

The Influence of Entrepreneurship Education, Entrepreneurial Motivation, And Income Expectations on Entrepreneurial Interest

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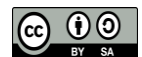
Entrepreneurship Education,
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Abstract: Entrepreneurship is one area that should be taken into account as a driving aspect of a country's economy. However, in reality, students are not very interested in entrepreneurship. This research aims to explain the influence of entrepreneurship education, entrepreneurial motivation and income expectations on students' entrepreneurial interest. This research used a sample of 157 students from economic education, accounting education, office administration education and business education at the Faculty of Economics and Business Universitas Negeri Surabaya. This study using causal associative research methods with a quantitative approach and multiple linear regression analysis. The results of the research show that education entrepreneurship, motivation for entrepreneurship, and income expectations simultaneously influence entrepreneurial interest. Meanwhile, partially, the results obtained were that entrepreneurship education had no effect on students' entrepreneurial interest, while entrepreneurial motivation and income expectations had an influence on students' entrepreneurial interest. In this way, the university is expected to be able to provide full support and facilities so that it can support students in learning and understanding entrepreneurship.

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Introduction

Indonesia is a country that is rich in resources, both natural resources and human resources. Indonesia has a very large population. The quality of human resources in Indonesia can be improved by the number of students who have graduated from state and private universities. Students, who are one of the many main assets for solving problems in the country, must be able to offer advantages to the Indonesian economy (Hidayati & Rosmita, 2022). However, in reality, unemployment is still common in Indonesia due to the quantity of jobs opportunities is not balanced with the quantity of recent graduates or fresh hires. In the opinion of Aji Putra Pamungkas (2017) unemployment cannot be concluded as an option not to work, but rather as a result of how tough it is becoming to get employment. The growth of the productive age population with an unequal number of jobs is one of the causes of large unemployment in Indonesia (Bharata, 2019).

In fact, entrepreneurship can be one solution to overcome the problem of unemployment. Not only is it a source of personal income, entrepreneurship can increase employment opportunities and the unemployment rate will decrease (Pamungkas, 2017). This is in contrast to the fact that in Indonesia, it is difficult to foster entrepreneurial interest. Based on report data the Central Statistics

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Agency (2021), unemployment among education graduates in Indonesia is relatively high, around 4.8 for Bachelor/undergraduates and 4.59 for Diploma I/II/III graduates. From these data it can be concluded that education graduates in Indonesia are still low in terms of opening business opportunities or entrepreneurship. Based on the BPP HIPMI survey, as many as 83% of student respondents answered that they wanted to become employees, while only 4% of students were interested in entrepreneurship. This shows that after graduating, students are more busy preparing themselves to take job tests.

The lack of enthusiasm among students for the business world is felt by students class of 2020 in study programs from Business Education, Economic Education, Office Administration Education and Accounting Education, Faculty of Economics and Business, Unesa,. In light of interviews, after completing the study program, most students tend to choose jobs as teachers (according to educational background) and some choose to become employees rather than building their own business. There are several reasons why students do not choose to become entrepreneurs as explained by them, including considering that entrepreneurship is a difficult and high-risk job compared to other jobs. Some others think that being an entrepreneur is not as promising as other jobs. Apart from that, students think that becoming an entrepreneur requires quite a large amount of capital. Through several reasons explained by the students, it indicates that the low entrepreneurial interest is caused by a lack of understanding and motivation of students towards entrepreneurship.

Entrepreneurial interest itself is defined as carrying out a business activity aimed at fulfilling desires or needs, either in the form of conscious encouragement or an interest. Satisfaction is generated by interest formed from someone who thinks that something will bring advantages. Interest is not fixed or permanent, but temporary or changing (Tyra & Sarjono, 2020). The Theory of Planned Behavior by Ajzen defines interest as efforts made by someone in trying to do something (Kardiana & Melati, 2019). Not all individuals or students have an interest in entrepreneurship. Entrepreneurial interest cannot just appear, but there are a number of external and internal elements that impact it as well. Oktiena (2021) clarifies the degree of entrepreneurial interest is accompanied by external and internal factors.

In an effort to increase students' entrepreneurial interest, the Directorate General of Higher Education Education (DIKTI) as the institution that oversees university level education provides entrepreneurship education courses, as does the Universitas Negeri Surabaya Higher Education Institution, specifically for students of Study Programs from Business Education, Economic Education, Office Administration Education and Accounting Education, Faculty of Economics and Business have held entrepreneurship courses that all students must take. This is intended to prepare students to become entrepreneurs, not only providing a theoretical foundation regarding the concept of entrepreneurship, but entrepreneurship education also form attitudes, behavior and the way an entrepreneur thinks (Tyra & Sarjono, 2020). Entrepreneurship education may be among the elements that can influence students' entrepreneurial interest. According to (Munawar, 2019) entrepreneurial insight can educate for aspiring business owners to possess self-reliance, bravery, and entrepreneurship abilities, so that students can minimize failure in entrepreneurship.

Entrepreneurship education is not the only factor that impact entrepreneurial interest. Another thing that can be a driving force to increase students' entrepreneurial interest is entrepreneurial motivation. According to Bharata, (2019), Motivation is an internal state that stimulates interest, prompts action, and pushes one toward goals. Students that possess higher levels of motivation are more likely to exhibit an interest in entrepreneurship (Ramadhani & Sutirman, 2018). Motivation can

be a driving force for work and a strength within a person to achieve a goal such as in entrepreneurial activities *berwirausaha* (Wijaya, 2021). Because according to (Lusia & Pamikatsih, 2021) apart from entrepreneurship education, students need to provide motivation to generate interest in entrepreneurship. According to Oktiena & Dewi (2021), one of the causes of students' low interest in entrepreneurship is students' assumption that the job they want is more promising than becoming an entrepreneur due to the lack of motivation regarding entrepreneurship received by students.

Apart from the two factors above, students' interest in entrepreneurship when they graduate from education is also influenced by one factor, namely income expectations. According to (Aji Putra Pamungkas, 2017), a person's hope of getting income from business activities or work is the definition of income expectations. Someone who decides to become an entrepreneur assumes that they will get a high income and exceed expectations compared to being an employee. On the other hand, income from entrepreneurship cannot be predicted, at sometimes it can be above the expected income, it can also be below expectations. The most attractive thing about becoming an entrepreneur is the expectation of higher income than employees in general (Setiawan & Sukanti, 2016). Based on initial observations, there are still many students in study programs from Business Education, Economic Education, Office Administration Education and Accounting Education who think that income from entrepreneurship is still relatively low and uncertain, there are also some students who plan to make entrepreneurship a side job. In fact, according to (Setiawan & Sukanti, 2016) the income obtained through entrepreneurship depends on the factors on how a person can find ways to realize a high income.

In several previous studies, research gaps were also found, such as in research (Syafiya Fathiyannida1, 2021) which states that entrepreneurial interest is not affected by entrepreneurship education. Meanwhile, research by (Hadyastiti et al., 2020; Aji Putra Pamungkas, 2017; Ramadhani & Sutirman, 2018) states the opposite, that entrepreneurial interest is affected by education of entrepreneurship. Apart from that, population gap in this research is that the location used is Universitas Negeri Surabaya for students in study programs from Business Education, Economic Education, Office Administration Education and Accounting Education. The novelty in this research is adding the variable income expectations and combining three variables at once to ascertain the impact on entrepreneurship interest. The addition of this variable is related to previous research (Ramadhani & Sutirman, 2018) and (Wijaya, 2021) which also conducted similar research regarding the affect of entrepreneurial motivation and entrepreneurship education on entrepreneurial interest but did not add the variable income expectations.

In light of the history of the issue that has been explained by previous researchers, researchers want to do out studies to examine whether or not there is an affect contributed by entrepreneurship education, entrepreneurial motivation and income expectations on entrepreneurial among pupils in study programs from Business Education, Economic Education, Office Administration Education and Accounting Education Unesa Class of 2020 who have taken entrepreneurship education or courses.

Research Method

This study is quantitative with a Causal Associative Approach. The population in this study were all students in study programs of the Business Education, Economic Education, Office Administration Education and Accounting Education at the Faculty of Economics and Business, Universitas Negeri Surabaya from class of 2020 who had taken and received entrepreneurship courses. Meanwhile, the samples used was 157 students from the four study programs using a

sampling technique, namely simple random sampling, because sample members were taken randomly from the population without paying attention to the existing population strata (Sugiyono, 2016). The questionnaire instruments used in this research include the variables entrepreneurship education (X1), entrepreneurship motivation (X2), income expectations (X3) and entrepreneurial interest (Y). The tests used in this study are the classical assumption test, multiple linear regression test, hypothesis test and coefficient of determination (R) test because it uses three independent variables and one dependent variable.

Result and Discussion

Multiple Linear Regression Test

Table 1. Multiple Linear Regression Test Results

Model	Coefficients ^a			T	Sig.
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta		
(Constant.)	14.451	1.644		8.790	.000
Entrepreneurship Education	-.082	.042	-.122	-1.941	.054
Entrepreneurial Motivation	.095	.034	.179	2.826	.005
Income Expectations	.818	.074	.654	11.099	.000

Source: Results from SPSS (2024)

Based on table 1, multiple linear regression can be formulated :

$$Y = \alpha + b_1 X_1 + b_2 X_2 + b_3 X_3 + e$$

$$Y = 14,451 - 0,082 + 0,095 + 0,818 + e$$

This multiple linear regression equation can be explained as follows:

1. A constant value of 14.451 can be interpreted as if the variables of entrepreneurial education, entrepreneurial motivation and income expectations do not change, then the entrepreneurial interest is 14.451.
2. The coefficient value for entrepreneurship education was -0.082, the negative sign means that if the entrepreneurship education variable increases, interest in entrepreneurship will decrease. Conversely, if the entrepreneurship education variable decreases, it will improve the level of entrepreneurial interest
3. The entrepreneurial motivation coefficient value was 0.095, a positive sign means that if the entrepreneurial motivation variable rises, the level of entrepreneurial interest will increase. Conversely, if the entrepreneurial motivation variable decreases, it will reduce the level of entrepreneurial interest.
4. The Income Expectation coefficient value was 0.818, a positive sign meaning that if the Income Expectation variable increases, it will increase the level of entrepreneurial interest. Conversely, if the income expectation variable decreases, it will reduce the level of interest in entrepreneurship.

Hypothesis Test Results

T Test (Partial Test)

Table 2. t test results

Model	Coefficients ^a			T	Sig.
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta		
(Constant)	14.451	1.644		8.790	.000
Entrepreneurship Education	-.082	.042	-.122	-1.941	.054
Entrepreneurial Motivation	.095	.034	.179	2.826	.005
Income Expectations	.818	.074	.654	11.099	.000

A. Dependent Variable: Entrepreneurial Interest

Source: Results processed by SPSS (2024)

Partial testing, can be explained as follows:

The Influence of Entrepreneurship Education on Entrepreneurial Interest

The outcome of hypothesis testing, it concluded that the entrepreneurial education variable was rejected, where partially there was no significant influence between entrepreneurial education (X1) on entrepreneurial interest (Y) as indicated by the t count of -1.941 with the t table of 1.975, so that $t \text{ count} < t \text{ table}$. The results of this research are inversely proportional to several previous studies which stated that there was a positive affect of education of entrepreneurship on entrepreneurial interest. According to research conducted by (Kardiana & Melati, 2019; Sektiyaningsih et al., 2020; Munawar, 2019; Susilawaty, 2022; Ramadhani & Sutirman, 2018; Aji Putra Pamungkas, 2017) the results demonstrate that entrepreneurship education has a affect on entrepreneurial interest. The outcome of this research is same with (Yanti, 2019; Syafiya Fathiyannida, 2021; Munawar, 2019; Bharata, 2019) who concluded that entrepreneurship education does not affect business interest. This agrees with (Munawar, 2019) who said that entrepreneurship education is not the only factor that can influence entrepreneurial interest, so there must be other factors that influence students' entrepreneurial interest.

The Influence of Entrepreneurial Motivation on Entrepreneurial Interest

The outcome of hypothesis testing, it was determined that the entrepreneurial motivation variable (X2) had a significant effect on entrepreneurial interest (Y) as indicated by the t count of 2.826 with the t table of 1.975, so that $t \text{ count} > t \text{ table}$. This research agrees with (Sektiyaningsih et al., 2020; Ramadhani & Sutirman, 2018), providing results that entrepreneurial motivation has a positive effect on entrepreneurial interest. Wijaya (2021) asserts that an individual's entrepreneurial motivation plays a crucial role in determining their success in business. According the explanation and outcome of previous study, It is possible to deduce that pupils who exhibit strong entrepreneurial ambition will be more inclined to pursue entrepreneurship, so it is able to said that the relationship between X2 and Y is asymmetric.

The Influence of Income Expectations on Entrepreneurial Interest

The outcome of hypothesis testing, it was knew that the income expectation variable (X3) had a significant effect on entrepreneurial interest (Y) as indicated by the t count of 11.099 with the t

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table of 1.975, so that $t \text{ count} > t \text{ table}$. This research agrees with (Kardiana & Melati, 2019; Aji Putra Pamungkas, 2017; Hadyastiti et al., 2020) providing results that income expectations have a positive effect on entrepreneurial interest. Income expectations, in accordance with Kardiana & Melati (2019), are the hopes of obtaining a larger income in order to stimulate students' interest in entrepreneurship. According to the explanation and outcomes from previous study, it is able to said that the higher students' expectations of the income they will generate in entrepreneurship, the more eager the student is to start their own business, so it is able to know the relationship between X3 and Y is asymmetric.

F Test (Simultaneous Test)

**Table 3. F Test Results
ANOVA^a**

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	924.450	3	308.150	46.320	.000 ^b
	Residual	1017.855	153	6.653		
	Total	1942.306	156			

Source: Results from SPSS (2024)

The outcomes of the F test computation above, may be described :

The Influence of Entrepreneurship Education, Entrepreneurial Motivation and Income Expectations on Entrepreneurial Interest

Regarding these outcomes, it shows that the entrepreneurship education (X1), entrepreneurial motivation (X2) and income expectations (X3) simultaneously have a effect on entrepreneurial interest with the calculated F value of $46,320 > F \text{ Table } 2.66$, which explains that there is a significant simultaneous affect between entrepreneurship education, entrepreneurial motivation and income expectations on entrepreneurial interest. Simultaneously, this research shows that the variables (X1), (X2) and (X3) can influence entrepreneurial interest, which if these three factors are carried out simultaneously with students will have a positive impact, namely increasing interest in entrepreneurship. In fact, entrepreneurship education which is usually obtained through formal learning can now be obtained from various sources. Apart from that, entrepreneurial motivation can be obtained by building a positive environment and a spirit of persistence in each individual. And each person's income expectations are definitely different, we can expect to have a high income because of environmental factors and peers.

Conclusion

From the outcomes and discussions, it is determined that the entrepreneurship education variable partially has no effect on entrepreneurial interest. The entrepreneurial motivation variable partially influences entrepreneurial interest. The income expectation variable partially influences interest in entrepreneurship. Apart from that, simultaneously entrepreneurial education, entrepreneurial motivation and income expectations influence entrepreneurial interest. This means that three independent variables will be able to stimulate students' entrepreneurial interest.

Recommendation

According to research results obtained in this study, the ideas listed below can be proposed: 1) There must be increase in entrepreneurship education for students combined with entrepreneurial practices to increase students' entrepreneurial interest. 2) Educational institutions and the family environment can provide support to foster interest. entrepreneurship among students and campaigning that entrepreneurial activities can be used as a promising and useful career choice to open up employment opportunities for the community.

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