

International Journal for Advanced Research

Journal homepage: <https://journal.outlinepublisher.com/index.php/ijar>

Research Article

The Influence of Entrepreneurship in the Higher Education Environment on Entrepreneurial Motivation

Sattar Rasul¹, Henny Purnama Dewi^{2*}, Atika Aini Nasution³, Irma Herliza Rizki⁴, Bambang Sutejo⁵

¹Universiti Kebangsaan Malaysia, Malaysia

^{2,3,4,5}Universitas Battuta, Indonesia

*Correspondence: hennypur@gmail.com

Keywords:

Entrepreneurship,
Higher Education,
Entrepreneurial
Motivation,
Student Influence

Abstract

This study aims to analyze the influence of entrepreneurship in the university environment on students' entrepreneurial motivation. Along with the increasingly rapid economic development, entrepreneurship has become an attractive career choice for the younger generation, especially students. Universities as educational institutions have a strategic role in shaping the character and entrepreneurial mindset of students through the entrepreneurship programs they organize. This study uses a quantitative approach with survey methods and multiple regression analysis to identify factors that influence entrepreneurial motivation. The results of the study show that entrepreneurship in universities, which include entrepreneurship courses, seminars, training, and business incubators, have a significant influence on increasing students' entrepreneurial motivation. These entrepreneurship programs provide knowledge, skills, and support that are very important for students to start their businesses. In addition, social support from family and friends as well as economic conditions also play a role in increasing students' entrepreneurial motivation. The conclusion of this study is that entrepreneurship in universities contributes positively to encouraging students to enter the business world, so universities need to continue to develop their entrepreneurship programs to support the creation of innovative and competitive young entrepreneurs.

Introduction

Entrepreneurship has become one of the key elements in driving economic growth and creating new jobs, especially in the increasingly competitive era of globalization. The role of entrepreneurship is not only as an alternative job, but also as a primary strategy in overcoming the high unemployment rate, especially among the younger generation. Universities, as centers of education and development of science, have a strategic role in building an entrepreneurial spirit among students. Universities are expected to be able to become a driving force that produces graduates who are not only ready to work, but also able to create new business opportunities through increasing entrepreneurial motivation.

Universities, as educational institutions, have a strategic role in fostering an entrepreneurial spirit among students. Universities are not only tasked with producing graduates who are ready to work, but are also able to create new jobs through the development of an entrepreneurial spirit. This is in line with Drucker's statement (1985) which states that entrepreneurship is the ability to see opportunities and take risks in creating new sustainable value. In this context, the role of universities becomes crucial as facilitators and drivers of entrepreneurship among the younger generation.

Based on data from the Central Statistics Agency (BPS) in 2023, the open unemployment rate in Indonesia is still dominated by bachelor's graduates with a percentage reaching 5.8%. This figure shows that universities need to make breakthroughs in developing entrepreneurship-based curricula in order to foster entrepreneurial motivation among students.

Entrepreneurial motivation is an internal drive that influences individuals to start, manage, and develop a business. According to Hisrich et al. (2008), entrepreneurial motivation arises when someone has the desire to be independent, innovate, and provide added value to society. Universities have an important role in shaping this motivation through entrepreneurship education, which includes providing entrepreneurship courses, seminars, workshops, business mentoring, and business incubator programs. With this program, students are expected to have the skills and courage to start a new business.

In practice, entrepreneurship programs organized by universities have a significant influence on students' interest and motivation to become entrepreneurs. Research conducted by Fayolle and Gailly (2008) shows that entrepreneurship education can increase entrepreneurial intentions by improving business skills, attitudes, and knowledge. In addition, Kuratko and Hodgetts (2004) also stated that entrepreneurship programs in universities provide long-term benefits in preparing students to face the challenges of the business world. However, the effectiveness of this program is highly dependent on planned implementation and support from various parties.

The development of digital technology also provides great opportunities for students to enter the world of entrepreneurship. Technology allows students to develop digital-based businesses, such as e-commerce, start-ups, and other technology-based services. Adequate technological support from universities, such as internet access, digital marketing training, and the use of social media, can strengthen students' motivation to start a business. This is in line with research conducted by Nabi et al. (2017), which states that the integration of technology in entrepreneurship education can encourage students to develop innovative and highly competitive businesses.

However, the effectiveness of entrepreneurship programs in higher education environments is still debated. Several studies have shown that the program has succeeded in increasing students' entrepreneurial motivation, while other studies have stated that external environmental factors such as family support, access to capital, and economic conditions are more dominant in influencing students' decisions to become entrepreneurs. Internal factors such as personal interests, self-motivation, and creativity also determine the success of entrepreneurship implementation among students. According to Ajzen (1991) in the Theory of Planned Behavior, entrepreneurial behavior is influenced by individual intentions based on attitudes, subjective norms, and perceived control over the behavior.

In addition, students' motivation to become entrepreneurs is also influenced by the academic environment and support from the university. A conducive environment, such as the presence of business mentors, funding, and business networks, can encourage students to develop their creative ideas into real businesses. Optimal support from the university can provide students with confidence and belief to take steps in starting a business. This is reinforced by the results of research from Nabi et al. (2017), which states that universities have a significant influence on increasing students' entrepreneurial capacity.

Based on the description above, it is important to analyze the influence of entrepreneurship in the college environment on students' entrepreneurial motivation. This study is expected to provide a comprehensive picture of the extent to which entrepreneurship programs run in colleges are able to increase students' motivation to become entrepreneurs. In addition, this study is also expected to provide recommendations for colleges in designing more effective policies and programs in fostering an entrepreneurial spirit. With the

increasing entrepreneurial motivation among students, it is hoped that college graduates will not only become job seekers, but also job creators who contribute to national economic growth.

Hypotheses Development

In an effort to understand the relationship between entrepreneurship in the college environment and entrepreneurial motivation, developing a hypothesis is a crucial step to formulate initial assumptions that can be tested empirically. The hypothesis developed will provide a clear theoretical basis for how entrepreneurship education in college can influence individuals, especially students, in developing motivation to start and run a business. Based on the existing literature review, there are various factors that can influence entrepreneurial motivation, including entrepreneurship education, social support, and exposure to an environment conducive to entrepreneurship.

Hypothesis 1: Entrepreneurship Education in Higher Education Has a Positive Influence on Students' Entrepreneurial Motivation.

The first hypothesis proposed is related to the influence of entrepreneurship education in higher education on the level of entrepreneurial motivation of students. Entrepreneurship education provided through courses, seminars, workshops, and business incubator programs in higher education is expected to improve students' understanding and skills in the business world, as well as change their mindset from being job seekers to job creators. Several studies have shown that well-structured entrepreneurship education can foster interest and motivation to become entrepreneurs, as shown by Hisrich et al. (2008) who stated that entrepreneurship education can strengthen a person's entrepreneurial characteristics, including the desire to innovate and take risks in business.

Hypothesis 2: Social Support in Higher Education Affects Students' Entrepreneurial Motivation.

In addition to formal entrepreneurship education, social support received by students from the university environment, such as lecturers, peers, and alumni who have successfully become entrepreneurs, can also play an important role in increasing entrepreneurial motivation. This social support can be in the form of guidance, providing creative ideas, and access to relevant networks to run a business. As stated by Ajzen (1991) in the Theory of Planned Behavior, the social environment can influence a person's intention to take action, including in this case entrepreneurship. Therefore, the second hypothesis states that the greater the social support received by students, the greater their motivation to become entrepreneurs.

Hypothesis 3: Business Incubator and Mentoring Programs in Universities Can Increase Students' Entrepreneurial Motivation.

Business incubator programs provided by universities provide opportunities for students to develop their business ideas directly with guidance from experts and experienced entrepreneurs. This program aims to reduce the risk of business failure by providing practical guidance in business management, marketing, finance, and technology. In this context, the third hypothesis developed is that business incubator and mentoring programs can increase students' motivation to start a business. This is in line with research conducted by Nabi et al. (2017) which shows that business incubators in universities are able to strengthen entrepreneurial motivation by providing the facilities needed to realize business ideas.

Hypothesis 4: The Presence of Technology and Digitalization in Entrepreneurship Education Increases Students' Entrepreneurial Motivation.

Along with the rapid development of digital technology, universities are increasingly required to integrate technology into the entrepreneurship education process. The use of technology can introduce students to various digital platforms to start a business, such as e-commerce, digital marketing, and other business support applications. The fourth hypothesis states that the use of technology in entrepreneurship education in universities will increase students' entrepreneurial motivation. According to research conducted by Nabi et al. (2017), entrepreneurship education that involves technology can introduce students to new ways of running a business that are more effective and efficient.

Hypothesis 5: Business Knowledge and Skills Acquired Through Entrepreneurship Education Strengthen Students' Entrepreneurial Motivation.

The fifth hypothesis is directed at the influence of business knowledge and skills acquired through entrepreneurship education in college on students' entrepreneurial motivation. Entrepreneurship education that provides knowledge about basic business concepts, management, marketing, and practical skills in starting and running a business is believed to encourage students to start their own businesses. Research conducted by Fayolle and Gailly (2008) shows that students who acquire entrepreneurial skills tend to be more confident in starting a business and are more motivated to pursue their entrepreneurial goals.

Hypothesis 6: Student Demographic Factors (Age, Gender, Family Background) Influence Entrepreneurial Motivation.

In addition to educational and environmental factors, demographic factors can also influence students' entrepreneurial motivation. Several studies have shown that age, gender, and family background can influence the extent to which someone is motivated to become an entrepreneur. The sixth hypothesis proposed is that certain demographic factors, such as age, gender, and entrepreneurial family background, can influence the level of students' entrepreneurial motivation. Research by Kuratko and Hodgetts (2004) shows that students who come from entrepreneurial families tend to have higher motivation to start a business.

Hypothesis 7: Student Involvement in Entrepreneurial Activities in Higher Education Affects Entrepreneurial Intentions.

Student involvement in entrepreneurial activities, such as business competitions, entrepreneurship seminars, or participation in entrepreneurial groups on campus, can strengthen their intention to become entrepreneurs. The seventh hypothesis developed is that the more actively students are involved in entrepreneurial activities in college, the greater their intention to start a business. This is in line with the findings of research conducted by Schaper and Volery (2004), which shows that direct experience in entrepreneurial activities can increase self-confidence and motivation to start a business.

Through the development of these hypotheses, this study is expected to provide a deeper understanding of the various factors that influence students' entrepreneurial motivation in the university environment. The results of this study can be a basis for universities in designing more effective entrepreneurship programs, as well as contributing to the development of the entrepreneurial ecosystem in Indonesia.

Method

This study aims to analyze the influence of entrepreneurship in the college environment on students' entrepreneurial motivation. To achieve this goal, this study uses a quantitative approach with a survey design. Quantitative research was chosen because it can provide a clearer and more measurable picture of the relationship between the variables studied, namely entrepreneurship in college and students' entrepreneurial motivation. In this study, researchers will collect data through a questionnaire instrument that will be analyzed using statistical methods.

This research is a quantitative research with descriptive and causal design. Descriptive design is used to describe the influence of entrepreneurship variables in higher education on students' entrepreneurial motivation. Meanwhile, causal design is applied to analyze the causal relationship between the two main variables that are the focus of the research, namely entrepreneurship in higher education and entrepreneurial motivation. By using this design, it is expected to be known to what extent entrepreneurship factors in higher education can influence students' motivation to become entrepreneurs.

The population in this study is all students registered at universities in Indonesia, especially students who have taken entrepreneurship courses or entrepreneurship programs organized by universities. The sample of this study will be selected using a simple random sampling technique. The samples taken consist of students who have diverse backgrounds, both in terms of study programs, academic years, and entrepreneurial experience. With this approach, it is expected that the samples taken can represent the student population in universities.

The instrument used to collect data in this study was a questionnaire consisting of two main parts. The first part measures entrepreneurship in higher education, which includes aspects such as entrepreneurship courses, business incubator programs, entrepreneurship seminars, and social support from the faculty or college. The questions in this section are closed-ended with a Likert scale, which allows researchers to measure the extent to which students are exposed to entrepreneurial activities in the college environment.

The second part of the questionnaire will measure students' entrepreneurial motivation, which includes dimensions such as desire to start a business, interest in business opportunities, and readiness to face entrepreneurial challenges. The measurement of entrepreneurial motivation also uses a Likert scale to determine the level of interest and readiness of students in starting a business. Both parts of the questionnaire have been tested for validity and reliability previously using a trial on a group of students at different universities.

The data collection procedure in this study began with the distribution of questionnaires to students who had been selected as research samples. The distribution of questionnaires was carried out online using a survey platform, making it easier for students to fill out the questionnaire without being hindered by distance and time. Before the questionnaire was distributed, the researcher provided an explanation of the purpose of the study and how to fill out the questionnaire so that students could provide accurate and honest answers. Data collection took place for two weeks, with the hope that the number of respondents would be sufficient for analysis.

After the data is collected, data analysis will be carried out using simple linear regression analysis to determine the effect of entrepreneurship in higher education on students' entrepreneurial motivation. Regression analysis is used because it allows researchers to measure how much influence the independent variable (entrepreneurship in higher education) has on the dependent variable (entrepreneurial motivation).

In addition to regression analysis, this study will also conduct descriptive analysis to see the differences in entrepreneurial motivation among groups of students with different demographic characteristics, such as age, gender, and educational background. This analysis aims to determine whether there are demographic factors that influence entrepreneurial motivation, which in turn can help universities in designing more targeted entrepreneurship programs. The test for differences between groups was conducted using the t-test or ANOVA.

Results And Discussion

Result

In this section, the researcher will discuss the results of the analysis conducted on the influence of entrepreneurship in the college environment on students' entrepreneurial motivation. The data collected from the questionnaire will be analyzed using multiple regression to identify the relationship between entrepreneurial factors in college and the level of students' entrepreneurial motivation. The results of this analysis will help to determine the extent to which the existence of entrepreneurship programs plays a role in motivating students to start and develop their businesses.

The research sample consisted of 200 students who took entrepreneurship courses or entrepreneurship programs at college. Descriptive statistics showed that most students had quite good knowledge about entrepreneurship, with 70% of students considering that entrepreneurship in college greatly influenced their interest in entrepreneurship. In addition, 60% of students stated that entrepreneurship programs in college had increased their confidence in starting a business. The average score for students' entrepreneurial motivation was at a high level, indicating that many students had the desire to become entrepreneurs after participating in entrepreneurship activities at college.

To determine the effect of entrepreneurship in higher education on students' entrepreneurial motivation, researchers used multiple regression. The independent variables in this study are entrepreneurial activities that include entrepreneurship courses, entrepreneurship seminars, university support, and business incubator programs. While the dependent variable is students' entrepreneurial motivation measured based on a Likert scale. The results of the multiple regression analysis showed an R-squared value of 0.65, which means that

65% of the variation in entrepreneurial motivation can be explained by entrepreneurial factors in higher education.

The F test conducted to test the significance of the multiple regression model showed a calculated F value of 25.36 with a p-value <0.01 . These results indicate that the overall regression model is significant in explaining the relationship between entrepreneurship in higher education and students' entrepreneurial motivation. This means that the variables included in the regression model have a significant influence on students' entrepreneurial motivation.

The t-test for the regression coefficient on each independent variable shows that all entrepreneurial variables have a significant effect on students' entrepreneurial motivation. The following are the results of the regression coefficient for each independent variable:

1. Entrepreneurship Course has a regression coefficient of 0.42 with a p-value <0.05 . This shows that the existence of entrepreneurship courses in universities has a positive and significant influence on students' entrepreneurial motivation.
2. Entrepreneurship Seminar has a regression coefficient of 0.35 with a p-value <0.05 . This shows that entrepreneurship seminars also contribute significantly to increasing students' entrepreneurial motivation.
3. University Support has a regression coefficient of 0.29 with a p-value <0.05 , which shows that university support, both in the form of facilities and guidance, plays a positive role in motivating students to become entrepreneurs.
4. Business Incubator Program has a regression coefficient of 0.30 with a p-value <0.05 . This shows that the business incubator program provided by universities can increase students' interest in starting their businesses.

Based on the results of the regression analysis, it can be concluded that entrepreneurial activities in higher education as a whole have a positive influence on students' entrepreneurial motivation. This strengthens the initial hypothesis that a higher education environment that supports entrepreneurship, such as entrepreneurship courses, entrepreneurship seminars, higher education support, and business incubator programs, can increase students' motivation to start and develop businesses. The existence of these programs provides knowledge, skills, and confidence to students to enter the world of entrepreneurship.

This finding is in line with previous studies showing that entrepreneurship in higher education can increase students' entrepreneurial motivation (Fayolle, 2008; Nabi et al., 2017). Entrepreneurship courses provide a strong theoretical basis for entrepreneurial principles, while entrepreneurship seminars and workshops provide the practical experience needed to start a business. University support in the form of facilities, mentors, and networks also plays an important role in increasing students' confidence to become entrepreneurs. Business incubator programs help students get practical guidance and access to resources that can make it easier for them to start a business.

Universities need to improve the quality of entrepreneurship courses by integrating theory and practice, and involving entrepreneurial practitioners as teachers or mentors. In addition, universities must be more active in organizing entrepreneurship seminars and workshops that can inspire and motivate students. Support in the form of facilities and guidance also needs to be strengthened to help students in running their business ideas.

Discussion

This study aims to analyze the influence of entrepreneurship in the college environment on students' entrepreneurial motivation. Entrepreneurship in college can be in the form of entrepreneurship courses, entrepreneurship seminars and training, support from the college, and business incubator programs that aim to foster an entrepreneurial spirit among students. The results of the study indicate that there is a significant relationship between the existence of entrepreneurship programs in college and the level of student entrepreneurial motivation. This emphasizes that the academic environment has an important role in shaping students' mindsets and motivations to become entrepreneurs.

The Role of Entrepreneurship Courses

One of the important factors in developing entrepreneurial motivation is the entrepreneurship courses taught in college. As part of the curriculum, entrepreneurship courses provide a strong foundation of knowledge about the principles and concepts of entrepreneurship. This study shows that students who take entrepreneurship courses have a higher level of motivation to start a business. The knowledge they gain during lectures, whether it is about legal aspects, financial management, or marketing strategies, gives students the confidence to realize their business ideas (Solomon et al., 2002).

The Influence of Entrepreneurship Seminars and Training

In addition to courses, entrepreneurship seminars and training also have a significant influence on student motivation. The results of the study showed that students who attended entrepreneurship seminars felt more motivated to start a business. These seminars provide direct insight from successful entrepreneurial practitioners and allow students to gain inspiration and practical tips on how to start a business. Entrepreneurship seminars also open up opportunities for students to build networks with other entrepreneurs, which is an important factor in entrepreneurial success (Nabi et al., 2017).

University Support in Entrepreneurship Development

The support provided by universities also contributes greatly to students' entrepreneurial motivation. Universities that provide facilities such as business spaces, access to mentors, and funding opportunities for students who want to start a business play an active role in increasing entrepreneurial interest. This study found that students who feel real support from universities, both in the form of facilities and guidance from lecturers and alumni, tend to have higher entrepreneurial motivation. This is in accordance with the view of Schaper and Volery (2004), who stated that support provided by the academic environment can strengthen students' intentions to become entrepreneurs.

Business Incubator Program as a Stimulus

Business incubator programs run by universities have also been shown to have a positive influence on students' entrepreneurial motivation. Business incubators provide a safe and supportive environment for students who want to develop their business ideas. The program provides facilities such as shared offices, mentoring from experts, and access to investors who can help students start their businesses. The results of the study showed that students involved in business incubator programs felt more confident and had a better understanding of the challenges and opportunities in the business world. Therefore, universities need to develop and strengthen business incubator programs to encourage more students to enter the world of entrepreneurship (Fayolle, 2008).

Self-Confidence and Practical Ability

It is important to note that entrepreneurship in college not only provides theoretical knowledge, but also increases students' confidence in starting a business. Through practical experience gained in entrepreneurship programs, students not only understand the theory, but also learn to overcome challenges in the business world. This increased confidence plays an important role in motivating students to take the first step in entrepreneurship. This study supports the opinion of Nabi et al. (2017), who stated that practical experience provided by colleges increases students' readiness to face entrepreneurial risks.

External Factors and Social Environment

Although entrepreneurship in college contributes significantly to entrepreneurial motivation, external factors also play an important role. One external factor that can influence students' entrepreneurial motivation is the social environment, including support from family and friends. Students who have support from families who understand and support their choice to become entrepreneurs tend to be more motivated to start a business. In addition, stable economic conditions and market opportunities can also influence students' decisions to become entrepreneurs. Therefore, entrepreneurship in college should be seen as one of the supporting factors, but not standing alone in influencing entrepreneurial motivation (Nabi et al., 2011).

Challenges in Implementing Entrepreneurship Programs

Although entrepreneurship in higher education can increase students' motivation to become entrepreneurs, there are several challenges in its implementation. One of them is the mismatch between the material taught and the real needs in the field. Many students feel that the knowledge provided is too theoretical and does not provide an applicable understanding. Therefore, there is a need to improve the quality of the entrepreneurship curriculum by involving business practitioners and introducing more real case studies. This will help students to better understand the dynamics of the business world and increase their readiness for entrepreneurship (Hisrich et al., 2008).

Practical Implications for Higher Education

Based on the results of this discussion, universities need to improve the quality of their entrepreneurship programs by providing more practical opportunities for students. Universities are also advised to collaborate with the industrial sector and the business world to provide training that is more applicable and relevant to market needs. In addition, it is important for universities to provide space for students to experiment with their business ideas in a supportive environment, such as a business incubator. Thus, universities can play a bigger role in creating a generation of entrepreneurs who are ready to face challenges in the business world.

Conclusion

Based on the results of the research conducted, it can be concluded that entrepreneurship in the college environment has a significant influence on students' entrepreneurial motivation. The existence of entrepreneurship programs organized by colleges, such as entrepreneurship courses, seminars, training, and business incubators, has been proven to provide a positive contribution in increasing students' enthusiasm and motivation to enter the business world.

Providing entrepreneurship material through structured courses is one of the main factors that influence students' entrepreneurial motivation. This course provides basic knowledge about the theory and practice of entrepreneurship, which increases students' confidence in starting a business.

In addition to courses, seminars and training held by universities also play an important role in building entrepreneurial motivation. By listening to first-hand experiences from entrepreneurial practitioners, students gain inspiration and a deeper understanding of the challenges and opportunities in the business world.

Overall, entrepreneurship in the university environment plays a very important role in shaping the mindset and motivation of students to become entrepreneurs. Universities that can provide comprehensive entrepreneurship education, as well as adequate support, have great potential to produce young entrepreneurs who are ready to face challenges in the business world. Therefore, it is important for universities to continue to develop and improve their entrepreneurship programs in order to create a generation of innovative and resilient entrepreneurs in a competitive market.

References

- Ajzen, I. (1991). The Theory of Planned Behavior. *Organizational Behavior and Human Decision Processes*, 50(2), 179-211.
- Badan Pusat Statistik (BPS). (2023). *Statistik Pengangguran Terbuka*. Jakarta: BPS.
- Drucker, P.F. (1985). *Innovation and Entrepreneurship: Practice and Principles*. New York: Harper & Row.
- Fayolle, A., & Gailly, B. (2008). From Craft to Science: Teaching Models and Learning Processes in Entrepreneurship Education. *Journal of European Industrial Training*, 32(7), 569-593.
- Hisrich, R. D., Peters, M. P., & Shepherd, D. A. (2008). *Entrepreneurship*. Boston: McGraw-Hill/Irwin.
- Kuratko, D. F., & Hodgetts, R. M. (2004). *Entrepreneurship: Theory, Process, Practice*. Mason, OH: Thomson/South-Western.
- Nabi, G., Liñán, F., Fayolle, A., Krueger, N., & Walmsley, A. (2017). The Impact of Entrepreneurship Education in Higher Education: A Systematic Review and Research Agenda. *Academy of Management Learning & Education*, 16(2), 277-299.
- Sharma, S., & Sharma, R. R. (2009). *Entrepreneurship Education and Learning: A Global Perspective*. Education and Training, 51(8), 606-621.
- Schaper, M., & Volery, T. (2004). *Entrepreneurship and Small Business: A Pacific Rim Perspective*. Milton, Australia: John Wiley & Sons.