

The impact of self-efficacy, entrepreneurial motivation, and entrepreneurship education on interest in entrepreneurship

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Abstract: Entrepreneurial interest in entrepreneurs is important because it can influence and impact several aspects, especially the economic aspects of oneself, other people, and the country. Entrepreneurship education, self-efficacy, and motivation can influence a person's interest in entrepreneurship. The purpose of this research is to identify and understand the factors that can affect the entrepreneurial interest of students at the Faculty of Economics and Business, Tarumanagara University. This research uses quantitative methods. The sample selection technique used a non-probability sampling method. The population and sample were all students from the Faculty of Economics and Business, Tarumanagara University, totalling 100 respondents. The data collection method used an online questionnaire via the Google platform. The scale used is the Likert Scale. The testing of the data analysis technique is Partial Least Square-Structural Equation Modelling (PLS-SEM), which consists of two analyses, namely the outer model, which consists of validity and reliability, and an inner model for data analysis. The results of this study indicate that entrepreneurship education, self-efficacy, and motivation can influence students' interest in entrepreneurship. The results of the entrepreneurship education analysis show a T-statistic value of 3.724 and p-value of 0.000. The results of the self-efficacy analysis show a T-statistic value of 2.157 and p-value of 0.031, indicating that self-efficacy can increase interest in entrepreneurship. The results of the analysis of entrepreneurial motivation showed a T-statistic value of 2.761 and a p-value of 0.000.

Keywords: Entrepreneurship education, self-efficacy, entrepreneurial motivation, entrepreneurial interest.

Introduction

Entrepreneurship is a new opportunity created and implemented in a highly complex environment ([Neck & Greene, 2011](#)). Given the importance of entrepreneurship in a country, it is necessary to have a high interest in entrepreneurship. High entrepreneurial interest can positively influence a person's economic level. By becoming an entrepreneur, a person can create profitable business opportunities for both of them selves and others. Through business, they can increase their income, create jobs, and expand their business networks. Entrepreneurial interest is important because it can trigger the spirit of seeking business opportunities, overcoming challenges, and innovating to develop a successful business ([Blank & Dorf, 2020](#)). Based on this description, it can be concluded that entrepreneurial interest in entrepreneurs is important because it can influence and impact several aspects, especially the economic aspects of oneself, others, and the country. One factor that can influence a person's entrepreneurial interest is entrepreneurship education.

Through entrepreneurship education, students are included to open insights into how meaningful entrepreneurship is because it can provide a good life in the current world of work situations ([Atmaja & Margunani, 2016](#)). Entrepreneurship education not only provides a theoretical basis for the concept of entrepreneurship but also creates the attitude, behavior, and mindset of an entrepreneur ([Putri, 2017](#)). Therefore, entrepreneurship education can influence an individual's interest in entrepreneurship. In addition to entrepreneurship education, there are also internal factors that can encourage a person's entrepreneurial interest, namely self-efficacy, which is a person's confidence that he can start a new business based on other people's assessments of his ability to perform certain activities ([Campo, 2011](#)). Individuals who have confidence in their ability to create a certain goal ([Anggraeni & Nurcaya, 2016](#)) are believed to be able to influence entrepreneurial interests. The higher the self-efficacy possessed by an individual, the higher the entrepreneurial interest.

Furthermore, motivation can influence entrepreneurial interests. Entrepreneurship must have strong motivation, which refers to a process by which a person behaves to achieve goals and meet their needs ([Pujiastuti, 2013](#)). High entrepreneurial motivation can encourage active behavior in entrepreneurship, but too strong a motivation can hurt the effectiveness of the business ([Aidha, 2017](#)). Therefore, it is believed that motivation can influence interest in entrepreneurship. In this study, the authors are interested in seeing the influence of previous research results on students of the Faculty of Economics and Business in 2023 to understand the factors that can influence student entrepreneurial interest. Therefore, this study aims to determine whether entrepreneurship education has a positive effect on entrepreneurial

interest, whether self-efficacy has a positive effect on entrepreneurial interest, and whether entrepreneurial motivation has a positive effect on entrepreneurial interest.

Literature Review

Entrepreneurship Education

Entrepreneurship education can be defined as a purposeful intervention by an instructor in the life of a learner by providing entrepreneurial knowledge and skills useful for learners to survive in the business world ([Chimucheka, 2013](#)). Entrepreneurship education is an important factor in creating and increasing the desire, spirit, and behavior of entrepreneurship among the younger generation because education is a source of overall attitude and interest in becoming a successful entrepreneur in the future ([Fatoki, 2014](#)).

Self-efficacy

Self-efficacy is a person's perception or belief about the ability to create entrepreneurial behavior ([Yanti, 2019](#)). Self-efficacy can encourage a person's performance in various fields, including entrepreneurial interest ([Luthans, 2011](#)).

Entrepreneurial Motivation

Entrepreneurial motivation is an individual's interest in entrepreneurship because of several strong rewards ([Wisesa & Indrawati, 2016](#)). Another definition of entrepreneurial motivation is the attention, pleasure, and willingness of individuals to carry out independent business activities based on their abilities, strengths, and skills ([Guna & Herawaty, 2010](#); [Purnomo, 2017](#)). The results of previous research suggest that there are positive and significant results between interest in entrepreneurship and entrepreneurial motivation ([Ayuningtias & Ekawati, 2015](#); [Bukirom Haryo Indradi Andi Permana, 2016](#)).

Entrepreneurial Interest

Entrepreneurial interest is the desire, interest, and willingness to work hard or try to meet the needs of one's life without being afraid of the risk of failure ([Rosmiati, Junias, & Munawar, 2015](#)).

Hypothesis

H1: Entrepreneurship education has a positive influence on the entrepreneurial interest of Tarumanagara University Faculty of Economics and Business students.

H2: Self-efficacy has a positive influence on the entrepreneurial interest of students at the Faculty of Economics and Business, Tarumanagara University.

H3: Entrepreneurial Motivation has a positive influence on the entrepreneurial interest of students of the Faculty of Economics and Business, Tarumanagara University.

Research Method

This research uses quantitative methods. The population and sample in this study were all students of the Faculty of Economics and Business, Tarumanagara University, totalling 100 respondents. The sample selection technique used a non-probability sampling method. The variables operationalized in this study were entrepreneurship education, self-efficacy, entrepreneurial motivation, and entrepreneurial interest. The data collection method used in this study was online questionnaires through the google-form platform. The scale used in this study was a Likert scale. Testing in this study using data analysis techniques, namely Partial Least Square-Structural Equation Modelling (PLS-SEM), which consists of two analyses, namely the outer model consisting of validity and reliability. Convergent and discriminant validity methods were used. Data analysis in this study was conducted by quantitative methods using Structural Equation Model (SEM) analysis, which was then processed with the help of SmartPLS software ([Bougie & Sekaran, 2019](#); [Sekaran, 2016](#)). Furthermore, if the outer model analysis requirements, namely validity and reliability, have been met for all variables and indicators in the study, the next stage is to conduct an inner model analysis that aims to determine the relationship between variables contained in the study ([Hair, Black, Babin, & Anderson, 2019](#)).

Result and Discussion

Description of Research Subjects

Based on the collected data, 169 respondents met the criteria for participation in this study. The respondents of this study were students of the Faculty of Economics and Business, Tarumanagara University. To gain a deeper understanding of the respondents' characteristics, they were grouped by gender. The purpose of this grouping of respondents was to gain a deeper understanding of the demographics of the participants as well as the contribution of each group to the research findings. The demographic profile of the respondents selected as the sample will provide the researcher with comprehensive insight into the conditions in the field and the phenomenon being observed. Based on the data collected from 169 respondents, this study seeks to ensure that the results obtained are representative and relevant to the wider population. The following is a detailed description of the characteristics of the 169 respondents in this study, including their gender distribution. These data are essential for understanding the context of the study and provide a strong foundation for further analysis.

In this study, respondents were categorized based on two main genders: male and female. Based on Table 1, the number of male respondents is more dominant, with a total of 102 people, which represents 60.36% of the overall respondents. In contrast, female respondents totalled 67 people or 39.64% of the total respondents. These data clearly show that most respondents in this study are men, who form the largest and most significant group in the research context. The predominance of male respondents provides important insights into the demographic dynamics that may influence the results of the study.

Table 1 Characteristics of Respondents Based on Gender.

Gender	Respondents	Percentage (%)
Men	102	60,36
Women	67	39,64

Description of Research Objects

This study involved four main variables: three independent variables and one dependent variable. The independent variables in this study were entrepreneurship education, self-efficacy, and entrepreneurial motivation, while the dependent variable was entrepreneurial interest. To comprehensively describe this study, 28 statements were used, which were divided into several groups: 7 for the variables of entrepreneurship education and entrepreneurial motivation, 7 for self-efficacy, 7 for entrepreneurial motivation, and 7 for entrepreneurial interest. Each statement in this study was measured on a Likert-type scale. This scale provides a rating range with scores of 1 (strongly disagree), 2 (disagree), 3 (neutral), 4 (agree), and 5 (strongly agree). The use of a Likert scale allows researchers to measure the various aspects of each variable under study in detail. These statements were designed to explore various aspects of each variable under study.

Data Analysis Results

The data analysis in this study includes an inner model evaluation and hypothesis testing. The components analyzed include the Coefficient of Determination (R^2), Path Coefficient, and Effect Size (f^2). The inner model analysis conducted in this study aims to provide an overview of the relationship between the variables and the influence of each independent variable on the dependent variable.

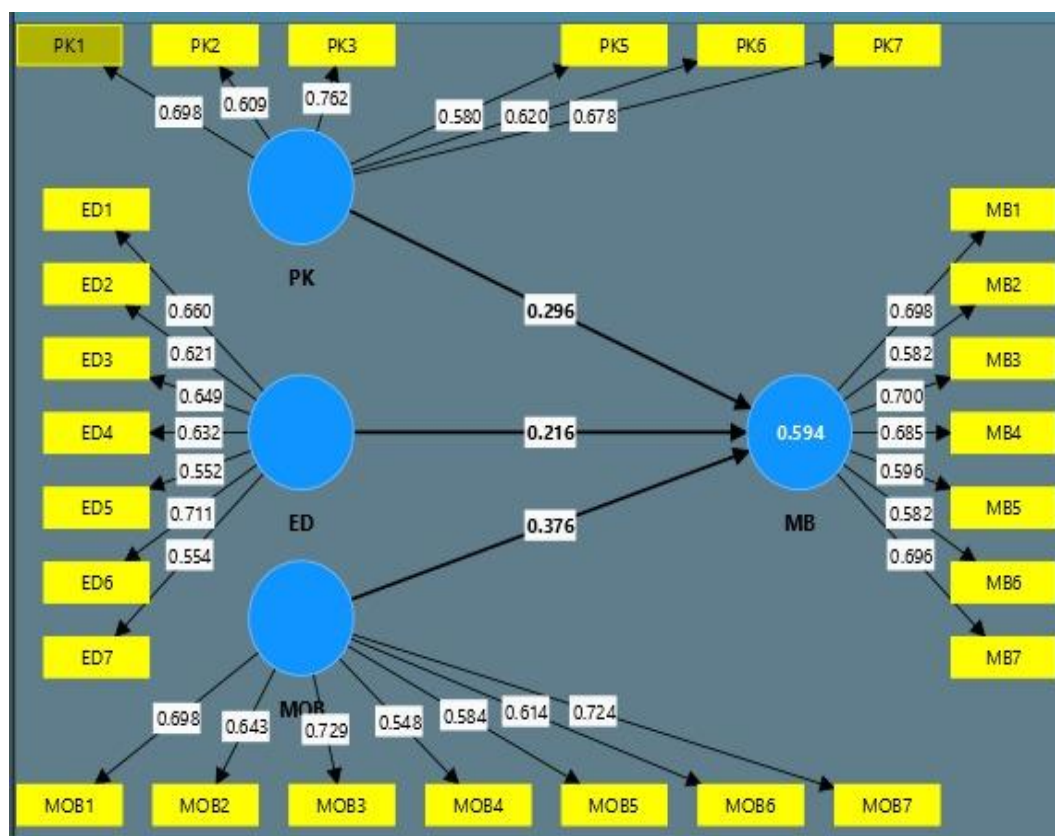


Figure 1 Data Processing Results

The following are the results of the analysis of the Coefficient of Determination (R^2), Path Coefficient, and Effect Size (f^2). This analysis illustrates how well the research model explains variations in the dependent variable, the predictive ability of the model, and the strength and direction of the relationships between the variables. In addition, these results show the influence of each independent variable on the dependent variable.

Coefficient of determination (R^2)

According to the results of the R^2 analysis shown in Table 2, the R-squared value for the entrepreneurial interest variable (MB) is 0.594. The r-square value for the entrepreneurial interest variable (MB) was 0.594. This indicates that entrepreneurial interest can explain 59.4% of the variation in the variable. The remaining 46.6% are explained by other variables not included in this study, indicating that there are additional factors that influence shopping intentions through live streaming that have not been identified in this study. These results indicate that entrepreneurial interest (MB) has a moderate predictive power. This analysis provides important insights into how well these variables can explain the behavior of Tarumanagara University Faculty of Economics and Business students in entrepreneurial

interests. Further research is needed to identify additional factors that may influence these variables and to provide a more comprehensive understanding of the dynamics of entrepreneurial interest.

Table 2 Results of the Coefficient of Determination Analysis (R^2).

	R-Square	Description
MB	0,594	Moderate

Effect size (f^2)

Based on the results of the effect size and f^2 analysis presented in Table 3, important findings regarding the predictive ability of the variables in this study were identified. First, self-efficacy (ED) on entrepreneurial interest (MB): The ability of self-efficacy variables to predict entrepreneurial interest is relatively weak, with an f^2 value of 0.062. This indicates that the effect of self-efficacy on entrepreneurial interest is weak. Second, entrepreneurial motivation (MOB) on entrepreneurial interest (MB): Entrepreneurial motivation has a strong predictive ability for entrepreneurial interest, with an f^2 value of 0.607. This indicates that entrepreneurial motivation significantly influences the level of entrepreneurial interest felt by students of the Faculty of Economics and Business at Tarumanagara University. Third, entrepreneurial education (PK) on entrepreneurial interest (MB): The predictive ability of entrepreneurial education on entrepreneurial interest is also strong, with an f^2 value of 0.532. This means that entrepreneurial education has a significant influence on the entrepreneurial interests of Tarumanagara University economics and business faculty students. The results of this analysis indicate that entrepreneurial interest has a strong influence on entrepreneurial education and motivation, but a relatively weak influence on self-efficacy.

Table 3 Effect Size Analysis Results (f^2).

	R-Square	Description
ED-> MB	0,060	Weak
MOB-> MB	0,607	Strong
PK-> MB	0,532	Strong

Hypothesis testing

The purpose of hypothesis testing is to determine whether the proposed hypothesis can be accepted or rejected. This process involves two main components: Path Coefficient and significance test (P-value). The hypothesis is accepted if the T-statistic value is greater than 1.96 and the p-value is less than 0.05. This indicates that the relationship between the tested variables has a sufficiently strong statistical significance to support the proposed hypothesis.

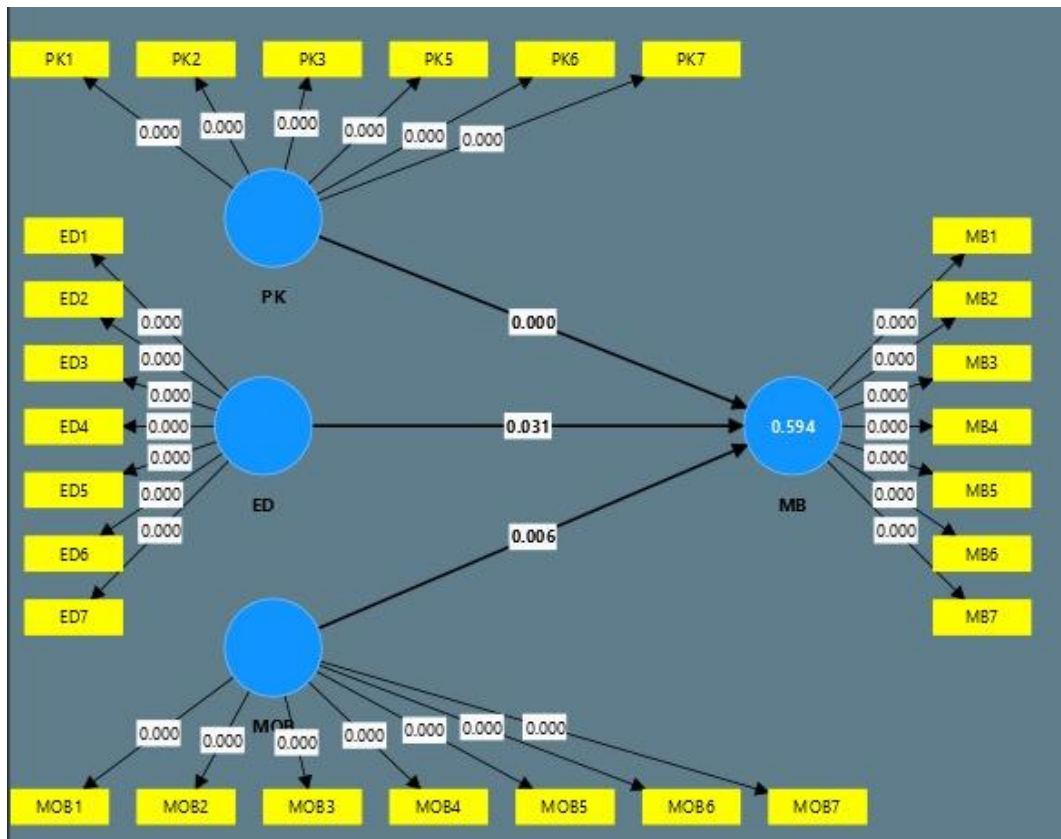


Figure 2 Bootstrapping Results.

The following are the results of bootstrapping that has been carried out by the author

Table 4 Hypothesis Results.

	Variables	Original Sample	T-Statistic	P-Value
H1	Self-efficacy → Entrepreneurial Interest	0,216	2,157	0,031
H2	Entrepreneurial Motivation → Entrepreneurial Interest	0,376	2,761	0,006
H3	Entrepreneurship Education → Entrepreneurial Interest	0,296	3,724	0,000

Test the first hypothesis

H1: Self-efficacy has a positive and significant effect on entrepreneurial interest.

Table 5 Results of the First Hypothesis Test.

Variables	Value	Description
Self-efficacy → Entrepreneurial Interest	β : 0,216	Positive
	p-value: 0,000	Significant
	T-statistic: 2,157	Significant

The results of the first hypothesis test indicated that self-efficacy has a significant effect on entrepreneurial interest. Based on Table 5, the T-statistic value of 2.157 and p-value of 0.000 support hypothesis H1.

Second Hypothesis Test

H2: Entrepreneurial Motivation has a positive and significant influence on Entrepreneurial Interest.

Table 6 Results of the Second Hypothesis Test.

Variables	Value	Description
Entrepreneurial Motivation → Entrepreneurial Interest	β : 0,376	Positive
	p-value: 0,006	Significant
	T-statistic: 2,761	Significant

The results of the second hypothesis test indicate that entrepreneurial motivation has a significant effect on entrepreneurial interest. Based on Table 6, the T-statistic value of 2.761 and p-value of 0.006 support hypothesis H2.

Third Hypothesis Test

H3: Entrepreneurship education has a positive and significant influence on entrepreneurial interests.

Table 7 Results of the Third Hypothesis Test.

Variables	Value	Description
Entrepreneurship Education → Entrepreneurial Interest	β : 0,296	Positive
	p-value: 0,000	Significant
	T-statistic: 3,724	Significant

The results of the third hypothesis test indicate that entrepreneurial motivation has a significant effect on entrepreneurial interest. Based on Table 7, the T-statistic value of 3.724 and p-value of 0.000 support hypothesis H3.

Discussion

H1: Self-efficacy has a positive and significant effect on Entrepreneurial Interest.

In the discussion of the results of the first hypothesis, self-efficacy has a positive and significant effect on entrepreneurial interest. The analysis shows a T-statistic value of 2.157 and a p-value of 0.031, indicating that self-efficacy can increase entrepreneurial interest. Tsai *et al.* (2016) showed that entrepreneurial self-efficacy affects entrepreneurial interest through attitudes towards entrepreneurship and planned entrepreneurial control. This effect is also moderated by subjective norms, where high subjective norms strengthen the indirect effects of self-efficacy through attitudes and planned entrepreneurial control (Tsai, Chang, & Peng, 2016). Zhao, Seibert, and Hills (2005) found that entrepreneurial self-efficacy fully mediates the effect of learning from entrepreneurship-related courses, previous entrepreneurial experience, and risk propensity on entrepreneurial interest (Zhao, Seibert, & Hills, 2005). According to Deliana (Deliana, 2023), self-efficacy determines how individuals feel, think, motivate themselves, and behave. This belief greatly influences a person's entrepreneurial interests (Deliana, 2023). Research by Garaika *et al.* (2019) showed that entrepreneurship education and role models affect self-efficacy, which in turn affects entrepreneurial interest (Garaika, Margahana, & Negara, 2019). Self-efficacy significantly affects entrepreneurial interest, both directly and through the mediation of other factors, such as attitude towards entrepreneurship, planned entrepreneurial control, and entrepreneurship education.

H2: Entrepreneurial Motivation has a positive and significant influence on Entrepreneurial Interest

In the discussion of the results of the second hypothesis, Entrepreneurial Motivation shows a positive and significant influence on entrepreneurial interest. The analysis showed a T-statistic value of 2,761 and a p-value of 0.000. Su *et al.* (2020) show that positive emotions play an important role in the entrepreneurial process. Positive emotions can influence cognition and expand cognitive structures, which in turn increase entrepreneurial intentions. Positive emotions also affect the development of entrepreneurial resources and entrepreneurial ability (Jun Sun, Huang, Su, & Yang, 2020). Zhou (2021) found that cross-cultural adaptation and achievement motivation have a significant influence on entrepreneurial intention. This study shows that cross-cultural adaptation helps improve innovation ability and entrepreneurial success by improving entrepreneurs' psychological quality and innovation ability (Zhou, 2021). Melinda *et al.* (2021) show that entrepreneurship

education, the need for achievement, and self-efficacy have a positive and significant influence on entrepreneurial intention. This study emphasizes the importance of entrepreneurship education in shaping entrepreneurial motivation and intention among college students ([Melinda & Usman, 2021](#)). Entrepreneurial motivation has a strong and significant influence on entrepreneurial interest, influenced by various factors such as positive emotions, cross-cultural adaptation, motivation for profit, social impact, innovation, personality factors, and entrepreneurship education. Strong motivation can encourage individuals to start and maintain their entrepreneurial endeavors.

H3: Entrepreneurship education has a positive and significant effect on entrepreneurial interests.

In the third hypothesis, entrepreneurship education has a positive and significant effect on entrepreneurial interest, with a T-statistic value of 3.724 and a p-value of 0.000. Research by Mei *et al.* (2020) shows that entrepreneurship education increases self-efficacy in entrepreneurial decision-making, which in turn increases students' entrepreneurial interest. Entrepreneurship education plays a mediating role between self-efficacy and entrepreneurial intention ([Mei, Lee, & Xiang, 2020](#)). Ahmed *et al.* (2021) found that the learning and inspiration components of entrepreneurship education programs increased the perceived norms of being an entrepreneur and students' perceptions of self-control, which contributed to an increase in entrepreneurial intentions ([Ahmed, Islam, & Usman, 2021](#)). According to Sun *et al.* (2023), entrepreneurship education strengthens college students' entrepreneurial mindset, which in turn increases their entrepreneurial intention. Intrinsic motivation also plays a moderating role in this relationship ([Junhua Sun, Shi, & Zhang, 2023](#)). Entrepreneurship education significantly increases entrepreneurial intention by enhancing self-efficacy, learning, and inspiration from role models, as well as the formation of an entrepreneurial mindset. These factors motivate individuals to start and grow businesses.

Conclusions

Based on the results of the study, it can be concluded that self-efficacy, entrepreneurial motivation, and entrepreneurship education have a positive and significant influence on entrepreneurial interest. The results of the analysis of self-efficacy show a T-statistic value of 2.157 and a p-value of 0.031, indicating that self-efficacy can increase interest in entrepreneurship. The results of the analysis of entrepreneurial motivation showed a T-statistic value of 2,761 and a p-value of 0.000, and the results of the analysis of Entrepreneurship Education showed a T-statistic value of 3,724 and a p-value of 0.000. This

study suggests that it is necessary to reconsider the variables of age and place of residence, which may affect the results of the study.

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