

The Effect of Attitude and Motivation on Students' Entrepreneurship Interest

Rika Zahara¹, Muhammad Ramadhan Slamet²

rikazahara55@gmail.com¹, ramadhanslamet@polibatam.ac.id²

Business Management Department, Politeknik Negeri Batam^{1,2}

Abstract. Creating an interest in entrepreneurship can be started in college through entrepreneurship courses and other entrepreneurship programs. Factors that can influence interest in entrepreneurship include attitudes and motivation. The purpose of this study was to identify whether attitudes have a significant influence on student interest in entrepreneurship and identify whether motivation has a significant influence on student interest in entrepreneurship. This study uses quantitative and data collection methods using surveys by distributing questionnaires to 182 Batam State Polytechnic students who have received basic accounting and entrepreneurship materials. The results of this study indicate that the attitude variable has a significant positive effect on students' interest in entrepreneurship, and motivation has a significant positive effect on students' interest in entrepreneurship.

Keywords: Attitude, motivation, interest in entrepreneurship.

1 Introduction

The COVID-19 pandemic has been detected in Indonesia since March 2020, when two people tested positive after contracting it from a Japanese citizen. Various prevention efforts were carried out, including implementing Large-Scale Social Restrictions and the "Stay at home" campaign. Various activities such as schools and offices are carried out from home. One of the impacts of the COVID-19 pandemic is MSMEs in Indonesia. Data from the Ministry of Cooperatives in 2020 explained that 1,785 cooperatives and 163,713 MSME actors were affected by the pandemic (May 2020).

The implementation of the PSBB impacts many MSMEs experiencing a decline in performance, such as decreased sales and non-smooth distribution. Based on survey data on the performance of MSMEs during the COVID-19 pandemic obtained from the Indonesian Institute of Sciences (LIPI) from 1 to 20 May 2020, the survey showed that during the pandemic, 94.69% of businesses experienced a decline in sales. Based on business scale, sales decreased by more than 75%, experienced by 49.01% ultra-micro businesses, 43.3% micro-businesses, 40% small businesses, and 45.83% medium businesses.

In addition to SMEs, companies from various business sectors also feel the impact of the COVID-19 pandemic. Many companies feel the negative impact and suffer huge losses. The company has taken various measures to stay afloat, including massive layoffs. Based on a

survey conducted by Jobstreet Indonesia in 2020 on workers affected by the COVID-19 pandemic. As a result, 35% of workers were laid off, and 19% were temporarily laid off. The Jobstreet survey also shows that the workers most affected are those of productive age or aged 18-24 years, with a percentage of 67%. According to BPS data from 2020, this layoff will boost the unemployment rate in Indonesia by 6.26%.

Seeing the current condition of the pandemic, the competition to get a job is more challenging for students who are about to graduate and enter the world of work. This challenge is a demand for the community, especially those of productive age, to have active and creative individual qualities in order to be able to compete competitively to reduce the current unemployment rate. Facing these conditions, Polibatam is one of the campuses that encourages graduates to have the spirit and spirit of business and not only leads to knowledge and skills to work for companies. Based on data from the comparison of performance achievements in 2020 with 2019, the number of Polibatam students who are entrepreneurs has increased by 2%. Polibatam has also set a target for the number of graduates who are entrepreneurs in the last year of 10% based on data from performance indicators in 2020.

Creating an interest in entrepreneurship can be started in college through entrepreneurship courses and other entrepreneurship programs. Hendrawan and Sirine (2017) define entrepreneurial interest as the ability to meet the needs of life and develop a business without fear of failure to develop and create new businesses that come from oneself [4]. The existence of an interest in entrepreneurship for students is one thing that is still needed in unstable conditions like today. Factors that can influence interest in entrepreneurship include attitudes and motivation.

One of the factors that influence the interest in entrepreneurship is attitude. A person's success in entrepreneurship can be influenced by attitudes other than the willingness and ability factors. Sumadi and Sulistyawati (2017) suggest that attitude is a response that comes from within oneself and is affected by surrounding objects [10]. Sumadi and Sulistyawati (2017) research show that attitudes can affect interest in entrepreneurship [10]. However, other research states the opposite. It can be seen from the research of Rosmiati, Junias, and Munawar (2015), which states that attitude has no significant effect on entrepreneurial intentions [8].

Another factor that influences the interest in entrepreneurship is motivation. According to Ajiwibawani, Harti, and Subroto, motivation is the desire to attain a goal, and activities are performed as effectively as feasible in pursuing success [1]. Someone who has entrepreneurial motivation has the belief that they can achieve success. Motivation can also give the spirit to achieve success and survive in difficult circumstances. Munawar and Supriatna (2018) stated that motivation is one aspect that affects students' interest in entrepreneurship [6]. However, Hendrawan and Sirine (2017) state that motivation does not affect students' interest in entrepreneurship [4].

This research is a replication of the research of Rosmiati, Junias, and Munawar [8]. The equation of this research is the variables of attitude, motivation, and interest in entrepreneurship to get a picture of students' interest in running entrepreneurship. The reason for choosing the same variables as previous research is because there are still inconsistencies in the research results. Several studies have stated that attitude and motivation influence students' interest in entrepreneurship; other studies say the opposite. The difference from this research is that Polibatam students are the research respondents. The selection of Polibatam students as respondents was carried out because there were courses related to entrepreneurship. In the learning process, students are not only provided with the material in the form of theory but are also equipped with direct practice.

2 Literature Review

An attitude of responsibility, curiosity about entrepreneurship, and being able to adapt quickly to the environment or technology are attitudes needed by an entrepreneur. A student who has studied entrepreneurship believes that the choice of entrepreneurship can be applied in the current situation. This belief creates confidence in entrepreneurial attitudes so that an interest in entrepreneurship arises.

Attitude can be related to the Theory of Reasoned Action (TRA). By the concept of this theory, attitude towards behaviour refers to the level of a person forming beliefs and conducting positive or negative evaluations of behaviour. This theory is also supported by research by Sumadi and Sulistyawati (2017) [10], which states that attitude has a significantly positive effect on student entrepreneurship intentions. The statement that attitude has a significant positive effect on interest in entrepreneurship is also supported by the research conducted by Munawar and Supriatna (2018) [6]. Thus, the hypothesis developed is as follows:

H1: Attitude has a significant effect on student entrepreneurship interest.

The motivation to run entrepreneurship is basically for the necessities of life. After graduating, a student has a goal to meet his life needs independently. Fulfilling the necessities of life can be done by living a profession as a lecturer, office employee, and other professions. However, some choose to become entrepreneurs. According to Maslow (1994), the hierarchy of human needs can be used to describe and determine motivation [5]. This theory is used as a theoretical basis because it can explain the relationship between the hierarchy of human needs that determines motivation and entrepreneurial interest.

According to the motivational theory by Maslow, an entrepreneur's motivation is to fulfil basic physiological needs and a sense of security. An entrepreneur must also establish relationships to create and develop a business network. Another need that an entrepreneur need is a self-esteem and self-actualisation to fulfil his life needs while also running a hobby. Research conducted by Rifkhan (2017) and Sabharawati (2017) proves that motivation positively and significantly affects student entrepreneurship interest [7,9]. Thus, the hypothesis developed is as follows:

H2: Motivation has a significant effect on student entrepreneurship interest.

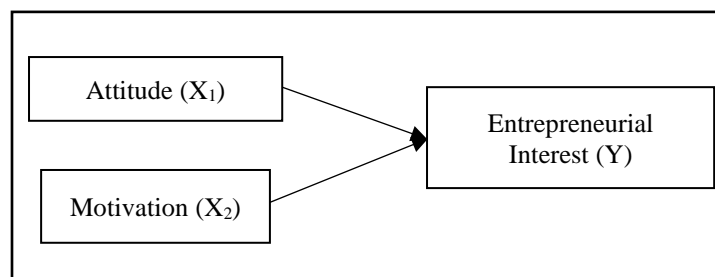


Fig. 1. Research Model.

3 Research Methods

This research uses quantitative methods. The choice of quantitative methods in this study is because it can show the relationship between variables. In this study, quantitative methods can show the relationship between attitudes and motivation to students' interest in entrepreneurship.

Attitude is the propensity to respond to situations from inside, which is impacted by various factors, including experience and the surrounding environment. According to Ajiwibawani, Harti, dan Subroto (2017), motivation is the desire to achieve a goal, and activities are performed as efficiently as possible for accomplishment [1]. Someone who has entrepreneurial motivation has the belief that they can achieve success. Hendrawan and Sirine (2017) define interest in entrepreneurship as the ability to meet the needs of life and develop a business without fear of the risk of failure to develop and create new businesses that come from oneself [4].

Data collection in this study was carried out through a survey method using a series of research instruments in the form of a questionnaire (questionnaire) in the form a google form. The questionnaire consists of attitudes, motivation, and interest in entrepreneurship. This study uses a rating scaling method, namely the Likert scale. Each question is given weight or score as follows: (1) Strongly Disagree, (2) Do not agree, (3) Agree, and (4) Strongly agree. The purposive sampling technique does sampling. The purposive sampling technique was chosen because it can represent a population that fits the research criteria, namely active Polibatam students who have received entrepreneurship and introductory accounting courses. Based on the documentation results, the number of samples is 182 respondents, which is determined based on the number of students from each study program.

This study uses questionnaires to collect data, so validity and normality tests are needed. Measuring the validity of the questionnaire is the purpose of the validity test, while the reliability test is carried out to determine whether the answers to the questionnaire are consistent. The data were analyzed using multiple linear regression analysis to achieve the research objectives. Multiple linear regression analysis measures the effect of more than one independent variable on the dependent variable.

In the multiple linear regression test, several tests include the classical assumption test (normality test, multicollinearity, heteroscedasticity) t-test and the coefficient of determination. The normality test is part of the classical assumption test, which aims to determine whether the residual value is normally distributed or not. Another classic assumption test is the multicollinearity test which aims to determine whether there is an intercorrelation between the independent variables. The heteroscedasticity test is carried out to determine whether there is a variance similarity from the residual value for all observations in the regression model. This study is partial, so a t-test was conducted to determine whether each independent variable influenced the dependent variable. The coefficient of determination is carried out to find out what percentage of the influence of the independent variables simultaneously on the dependent variable [3].

Model the equation of each hypothesis mathematically:

$$Y = a + b_1x_1 + b_2x_2 + e. \quad (1)$$

Explanation:

Y : Dependent Variable: Interest in Entrepreneurship

- x_1 : Independent Variable: Attitude
- x_2 : Independent Variable: Motivation
- a : Constant
- b_1b_2 : Regression Coefficient
- e : *Error or Interrupting Variable*

4 Results and Discussion

The validity test results show that all variable items are valid because they have a correlation coefficient value more significant than the minimum standard of 0,3. The correlation coefficient of the attitude variable, which consists of 4 items, ranges from 0,541 to 0,751. The correlation coefficient of the motivation variable, which consists of 5 items, ranges from 0,498 to 0,847. The correlation coefficient of the variable interest in entrepreneurship, which amounts to 8 items, ranges from 0,585 to 0,864.

The reliability test results of the study's three variables are presented as follows. Cronbach's coefficient alpha attitude is 0,625, motivation is 0,796, and interest in entrepreneurship is 0,899. Cronbach's coefficient alpha on the three variables has met the reliability criteria $> 0,60$. Thus, it can be concluded that the data used (respondents' answers for each variable) are reliable.

The Kolmogorov-Smirnov-based normality test shows that the three variables used have a significance value of 0,056, where $> 0,05$. This test shows that the variables used in the study are typically distributed.

In the results of the multicollinearity test, it was found that the tolerance value was 0,809 where $> 0,10$, and the Variance Inflation Factor (VIF) value was 1,236 where < 10 , which indicated that in the regression model, multicollinearity did not occur.

The heteroscedasticity test was carried out using the Glejser test by regressing each independent variable with absolute residuals acting as the dependent variable. Decision-making is based on: if sig. $< 0,05$, then heteroscedasticity occurs and vice versa. The heteroscedasticity test results show that the Attitude variable's significance is 0,920 and the Motivation variable is 0,071, where all the significance of the independent variables is $> 0,05$. Therefore, it can be concluded that there is no heteroscedasticity problem.

The regression test explains that, as summarized in Table 1, coefficient value for attitude variable ($b = 0,416$), t count as 3,083 $> t$ table 1,973 and p-value 0,002 $< \alpha$ 0,05 which means that attitude has a significant positive effect on student entrepreneurship interest. Statistically, this supports the testing of Hypothesis 1 at the 5% significance level. The motivation variable also significantly positively affects students' interest in entrepreneurship. Based on Table 6, coefficient value for motivation variable ($b = 1,218$), t count as 15,979 $> t$ table 1,973 and p-value 0,000 $< \alpha$ 0,05. Statistically, this supports the test of Hypothesis 2 at the 5% significance level.

Table 1. Hypothesis Regression Test Results.

Variable	B	Std. Error	t	Sig.
(Constant)	0,630	1,811	0,348	0,728
Attitude	0,416	0,135	3,083	0,002

Variable	B	Std. Error	t	Sig.
Motivation	1,218	0,076	15,979	0,000

Variable Dependent : Entrepreneurial Interest

Table 2 shows the value of the coefficient of determination contained in the Adjusted R Square value of 0,676. This test means that the ability of the independent variable to explain the dependent variable is 67,6% remaining 32,4% explained by other variables not discussed in this study, such as knowledge and the environment of the research object.

Table 2. Coefficient of Determination Test Results.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0,825	0,680	0,676	2,40459

a. Predictors: (Constant), Motivation, Attitude

Based on the test results, hypothesis 1 can be accepted. The results of this study can be related to the Theory of Reasoned Action (TRA), which Ajzen and Fishbein introduced in 1975. According to Ajzen and Fishbein (1975), one of the components that influence the formation of interest is an attitude that results from considerations regarding beliefs about positive or negative evaluations of behaviour [2]. A person who has steadfast beliefs about behaviour will produce behavioural outcomes. Based on the results of the t-test, the attitude variable has a significant positive effect on the interest in entrepreneurship.

In line with the theory and the results of this study, research conducted by Sumadi and Sulistyawati (2017) concluded that attitudes affect entrepreneurial interest [10]. Attitudes can explain that if an individual has beliefs about entrepreneurship that he gets directly or from his environment and agrees that entrepreneurship is something that has a significant effect, an intention to become an entrepreneur will appear.

The results of the motivation variable after the t-test show that motivation also has a significant positive effect on interest in entrepreneurship. Based on the test results, hypothesis 2 can be accepted. The motivation variable can be related to the theory developed by Maslow (1994) [5]. According to Maslow (1994), the hierarchy of human needs can be used to describe and determine motivation [5]. Maslow's theory of motivation is divided into five levels categories, namely basic needs, security needs, social needs, esteem needs, and self-actualization. The needs, divided into five levels, are the driving force for entrepreneurs to carry out business activities. This result supports the results of Munawar and Supriatna's research (2018), concluding that motivation affects an interest in entrepreneurship [6]. Initial interest in launching a business due to the incentive provided by life's necessities and the enjoyment of a product or service.

5 Conclusion

The results of the two hypotheses tested in this study concluded that attitudes significantly positively affected students' interest in entrepreneurship. Thus, hypothesis 1 is accepted. Testing Hypothesis 2, it was found that motivation significantly positively affected students' interest in entrepreneurship. Hypothesis 2 is thus accepted. Polibatam must increase students'

motivation and entrepreneurial attitude because, in this study, both variables affect the interest in entrepreneurship.

6 Suggestion

Further research suggests re-examining the attitude, motivation, and interest variables. Other variables such as environment and experience also need to be added to determine the effect of each variable. More significant samples from all majors also help provide a more optimal picture of the results. This research is helpful if Polibatam can develop various programs on entrepreneurship in a more exciting way. In the learning process, a game model can be made that directly practices the entrepreneurial process. Direct training by young entrepreneurs can also be provided to support students' interest in entrepreneurship further.

References

- [1] Ajiwibawani, M. P., Harti, & Subroto, W. T. (2017). The effect of achievement motivation, adversity quotient, and entrepreneurship experience on students entrepreneurship attitude. *International Journal of Academic Research in Business and Social Sciences*, 7(9), 441–450.
- [2] Ajzen, I., & Fishbein, M. (1975). *Understanding attitudes and predicting social behavior*. Englewood Cliffs: Prentice-Hall.
- [3] Apriansyah, G., Zirman, & Rusli. (2014). Pengaruh partisipasi anggaran, komitmen organisasi, kepuasan kerja, job-relevant information dan budaya organisasi terhadap kinerja manajerial pada perhotelan di provinsi riau. *Jom FEKON*, 1(2).
- [4] Hendrawan, J. S., & Sirine, H. (2017). Pengaruh sikap mandiri, motivasi, pengetahuan kewirausahaan terhadap minat berwirausaha (Studi kasus pada mahasiswa FEB UKSW konsentrasi kewirausahaan). *Asian Journal of Innovation and Entrepreneurship*, 02(03), 291–314.
- [5] Maslow, A. H. (1994). *Motivasi dan kepribadian (Teori motivasi dengan pendekatan hierarki kebutuhan manusia)*. Jakarta: PT PBP.
- [6] Munawar, A., & Supriatna, N. (2018). Pengaruh sikap dan motivasi terhadap minat berwirausaha siswa. *OIKOS Jurnal Kajian Pendidikan Ekonomi Dan Ilmu Ekonomi*, II, 14–23. <https://doi.org/10.23969/oikos.v2i1.916>
- [7] Rifkhan, . (2017). Pengaruh sikap, dan motivasi terhadap minat berwirausaha mahasiswa akuntansi Universitas Pamulang. *Jurnal Ilmiah Akuntansi Universitas Pamulang*, 5(1), 121–154.
- [8] Rosmiati, R., Junias, D. T. S., & Munawar, M. (2015). Sikap, motivasi, dan minat berwirausaha mahasiswa. *Jurnal Manajemen Dan Kewirausahaan (Journal of Management and Entrepreneurship)*, 17(1). <https://doi.org/10.9744/jmk.17.1.21-30>
- [9] Sabharawati, R. K. B. (2017). Pengaruh sikap dan motivasi terhadap minat berwirausaha.
- [10] Sumadi, A., & Sulistyawati, E. (2017). Pengaruh sikap, motivasi, dan lingkungan terhadap niat berwirausaha. *None*, 6(2), 254696.