education can be tailored to include training in risk management, decision-making under uncertainty, and development of resilience to failure. Thus, students can be equipped with the skills and knowledge to manage risk effectively, according to their personal risk attitude (Mahmood et al., 2020).

In addition, this understanding of risk attitudes can assist educational institutions and policymakers in designing entrepreneurship support programs that consider the diversity of risk attitudes among students. For example, business incubation programs or entrepreneurial competitions can be designed to encourage students with low risk tolerance to participate, while providing appropriate challenges for those with high risk tolerance.

Environmental Influences

The influence of the environment on entrepreneurial interest is significant and multifaceted. The social environment, including support from family, friends, universities, and the business community, plays a crucial role in shaping a person's attitudes, motivations, and ultimately decisions to venture into entrepreneurship. The social interaction and support one receives can offer resources, inspiration, validation, and feedback that are essential in the entrepreneurial process.

Family support is often an important factor influencing entrepreneurial interest. Families can provide emotional, financial, and even networking support that can ease one's path in entrepreneurship. This support could be a morale boost, practical advice, or financial help to start a business (Scuotto & Morellato, 2013). Students who feel strong support from family may feel more confident and motivated to take entrepreneurial risks. Friends and peers also have an important role in influencing entrepreneurial interest. Interaction with friends who have an interest or experience in entrepreneurship can stimulate interest, offer learning opportunities,

and encourage a positive attitude towards entrepreneurship. Peers can be a source of inspiration, provide valuable feedback, and encourage creative and innovative thinking (Anjum et al., 2020).

Universities also play an important role in influencing students' entrepreneurial interests. Educational institutions can provide support through curricula that include entrepreneurship education, business incubation facilities, mentorship, and access to alumni networks who are successful in entrepreneurship (Barnard et al., 2019). An academic environment that supports entrepreneurship can increase students' awareness of entrepreneurial opportunities, develop relevant skills, and build an entrepreneurial mindset.

The local business environment and entrepreneurial community also play an important role. Access to local business networks, start-up communities, and entrepreneurial support organizations can provide valuable resources, knowledge, and networking opportunities. Interaction with successful entrepreneurs can provide role models, while a supportive community can offer practical and moral support (Braun & Latham, 2014).

To measure the influence of the environment on entrepreneurial interest, researchers can use surveys or interviews to assess students' perceptions of the support they receive from various elements of their environment. Questions can focus on their perceptions of the emotional support, resources, information, and inspiration they receive, as well as how these things affect their interest in entrepreneurship (Liguori et al., 2019).

By understanding these environmental influences, policymakers and educators can design more effective interventions to increase interest in entrepreneurship. This could include the development of more comprehensive entrepreneurship education programs, the creation of supportive entrepreneurial ecosystems at universities and communities, as well as initiatives that facilitate access to business networks and resources (Guerrero et al., 2020).

4. Conclusion

Various factors such as intrinsic and extrinsic motivation, attitudes towards risk, as well as environmental influences, play an important role in shaping entrepreneurial interest among students. Intrinsic motivation, which comes from personal satisfaction, aspiration, and self-achievement, spurs students to turn their innovative ideas into successful ventures. Meanwhile, extrinsic motivations such as income potential, social pressure, and financial security provide additional impetus for students to pursue entrepreneurship as a career path.

Attitudes toward risk also determine how far students are willing to go in the face of the uncertainty inherent in entrepreneurship. Environmental influences, including support from family, friends, universities, and the business community, significantly influence students' interest and success in entrepreneurship. By understanding these factors, more focused efforts can be

made to support and encourage students to develop their interests and entrepreneurial abilities, which will ultimately contribute to economic growth and innovation.

5. Research Limitations

The study is limited to students from one educational institution, which may not fully represent the perceptions or conditions of students from other universities or different geographical areas. This can affect the ability to generalize research findings to a wider population. In addition, data collection methods, such as surveys or interviews, may also face limitations such as response bias or data incompleteness. Respondents may give answers that they think researchers want or may not be completely honest about their motivations or attitudes. Other limitations may include the scope of research which may not include all factors that influence entrepreneurial interest, such as macroeconomic factors or changes in the job market. Difficulties in accurately measuring concepts such as intrinsic and extrinsic motivation or attitudes toward risk can also affect the validity of findings. Finally, the study may not fully explore how dynamic changes in economic or technological conditions affect entrepreneurial interest among college students.

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