

# The Effect Of Entrepreneurship Education On Student Entrepreneurship Motivation

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**Abstract.** Entrepreneurship education is the starting point in achieving a successful entrepreneur. The purpose of this study is to determine how student entrepreneurship motivation is impacted by entrepreneurship education. This study uses data from multiple universities in the city of Padang and is quantitative in nature. One hundred respondents made up the sample for this three-month study. The study's findings demonstrate how entrepreneurship education affects students' motivation for entrepreneurship. According to Padang State Polytechnic's Department of Commercial Administration, students, entrepreneurship education has a 24% (or 0.240) impact on entrepreneurial motivation. The limitations of this study are the few indicators in constructing variables and further research can be done.

**Keywords:** Entrepreneurship education, entrepreneurship motivation, quantitative, research

## 1 Introduction

Unemployment is a serious problem in Indonesia and it is still difficult to overcome. The government's unemployment reduction program has failed to significantly reduce unemployment. The reason is the large population and population growth without increasing employment opportunities. In 2021, the published unemployment rate will remain high even after completing the highest level of education. Unemployment can be said to be common among the educated population. One of the causes of unemployment is the lack of understanding of entrepreneurship in society. Many people do not have an entrepreneurship education from school days. Universities are now producing more graduates who are ready to become workers than entrepreneurs. According to [1] "Entrepreneurship education is an effort to internalize the entrepreneurial spirit and mentality both through educational institutions and other institutions such as training institutions, training and so on". Entrepreneurship education provided to students is expected to motivate students to become entrepreneurs.

Entrepreneurship education for college students is one of the hotly contested subjects in higher education that has garnered more attention recently [2]. Administrators, educators, researchers, and policy makers have been deeply concerned about it [3], especially in light of the growing role that entrepreneurship plays in fostering innovation and accelerating economic growth [4]. College students that receive instruction in this area may learn more and develop entrepreneurial knowledge, abilities, and conduct [5–6], which will help them become high-level entrepreneurs. Promoting entrepreneurial purpose and conduct among college students is the goal of

incorporating entrepreneurship into higher education, and there is potential for correlation between the entrepreneurial mindset and this behavior [7]. It has been imagined as a mindset for addressing issues, putting innovations into practice, coming up with answers, exchanging ideas, and bringing about change, based on a spectrum related to company ownership, as opposed to mirroring the status quo [8]. It might be molded by entrepreneurship education, which would help others think and behave like entrepreneurs in addition to mirroring their way of thinking. The literature is still developing, nonetheless, regarding any connections between entrepreneurship education and an entrepreneurial mindset as well as how the attitude affects the prediction of entrepreneurial intention or conduct [9].

Being an entrepreneur can be motivated by a variety of factors, and human motivation is a key idea in management science since it helps to explain how organizations arise [10]. Nonetheless, the study of entrepreneurial motivation takes into account the drive to launch, maintain, and close a business. The literature on entrepreneurial motivation is frequently categorized into three distinct stages: commencement, growth, and exit. These phases are frequently examined independently, with initiation receiving the greatest attention from the literature [11].

This tool examined extracurricular activities and curriculum attendance with the goal of capturing participants' entrepreneurial learning experiences. The number of entrepreneurial courses was the sole multiple-choice question used to calculate the curriculum attendance metric, which was taken from [12] The university pupils had completed (one for attendance and one for nonattendance). The extracurricular activity measure (adapted from [13]) consisted of ten items to evaluate participants' participation in and the effects of various events and activities, including design competitions, visits, internships, and talks by entrepreneurs.

West Sumatra is an area that is very famous for its entrepreneurs. Many studies have proven that the people of West Sumatra, who are known for their Minang ethnicity, have had a lot of success as entrepreneurs in various regions, both Indonesia and to other countries, such as Malaysia, Singapore and Brunei. So far, there has been much research on business or MSMEs, but now we will look at individual or personal conditions for running a business or business, including education. Entrepreneurship education for students in Indonesia is a compulsory subject that must be followed because the long-term goal that must be achieved is for students to become job providers, not job seekers. For this reason, we want to see how the entrepreneurship education in tertiary institutions that has been given becomes the motivation to become an entrepreneur. This will be proven in this study, especially for the city of Padang. The city of Padang consists of various universities and is a strategic place to see this influence.

## 2 Methods of Research

This study examined the impact of entrepreneurship education on entrepreneurial motivation using 100 samples collected in the city of Padang. Included Padang State University, Andalas University, and Padang State Polytechnic, three universities. For three months, a sample of students who had already enrolled in an entrepreneurship program participated in this study. The Likers scale—strongly agree, agree, neutral, disagree, and strongly disagree—is used as the assessment tool in this study. A score of 5, 4, 3, 2, and 1 are used on the scale.

Regression analysis was used in the data analysis process using the SPSS software. The indicators were condensed into a series of queries or surveys, which were subsequently subjected to validity and reliability assessments before being processed through a regression analysis. The model applies the following basic regression test:  $Y = a + bX + e$

Y : the bound dependent variable

A : constant, or Y's value in the case of X=0

B : Regression coefficient b, or the growing or decreasing variable's value Y according to variable X

X : free independent variable

E : error (with a default value of 0)

## 3 Result and Discussion

### Regression Analysis

Simple linear regression analysis is an analysis to determine whether there is a significant influence between one independent variable and one dependent variable, to find out how it is affected (positive or negative), how big the effect is, and to predict the value of the dependent variable using the independent variable.

Table 1. The results of simple linear regression analysis

Models		Coefficients <sup>a</sup>		T	Sig.	
		Unstandardized Coefficients	Standardized Coefficients			
		B	Std. Error	Beta		
1	(Constant)	23.385	3.804		6.147	<.001
	Entrepreneur Education	.679	.115	.490	5.921	<.001

a. Dependent Variable: Entrepreneur Motivation

Table 1 presents the findings of a basic linear regression study. The resulting regression equation model is as follows:  $Y = a + bX + e$

$$Y = 23.385 + 0.679X$$

The following is an explanation of the equation above:

1. 23.385 is the constant value (a). In other words, entrepreneurial motivation has a value of 23.385 if the value of entrepreneurship education is 0.
2. The value of the entrepreneurial education variable (b)'s regression coefficient is 0.679. This means that the amount of entrepreneurial motivation will rise by 0.679, or 67.9%, for every 1% increase in entrepreneurship education.

The t test is used to determine whether the independent variable has a significant effect or not on the dependent variable. This is intended to determine whether the entrepreneurship education variable has a significant effect or not on entrepreneurial motivation. The test uses a significance level of 0.05 and 2 sides. To determine the t table can be seen at a significance of 0.05, with degrees of freedom  $df = n-2$  or  $113-2 = 111$ . With a 2-sided test, the t table results are 1.981. For more details can be seen in the fourth appendix of the appendix. Based on the results of the t test in table 4.11 above, it can be concluded that in the entrepreneurship education variable (x), a significant value is  $0.001 \leq 0.05$  where 5.921 is the t-count value  $\geq 1.981$  is the t-table value. Thus, it follows that motivation for entrepreneurship is influenced by entrepreneurship education. The positive coefficient and t-count indicate a positive effect, meaning that an increase in entrepreneurship education will result in a rise in entrepreneurship motivation. On the other hand, a decline in entrepreneurship education will also result in a decline in entrepreneurial motivation.

A simple correlation (Pearson correlation), or the correlation between one independent variable and one dependent variable, is displayed by the R test in simple linear regression analysis. Table 3.2 below displays the correlation coefficient test (R) results:

Table 2. The results of the correlation coefficient test (R)

<b>Model Summary</b>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.490	.240	.233	4.497

a. Predictors: (Constant), Entrepreneur Education

The data analysis results indicate that R has a magnitude of 0.490. In other words, there is a 0.490 association between the variables of entrepreneurial motivation and education. The fact that the value is balanced between 0 and 1 indicates that there is a close link.

the determination coefficient (R<sup>2</sup>). The coefficient of determination, or R square or square of R, is a numerical value that can be expressed as a percentage indicating the percentage contribution of the independent variable's impact to the dependent variable. The data analysis results, as presented in Table 4.12, indicate that the R square (R<sup>2</sup>) magnitude is 0.240, or 24%. That is, the proportion of how entrepreneurship education influences of he percentage of people who are motivated to start their own business is 24%; the remaining  $100\% - 24\% = 76\%$  is impacted by factors not included in this study.

According to the findings of a straightforward linear regression analysis, entrepreneurship education increases the motivation of entrepreneurs. The coefficient of determination for the degree of correlation between the entrepreneurial motivation and education variables is 49%, or 0.490. Student entrepreneurship motivation is influenced by the entrepreneurship education variable to the extent that it contributes 0.240, or 24%, to the total. The findings of this study are consistent with the theory put forth by [12], which holds that personal aspirations (free to achieve a high standard of living) and freedom (free to manage time, free from pressure rules, and free from organizational culture rules) are the factors that encourage the emergence of entrepreneurial motivation. wanted, devoid of tedious work schedules, and incentives for defining their own vision, mission and dreams).

## 4 Conclusion

Many conclusions that can address the formulation of the problem in this study are drawn from the findings of research on the impact of entrepreneurship education on entrepreneurial motivation in students in the city of Padang. The impact of entrepreneurship education on students' motivation for entrepreneurship in Padang City is noteworthy and advantageous; the percentage of students who benefit from this type of education is 24%, or 0.240.

## Acknowledgements

These recommendations are anticipated to be used as input and are based on the findings of the study, the debate, and the conclusions that have been made: 1. The study's findings suggest that entrepreneurship education influences students' motivation to pursue entrepreneurship, which is beneficial for institutions among students in Padang. Therefore, the Padang State Polytechnic institution should pay attention to what students need in order to increase student entrepreneurship motivation. 2). For other researchers who intend to conduct studies in the area of teaching entrepreneurship, it is expected to measure other factors which are also indicators that influence entrepreneurial motivation, such as entrepreneurial skills.

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