

Entrepreneurship Education as a Key Mediator in the Path from Motivation and Knowledge to Entrepreneurial Interest

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ABSTRACT

This study investigates the impact of motivation and knowledge on entrepreneurial interest among students at Universitas Negeri Makassar, with a focus on entrepreneurship education as a mediating factor. The research adopts a quantitative approach, utilizing a survey method to gather data. The study examines how individual motivation—whether driven by personal passion, career aspirations, or a desire to create change—can significantly influence the development of entrepreneurial interest. Additionally, entrepreneurship education is highlighted as a crucial element that provides the necessary knowledge and practical skills to enhance this motivation. The findings indicate that motivation and knowledge play pivotal roles in shaping entrepreneurial interest, particularly when reinforced by a strong educational foundation. Entrepreneurship education equips students with the tools to understand the various aspects of entrepreneurship, identify opportunities, and navigate business challenges. The synergy between high motivation and comprehensive entrepreneurial knowledge fosters a conducive environment for cultivating entrepreneurial interest, ultimately preparing students to pursue and succeed in entrepreneurial endeavors.

Keywords: motivation, entrepreneurial knowledge, entrepreneurial interest, entrepreneurship education

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1. INTRODUCTION

Basically, humans live in need of each other, therefore humans are said to be social creatures. Humans live interdependently with one another, and they are also always mutually beneficial between one human being and another. Every entrepreneur is motivated, albeit in different forms. Motivation is defined as a source of movement for entrepreneurs to act so that goals and expectations can be achieved. Wanto (2014) explains that entrepreneurial motivation is a behavior that comes from within a person that directs him to take action to become an entrepreneur.

Entrepreneurial knowledge is the ability of everyone to remember, learn and apply information. Based on this, entrepreneurial knowledge is the basis for forming a person's intelligence that can form confidence in entrepreneurial activities (Hägg & Kurczewska, 2019). An entrepreneur will not have self-confidence if he or she does not have the necessary knowledge, skills and abilities. Teixeira and Ferreira (2019) found that successful entrepreneurs have competencies that include knowledge, skills, and individual qualities. Entrepreneurial knowledge is obtained from the entrepreneurial learning process obtained by generation Z, either at school or outside of school. This knowledge concerns how to utilize business opportunities into profitable business opportunities, how to start a new business, generate additional new products and services as capital for entrepreneurship (Osorio et al., 2017).

Entrepreneurship education helps individuals to acquire minimal resources through various knowledge and transfer of appropriate information. Therefore, individuals who show

interest in entrepreneurship education are more likely to engage in the entrepreneurial process (Isma et al., 2023). The role of entrepreneurship education on entrepreneurial interest can be shown by the formation of entrepreneurial knowledge. Entrepreneurship education that forms entrepreneurial knowledge allows individuals to increase their entrepreneurial awareness and interest. Thus, based on existing studies, individuals who have high entrepreneurial knowledge are more likely to pursue a career in entrepreneurship (Hasan et al., 2021).

Interest is defined as "a condition that occurs when a person sees the characteristics or meaning of a temporary situation that is associated with his own desires or needs" (Kadarsih et al., 2013; Isma et al., 2023). Thus, interest can be grown by connecting a person with their needs so that the desire to fulfill them arises. Meanwhile, the definition of entrepreneurship according to (Suryana & Bayu, 2013) states that, "Entrepreneurs are people who have the ability to see and assess business opportunities to gather the resources needed to take advantage of them and take the right actions to ensure success".

Entrepreneurial interest is a desire, linkage, and willingness to work hard or try to meet their needs without being afraid of the risk of failure (Rosmiati et al., 2015). The understanding of entrepreneurial interest is the desire, interest, and willingness of individuals to work hard to meet their needs without fear of the risks that will occur in creating their own business which is influenced by personality characteristics (Kirana & Nugroho, 2018).

This study aims to investigate the effect of motivation and knowledge on entrepreneurial interest of Universitas Negeri Makassar students, by considering the role of entrepreneurship education as an intervening factor. It is expected that the results of this study can provide valuable insights for the development of more effective entrepreneurship education programs in the university environment, as well as encourage the growth of entrepreneurial interest among students. In an ever-changing global environment, creativity, innovation and entrepreneurial spirit are important qualities needed by university graduates to successfully contribute to the workforce or even create their own jobs. Universities have a major role in equipping students with the knowledge and skills needed to enter the challenging world of entrepreneurship.

However, although the importance of entrepreneurial interest has been increasingly emphasized in various educational institutions, there are still questions that need to be answered, namely to what extent do motivation and knowledge factors affect student entrepreneurial interest? How does entrepreneurship education at Universitas Negeri Makassar play a role in connecting these two factors? This study attempts to answer these questions through careful analysis. By focusing on the context of Universitas Negeri Makassar students, this research is expected to provide a deeper understanding of the factors that encourage or inhibit student entrepreneurial interest. In addition, this research is also expected to provide a basis for more effective policy making in the development of entrepreneurship education programs in universities and other higher education institutions in Indonesia.

This research will use careful research methods and statistical analysis to identify correlations and relationships between the variables mentioned. The results of this study will provide a more comprehensive view of the extent to which motivation, knowledge, and entrepreneurship education influence the entrepreneurial interest of students at Universitas Negeri Makassar. Thus, this study has the potential to make a valuable contribution to the development of entrepreneurship education, student empowerment, and economic growth in the Makassar region and Indonesia in general.

2. METHOD

2.1. Research Methods and Hypotheses

This study uses a quantitative approach with several variables that will be tested for influence with data results in the form of numbers. Quantitative research is research by testing

objective theories by analyzing the relationship or relationship between related variables. In this type of quantitative research used, there will always be descriptive statements about the independent variable and the dependent variable and statements related to how the relationship between the two variables. A hypothesis is tested by using Path Analysis. The following is the form of the research design carried out.

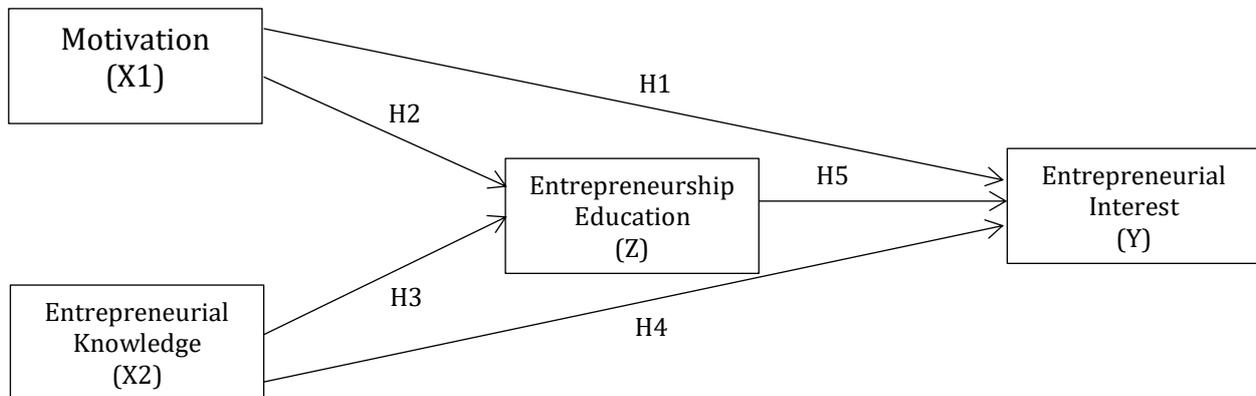


Figure 1. Research Design

Based on Figure 1 above, this Knowledge Research is a descriptive explanatory research which means describing the influence between the variables studied. Descriptive means explaining and analyzing the research variables, namely the variables of Entrepreneurial Motivation (X1), Entrepreneurial Knowledge (X2), Entrepreneurial Interest (Y) and Entrepreneurship Education (Z). While ekplanasi means looking for causal influence between research variables through hypotheses. The causal effect is the direct effect between Entrepreneurial Motivation (X1), Entrepreneurial Knowledge (X2) on Entrepreneurship Education (Z). As well as the indirect effect of Entrepreneurial Motivation (X1), Entrepreneurship Education (Z) on entrepreneurial interest (Y) through Entrepreneurship Education (Z) students of the Faculty of Economics and Business Universitas Negeri Makassar.

This research design is also based on COR theory and JD-R theory as well as relevant previous research. So that researchers can hypothesize direct and indirect effects in this study. More details can be seen through the following hypothesis summary table.

Table 1. Hypothesis Summary

Hypothesis	Description
H1	Entrepreneurial Motivation has a positive and direct effect on Entrepreneurial Interest
H2	Entrepreneurial Motivation has a positive and direct effect on Entrepreneurship Education
H3	Entrepreneurial Knowledge has a positive and direct effect on Entrepreneurial Interest
H4	Entrepreneurial Knowledge has a positive and direct effect on Entrepreneurship Education
H5	Entrepreneurship Education has a direct effect on Entrepreneurial Interest
H6	Entrepreneurial Motivation has a positive and indirect effect on Entrepreneurial Interest through Entrepreneurship Education.
H7	Entrepreneurial Knowledge has a positive and indirect effect on Entrepreneurial Interest through Entrepreneurship Education.

Based on table 1 above, this research has 7 hypotheses. The hypothesis will test the direct effect of Entrepreneurial Motivation (X1) on entrepreneurial interest (Y), the direct effect of

Entrepreneurial Motivation (X1) on Entrepreneurship Education (Z), the effect of Entrepreneurial Knowledge (X2) on Entrepreneurship Education (Z), Entrepreneurial Knowledge (X2) on entrepreneurial interest (Y), the indirect effect of Entrepreneurial Motivation (X1) on entrepreneurial interest (Y) through Entrepreneurship Education (Z), and the indirect effect of Entrepreneurial Knowledge (X2) on entrepreneurial interest (Y) through Entrepreneurship Education (Z).

2.2. Population and Sample

The population in this study were all female students from the entrepreneurship study program of the Faculty of Economics and Business, Universitas Negeri Makassar, where the 2019 batch of students totaled 35 people, the 2020 batch totaled 70 people, the 2021 batch totaled 76 people, the 2022 batch totaled 100 people and the 2023 batch totaled 146 people, so the total was 427 people. While the sampling technique uses Proportional Random Sampling technique, which is calculated using Slovin with a sample size of 85 respondents or 20% of the total population. The number of samples used is taken from the Slovin formula as follows.

$$n = \frac{N}{1 + Ne^2} \quad n = \frac{427}{1 + 427(0,097)} = 85,110 \rightarrow n = 85$$

Description:

N = Total sample

N = Total population

e = Error Rate of 9.7% or 0.097

2.3. Data Collection

Data collection was carried out by determining the research subjects, namely all students of the Faculty of Economics and Business, Universitas Negeri Makassar, especially the entrepreneurship study program using a questionnaire. The questionnaire used is a closed questionnaire using digital media or what is commonly called google form while the scale used is the Likert scale. Scoring uses a Likert scale with 5 alternative answers, namely: Strongly Disagree: 1, Disagree: 2, Moderately Agree: 3, Agree: 4, and Strongly Agree: 5. Furthermore, the data were analyzed using the Statistical Package for The Social Science application or what is now better known as Statistical Product And Service Solutions (SPSS) version 27. The data analysis used in this study consists of descriptive statistical data analysis, classical assumption tests, and path analysis.

3. RESULTS AND DISCUSSION

3.1. Research Results

3.1.1 Hypothesis Testing

Hypothesis testing is used to test the effect of exogenous variables directly and indirectly on endogenous variables. The hypothesis is accepted or rejected based on the criteria if the p-value < 0.5 then H0 is accepted, or it is stated that the regression coefficient obtained is significant. The results of hypothesis testing of direct and indirect effects can be seen through the following table.

Table 2. Hypothesis Testing Results

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate

1	.865 ^a	.749	.739	1.559
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a. Predictors: (Constant), Entrepreneurship Education, Knowledge, Motivation

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.419	1.574		.902	.370
	Motivation	.545	.098	.504	5.572	.000
	Entrepreneurial Knowledge	.111	.103	.096	1.073	.287
	Entrepreneurship Education	.383	.099	.342	3.856	.000

a. Dependent Variable: Entrepreneurial Interest

As for obtaining the effect of error (e₂), the formula is used:

$$e_2 = \sqrt{1 - R^2} = \sqrt{1 - 0,749} = 0,5009$$

$$Y = \beta_3 X_1 + \beta_4 X_2 + e_2$$

$$Y = 0,504 X_1 + 0,096 X_2 + 0,342 Z + 0,5009$$

The coefficient of determination of 0.5009 shows the effect of entrepreneurial motivation, entrepreneurial knowledge, and entrepreneurship education on variable Y entrepreneurial interest by 50.09% while 49.91% is influenced by other variables outside the model or this study.

Table 3. Direct Hypothesis Testing Results

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.778 ^a	.605	.596	1.731

a. Predictors: (Constant), Entrepreneurial Knowledge, Motivation

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.532	1.740		.881	.381
	Motivation	.418	.098	.432	4.242	.000
	Entrepreneurial Knowledge	.416	.105	.404	3.963	.000

a. Dependent Variable: Entrepreneurship Education

As for obtaining the error value (e₂), the formula is used:

$$e2 = 1 - R^2 = \sqrt{1 - 0,605} = 0,628$$

$$Z = \beta_3 X_1 + \beta_4 X_2 + e2$$

$$Z = 0,432 X_1 + 0,404 X_2 + 0,628$$

The coefficient of determination of 0.628 shows the direct influence of entrepreneurial motivation and entrepreneurial knowledge on the variable Z Entrepreneurship Education by 62.8% while 37.2% is influenced by other variables outside the model or this study.

Entrepreneurial motivation has a positive and significant effect on entrepreneurial interest through entrepreneurship education variables.

$$\begin{aligned} \text{Indirect influence} &= X_1 \rightarrow Z \rightarrow Y \\ &= \beta_3 \times \beta_5 \\ &= 0,432 \times 0,342 \\ &= 0,147 \end{aligned}$$

Entrepreneurial knowledge has a positive and significant effect on entrepreneurial interest variables through entrepreneurship education variables.

$$\begin{aligned} \text{Indirect influence} &= X_2 \rightarrow Z \rightarrow Y \\ &= \beta_4 \times \beta_5 \\ &= 0,404 \times 0,342 \\ &= 0,138 \end{aligned}$$

H1: The effect of entrepreneurial motivation on entrepreneurial interest, has a significance value of 0.000 < 0.05 and a beta value of 0.504. Based on these results it can be concluded that H1 is accepted.

H2: The effect of entrepreneurial motivation on entrepreneurship education, has a significance value of 0.000 < 0.05 and a beta value of 0.432. Based on these results it can be concluded that H2 is accepted.

H3: The effect of entrepreneurial knowledge on entrepreneurial interest has a significance value of 0.287 > 0.05 and a beta value of 0.096. Based on these results it can be concluded that H3 is rejected.

H4: The effect of entrepreneurial knowledge on entrepreneurship education has a significance value of 0.000 < 0.05 and a beta value of 0.404. Based on these results it can be concluded that H4 is accepted.

H5: The effect of entrepreneurial education on entrepreneurial interest has a significance value of 0.000 < 0.05 and a beta value of 0.342. Based on these results it can be concluded that H5 is accepted.

H6: The effect of entrepreneurial motivation on entrepreneurial interest through entrepreneurship education has a beta value of 0.147. Based on these results it can be concluded that H6 is accepted.

$$0,432 \times 0,342 = 0,147$$

$$0,000 + 0,147 = 0,147$$

H7: The effect of entrepreneurial knowledge on entrepreneurial interest through entrepreneurship education has a beta value of 0.138. Based on these results it can be concluded that H6 is accepted.

$$0,404 \times 0,342 = 0,138$$

$$0,000 + 0,138 = 0,138$$

3.1.2. Path Analysis

The following are the results of the interpretation of the path analysis which can be seen in table 4 below:

Table 4. Path Analysis Results

Influence between Variables	Influence		Total
	Direct	Indirect	
Influence X1→Y	0,504	-	0,504
Influence X1→Z	0,432	-	0,432
Influence X2→Y	0,096	-	0,096
Influence X2→Z	0,404	-	0,404
Influence Z→Y	0,342	-	0,342
Influence X1→Y→Z	0,504	0,147	0,651
Influence X2→Y→Z	0,432	0,342	0,774

Based on the structure of this research model, the empirical equation can be made as follows.

$$Y = \beta_1 X_1 + \beta_2 X_2 + \beta_5 Z + e_1$$

$$Y = 0,504 X_1 + 0,432 X_2 + 0,342 Z + 0,5009$$

$$Z = \beta_3 X_1 + \beta_4 X_2 + e_2$$

$$Z = 0,096 X_1 + 0,404 X_2 + 0,628$$

The following are the results of path analysis in diagram form.

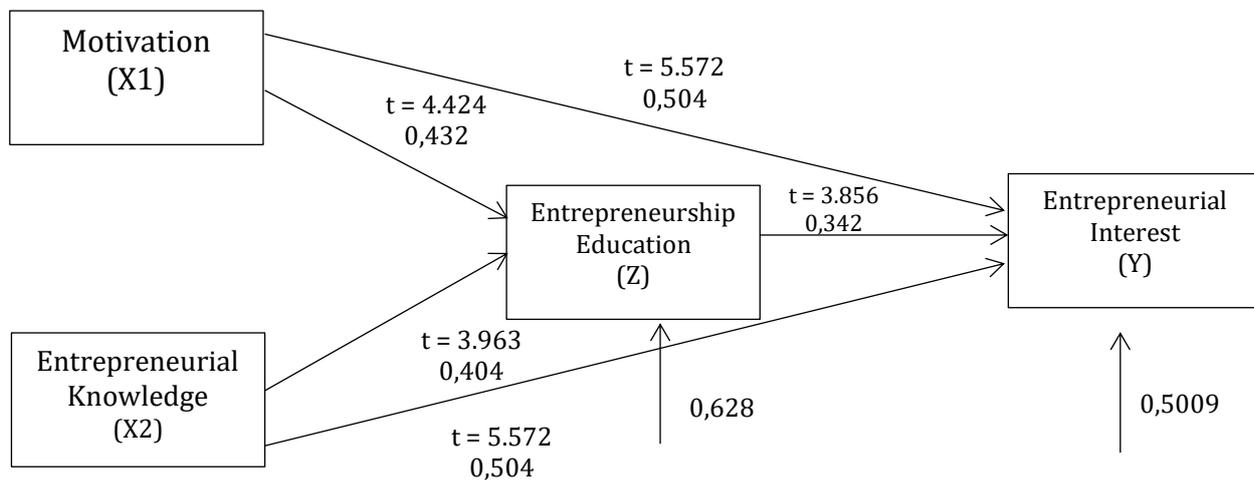


Figure 2. Path Analysis Result Model

Figure 2 above explains the standardized beta and the magnitude of the direct and indirect effects of each variable.

Coefficient of determination: $Rm^2 = 1 - Pe_{12} \times Pe_{22} \dots \dots \dots Pex_2$

The interpretation of (Rm^2) determination is as follows:

$$Rm^2 = 1 - (0,5009^2) (0,628^2) = 1 - 0,098 = 0,902$$

$$0,2509 \times 0,394 = 0,098$$

Based on the coefficient of determination above, it shows that the direct and indirect effects are 0.902 90.2% in other words, the information contained in the data (90.2%) is explained by the model. While (9.8%) is explained by variables outside the model.

3.2. Discussion

3.2.1. Effect of Entrepreneurial Motivation on interest in entrepreneurship

Entrepreneurial motivation is a big push for an individual to work and realize that there is a connection between entrepreneurship and oneself. Therefore, the individual has more attention and hobbies in carrying out his independent activities with various characteristics of entrepreneurial activities such as independence, focus on the future, desire to try independently, to develop abilities and make the right plans to make the business activities successful.

The results of this study state that there is a positive and significant relationship between entrepreneurial motivation and entrepreneurial interest in Entrepreneurship Students of FEB UNM. This shows that the higher the motivation for entrepreneurship, the interest in entrepreneurship will also increase. Most people who succeed in this world have strong motivation to drive their actions. Adequate entrepreneurial motivation will encourage active behavior in entrepreneurship (Amadea, 2020).

In the results of Aidha's research (2017) explains that there is a significant effect of entrepreneurial motivation on entrepreneurial interest which is directly proportional, if entrepreneurial motivation is low, then the entrepreneurial interest of students is also low, and vice versa if entrepreneurial motivation is high then the entrepreneurial interest of students will also be higher.

3.2.2. Effect of Entrepreneurial Motivation on Entrepreneurship Education

Motivation can function as a driver of effort in an effort to achieve learning outcomes. Motivation in these activities is entrepreneurial motivation when participating in learning activities in entrepreneurship courses, someone does an activity because it is based on a motivation. With good motivation in the learning process, then someone will also get good results.

The results of this study state that there is a positive and significant relationship between entrepreneurial motivation and entrepreneurship education in FEB UNM Entrepreneurship Students. Motivation has a very important role in entrepreneurship education. With motivation, it will continue to encourage someone to continue learning through entrepreneurship education to survive in running their business.

There are several studies that have been conducted to determine the effect of motivation on entrepreneurship education. This shows that motivation plays a role to mediate the relationship between entrepreneurship education and entrepreneurial interest. In addition, motivation can encourage individuals to actively engage in entrepreneurial activities (Susanti, 2021).

3.2.3. Effect of Entrepreneurship Knowledge on Entrepreneurial Interest

Entrepreneurial knowledge is an important aspect to build entrepreneurial interest. Entrepreneurial knowledge is an understanding of various information to generate the courage to take reasonable risks in managing the company. to grow and succeed, it is not enough to have skills but also to have knowledge. science as an important factor in preparing prospective entrepreneurs.

The results of this study state that there is a positive and significant relationship between entrepreneurial knowledge and entrepreneurial interest in FEB UNM Entrepreneurship Students. Research shows that entrepreneurial knowledge can equip students with the skills and mindset needed to start and run a business. Increasing entrepreneurial knowledge can be an effective way to encourage entrepreneurial interest among students.

This research is supported by the theory (Farida & Nurkhin, 2016) which states that the position of universities through sharpening entrepreneurial knowledge has a driving factor in the evolution of entrepreneurship in a country.

3.2.4. Effect of Knowledge on Entrepreneurship Education

Knowledge has an influence on entrepreneurship education. The more knowledgeable a person is about aspects of entrepreneurship, the better their ability to understand, plan and

execute business activities. This knowledge includes an understanding of markets, financial management, marketing, as well as interpersonal skills that are crucial in the world of entrepreneurship. With adequate knowledge, a person can be better prepared to face challenges and opportunities in running a business.

The results of this study state that there is a positive and significant relationship between knowledge and entrepreneurship education in FEB UNM Entrepreneurship Students. Knowledge plays a key role in shaping student entrepreneurship education. Students who have a good understanding of entrepreneurial concepts tend to be more prepared and motivated to develop their business skills.

It can be concluded that there is a positive relationship between knowledge and entrepreneurship education. This is in line with research conducted (Kutowicaksono, 2012) which suggests that educational institutions should focus on developing curricula that encourage entrepreneurship and equip themselves with the knowledge and skills necessary to become successful entrepreneurs.

3.2.5. The effect of entrepreneurship education on entrepreneurial interest

Entrepreneurship education has an influence on entrepreneurial interest. By gaining an in-depth understanding of entrepreneurial concepts, students can develop the skills, knowledge, and ethics needed to start and run their own business. Entrepreneurship education can increase one's interest and readiness to engage in the business world.

The results of this study are in accordance with research conducted by stating that there is a positive and significant relationship between entrepreneurship education and entrepreneurial interest in Entrepreneurship Students at Universitas Negeri Makassar. The more provision of experience and mastery regarding entrepreneurship training by involving them in learning activities, developing business plans, and running small businesses given to individuals / students, the higher their interest in entrepreneurship.

Research conducted by (Atmaja & Margunani, 2016) explains that there is an influence between entrepreneurship education on entrepreneurial interest of Semarang State University students. It is also explained that the better the entrepreneurship education received by students, the better the entrepreneurial interest of Semarang State University students.

3.2.6. Effect of Entrepreneurial Motivation on entrepreneurial interest through entrepreneurship education

Entrepreneurial motivation can be a strong driver of entrepreneurial interest, especially when combined with entrepreneurship education. Entrepreneurship education provides the necessary knowledge base and practical skills, while entrepreneurial motivation provides the psychological drive to take action. Thus, entrepreneurial motivation and entrepreneurial interest through entrepreneurship education is a combination that provides the knowledge and emotional drive to form a proactive attitude towards developing one's own business.

The results of this study state that there is a positive and significant relationship between entrepreneurial motivation and entrepreneurial interest through entrepreneurship education in FEB UNM Entrepreneurship Students. Entrepreneurship education provides a practical foundation of knowledge and skills needed, while motivation can be a driving force to apply this knowledge in a real context. With strong motivation, students can develop a sustainable interest in entrepreneurship, motivated to face obstacles, and take the necessary risks.

Research conducted by (Sari et al., 2021) states that motivation can affect a person's interest in entrepreneurship and can encourage students to behave actively in entrepreneurship. Researchers also show that education and entrepreneurial motivation have a positive and significant effect on entrepreneurial mental attitudes.

3.2.7. The Effect of Entrepreneurial Knowledge on Entrepreneurial Interest through Entrepreneurship Education

Entrepreneurial knowledge has an influence on entrepreneurial interest, especially when delivered through entrepreneurship education. Entrepreneurship education provides a platform to transfer theoretical and practical knowledge to individuals who want to understand key aspects of the business world. Students who acquire entrepreneurial knowledge through structured education are more likely to understand the challenges and opportunities in the business world. This knowledge can change their outlook towards entrepreneurship, help them identify potential opportunities, and minimize risks that may arise. The existence of entrepreneurial knowledge acquired through education can increase a person's interest in engaging in entrepreneurial activities, strengthening the basic understanding and skills needed to plan and run their own business.

The results of this study state that there is a positive and significant relationship between entrepreneurial knowledge and entrepreneurial interest through entrepreneurship education in FEB UNM Entrepreneurship Students. The influence of entrepreneurial knowledge on entrepreneurial interest through entrepreneurship education creates a strong foundation, connects theory with practice, and forms an attitude that supports students in developing an active interest in the world of entrepreneurship.

Research conducted by (Giri & Sujana, 2023) states that entrepreneurship education equips a person with the theoretical knowledge and skills to become a successful entrepreneur. Researchers also show that entrepreneurial knowledge has a positive influence on entrepreneurial interest in students and plays an important role in the relationship between entrepreneurship education and entrepreneurial interest.

4. CONCLUSIONS AND SUGGESTION

Overall, motivation and knowledge have a significant role in shaping entrepreneurial interest through entrepreneurship education. Individual motivation, whether stemming from personal passion, career goals or the drive to create change, can be a strong driver to develop entrepreneurial interest. Entrepreneurship education provides a foundation of knowledge and practical skills that strengthen this motivation. With the knowledge gained through education, individuals can understand the aspects of entrepreneurship, identify opportunities and overcome business challenges. The combination of high motivation and solid entrepreneurial knowledge creates a favorable environment for the development of entrepreneurial interest. Students who are inspired, educated and ready to apply the knowledge can be more confident and effective in planning and running their own businesses. Therefore, motivation and knowledge complement each other in forming a strong foundation to spur entrepreneurial interest and readiness.

The suggestions related to this research are, otivation is an important factor that affects the interest in entrepreneurship. To increase motivation, it can be done by providing training and hands-on experience in entrepreneurship. In addition, it can provide rewards and incentives for those who are successful in entrepreneurship. Knowledge about entrepreneurship is very important to increase interest in entrepreneurship. Entrepreneurship education can provide the knowledge necessary to start and manage a business. In addition, it can provide access to resources and information needed to start a business.

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