

ANALYSIS OF ENTREPRENEURIAL MOTIVATION IN COLLEGE STUDENTS

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Abstract

Entrepreneurship plays an important role in economic growth and reducing unemployment, especially in developing countries like Indonesia. Although the government and universities have encouraged students to become entrepreneurs, many of them still choose careers as office workers. This study aims to identify the motivational factors that drive Indonesian students to become entrepreneurs, using motivational theories developed by Indonesian scientists. This study focuses on key factors such as family influence, financial opportunities, and socio-cultural norms that are believed to play an important role in entrepreneurial motivation. Data were obtained from 100 students through questionnaires, which were then analyzed using quantitative methods to see the relationship between these factors and entrepreneurial interest. The results of the study indicate that family support and financial motivation have a significant influence in encouraging students' entrepreneurial interest. These findings are expected to help universities in designing entrepreneurship programs that are more effective and relevant to local values.

Keywords: *Entrepreneurial Motivation and Students in Higher Education*

1.1. Background

The importance of developing an entrepreneurial spirit in students in Indonesia as a way to reduce unemployment and create new job opportunities. Explain that students' entrepreneurial motivation is influenced by social, cultural, and economic factors that are unique to Indonesia. Entrepreneurship is one of the main drivers in driving economic growth, reducing unemployment, and improving community welfare. In Indonesia, efforts to develop entrepreneurship continue to be encouraged, especially through education in universities, which aims to foster an entrepreneurial spirit in the younger generation. However, despite support from the government and universities, the number of students who decide to actually become entrepreneurs after graduating is still relatively low. Various factors are known to influence students' motivation to become entrepreneurs. According to Hadzami (2015), local social and cultural aspects play a major role in shaping entrepreneurial motivation among Indonesian society. In the Indonesian family environment, for example, the role of parents and family support are often determining factors for someone to start a business. In addition, local values that are thick with the spirit of collectivity also influence students' views on entrepreneurship.

In addition to cultural factors, economic aspects are also the main driving force in students' entrepreneurial motivation. Sudarsono (2018) argues that the opportunity to achieve financial stability and improve their standard of living is an important motivation for individuals to start a business. Students who have aspirations to be economically independent tend to have a greater interest in pursuing entrepreneurship than those who are more interested in pursuing a career in a company. However, despite the various efforts and programs that have been implemented, most Indonesian students still choose a career path as office workers or civil servants rather than starting their own business.

This raises a fundamental question: what factors actually drive students to become entrepreneurs, and do factors such as family influence, financial opportunities, and socio-cultural norms really play an important role in their motivation. By understanding these factors, it is hoped that universities can design entrepreneurship development programs that are more in line with the characteristics and needs of Indonesian students. Based on this background, this study aims to analyze the motivational factors of entrepreneurship in

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students in Indonesia. This study uses motivational theories from Indonesian scientists, such as Sudarsono and Syafii Hadzami, to explore the factors that may play a role in students' decisions to become entrepreneurs. This study is also expected to provide an overview of the most effective approaches to encourage entrepreneurial interest among students, so that it can be a guide in making more relevant entrepreneurship policies and programs in the Indonesian higher education environment.

1.2. Formulation of the problem

Based on the background description above, the problem formulation in this research is as follows:

1. How is Student Motivation for Entrepreneurship?

1.3. Scope

In writing this proposal the author discusses Student Motivation Towards Entrepreneurship 2024 by using a research instrument in the form of a questionnaire distributed online via Google Form. The analysis method used is quantitative descriptive analysis.

1.4. Research purposes

The purpose of this study is to examine How to Motivate Students Towards Entrepreneurship. The expected benefits of this research are that it can increase insight and provide scientific input and knowledge about Student Motivation Towards Entrepreneurship.

2. Literature Review

The results of research by Raharjo and Hapsari (2018) show that students who are motivated by the need to actualize themselves tend to have a higher interest in starting a business. This study found that the aspiration to achieve financial independence and social recognition drives students to take entrepreneurial steps. Family influence is one of the main driving factors in entrepreneurial interest. According to Hadzami (2015), support and encouragement from family can increase an individual's motivation to start a business. Research by Sutrisno and Saputra (2020) states that students who have parents or relatives who are entrepreneurs are more likely to be interested in starting their own businesses. They note that positive experiences in the family regarding entrepreneurship can shape positive attitudes towards the business world.

Sutrisno and Saputra (2020) in their research noted, "A supportive family with an entrepreneurial background has a significant influence on students' decisions to start a business" (p. 145). One of the main motivations for students to become entrepreneurs is the desire to achieve financial freedom. Sudarsono (2018) emphasized that students who see the potential for profit from a business tend to be more motivated to start a business. In a study conducted by Fajrin and Iskandar (2021), it was found that students who view entrepreneurship as a means to improve economic welfare have a greater intention to become entrepreneurs. Fajrin and Iskandar (2021) stated, "Financial motivation is the main driver that drives students to participate in entrepreneurial activities" (p. 68).

Social and cultural norms also play an important role in shaping entrepreneurial motivation. Wibowo (2019) stated that social norms that support entrepreneurship can encourage individuals to take the necessary steps to start a business. Research by Hendratmoko and Pratama (2022) shows that students who live in a social environment that supports entrepreneurship have a higher intention to start a business. According to Hendratmoko and Pratama (2022), "A positive and supportive social environment for entrepreneurship can increase students' confidence in taking risks in starting a business" (p. 112).

Despite various efforts to foster an entrepreneurial spirit among students, many choose a career path as workers rather than becoming entrepreneurs. Rahmawati (2023) noted that a lack of understanding of the risks and challenges faced in entrepreneurship is a factor that inhibits students from taking the step. Rahmawati (2023) argues, "The uncertainty and risks associated with entrepreneurship often make students hesitate to take steps towards entrepreneurship" (p. 54).

3. Methodology

3.1 Research Location

The location of the research was at Bina Sarana Informatika University, Margonda Campus.

3.2 Data Collection and Data Analysis Techniques

The appropriate sample size in the study is between 30 to 500. The use of data from the samples taken in this study becomes the data used in data processing. Primary data is the respondent's point of view on the research variables.(Sugiyono 2017). The completion of this research uses a questionnaire, where the author gives questions to respondents through an online questionnaire with a google form. The next data collection method is through literature, namely the method of collecting data through several books, libraries and notes related to the research being conducted.

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