

THE INFLUENCE OF ENTREPRENEURIAL KNOWLEDGE AND ENTREPRENEURIAL MOTIVATION ON ENTREPRENEURIAL INTEREST

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ABSTRACT

This study aims to analyze the influence of entrepreneurial knowledge and entrepreneurial motivation on entrepreneurial interest in Diploma graduates in Indonesia. The research method used a quantitative approach with a correlational design involving 106 respondents selected from the entrepreneurial population of Diploma graduates using the Slovin formula. Data collection was carried out by questionnaire questionnaires processed using SPSS for descriptive analysis, validity, reliability, and simple and multiple linear regression. The results showed that entrepreneurial knowledge and entrepreneurial motivation had a positive but weak relationship with entrepreneurial interest, with a statistically insignificant contribution. These findings indicate that although both variables are important, other factors such as experience, managerial skills, capital, and environment also play a role in determining the entrepreneurial interest of Diploma graduates. Research recommends the need for a holistic approach that includes practical skills training, mentoring, and policy support to increase entrepreneurial interest. Entrepreneurship education should be more applicable and integrated with real practices so that graduates are ready to face entrepreneurial challenges as a whole.

Keywords: Entrepreneurial knowledge; Entrepreneurial motivation; Entrepreneurial interest.

INTRODUCTION

Entrepreneurial interest refers to an individual's desire to start and manage a business independently. This interest plays an important role not only for individuals but also for economic development because entrepreneurship can create new jobs and stimulate economic growth. Entrepreneurial interest may arise due to several factors such as knowledge, motivation, education, and personal experience.

Entrepreneurship has an important role in improving economic growth in developing countries. Entrepreneurs contribute to national income, create employment opportunities, and reduce socio-economic disparities. However, despite the importance of entrepreneurship, the number of entrepreneurs in Indonesia is still relatively limited in quality and distribution.

Based on data from Databox (2023), there are approximately 56.5 million entrepreneurs in Indonesia or about 38.25% of the workforce. However, most entrepreneurs have a low educational background, while the number of entrepreneurs with Diploma education is relatively small (Ahdiat, 2023).

No	Trakhir Education	Trying on your own
1	Primary school	9.289.593
2	Vocational High School	6.357.073
3	Junior High School	6.221.222
4	High School	3.265.454
5	Vocational High School	1.385.554
6	Diploma	541.596

Table 1. Number of entrepreneurs by last year education
2023 Source: (Ahdiat 2023)

Diploma graduates often prefer working in companies rather than starting their own businesses due to several reasons, including fear of risk, limited capital, lack of managerial skills, and low entrepreneurial motivation. Although they possess higher educational qualifications, many graduates feel unprepared to face entrepreneurial challenges.

Previous studies indicate that entrepreneurial knowledge and entrepreneurial motivation are important factors influencing entrepreneurial interest. Entrepreneurial knowledge helps individuals identify opportunities and manage business activities effectively, while entrepreneurial motivation encourages individuals to take risks and pursue business opportunities.

Entrepreneurial interest is an individual's desire and willingness to start and manage a business while accepting potential risks (Saputra et al., 2023). It reflects an individual's intention to channel creativity, innovation, and ideas into entrepreneurial activities. Indicators of entrepreneurial interest include feelings of pleasure toward entrepreneurial activities, interest in business opportunities, attention to entrepreneurial information, and involvement in entrepreneurial activities (Sari et al., 2022).

Entrepreneurial knowledge refers to the ability to understand and apply concepts related to business

opportunities, innovation, and risk management (Lysander et al., 2023). It includes knowledge related to business ideas, creativity, innovation, and strategic planning. Indicators of entrepreneurial knowledge include basic entrepreneurial knowledge, knowledge of creating business ideas, and understanding business management aspects (Nabilah et al., 2022).

Entrepreneurial motivation is the internal drive that encourages individuals to engage in entrepreneurial activities and pursue business opportunities (Julindrastuti et al., 2022). Motivation influences an individual's willingness to take risks, be creative, and achieve business goals. Indicators of entrepreneurial motivation include achievement needs, risk-taking ability, locus of control, self-confidence, strong desire to succeed, and creativity (Damayanti & Tri, 2022).

Therefore, this study aims to analyze (1) the influence of entrepreneurial knowledge on entrepreneurial interest; (2) the influence of entrepreneurial motivation on entrepreneurial interest; (3) the influence of entrepreneurial knowledge and entrepreneurial motivation on entrepreneurial interest.

METHOD

This study uses a quantitative approach with a non-experimental correlational research design to examine the relationship between variables based on correlation coefficients (Sahir & Hanafi, 2022).

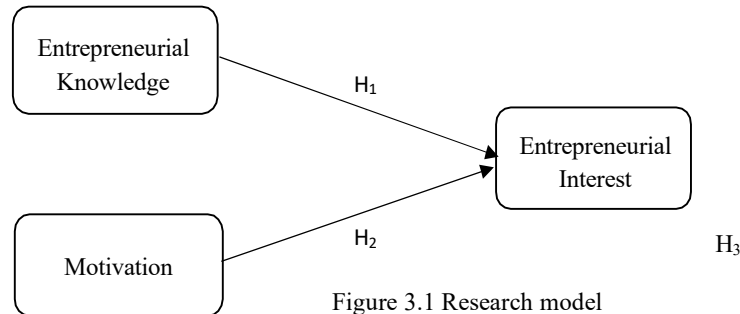


Figure 3.1 Research model

The participants in this study were Indonesian citizens who are entrepreneurs with a Diploma educational background. The population consisted of 541,596 Diploma graduate entrepreneurs in Indonesia (Ahdiat, 2023). The sample was determined using the Slovin formula to obtain a representative sample size, resulting in 106 respondents (Priadana & Sunarsi, 2021). This sampling approach allows the research results to represent the characteristics of the population (Aulia & Halvi, 2023).

The research instrument used in this study was a questionnaire designed to collect primary data (Sitanggang & Perdana, 2022). The questionnaire measured three variables: entrepreneurial knowledge, entrepreneurial motivation, and entrepreneurial interest. It consisted of several sections, including demographic information (gender, college origin, and residence) and statements related to each research variable. The responses were measured using a Likert scale.

Data analysis was conducted using SPSS statistical software. The analysis included descriptive statistics to describe respondent characteristics, followed by validity and reliability tests using Cronbach’s Alpha to ensure the consistency of the instrument. Additional analyses included normality testing, correlation analysis, and regression analysis. Simple linear regression was used to test hypotheses H1 and H2, while multiple linear regression was used to test H3. Classical assumption tests were also performed to ensure the validity of the regression model (Rachmawati et al., 2022).

RESULTS AND DISCUSSION

Results

1. Measurement

Table 1. results of the analysis of the summary reality model Case Processing Summary

		N	%
Cases	Valid	106	100,0
	Excludeda	0	,0
	Total	106	100,0

1. Listwise deletion based on all variables in the procedure.

Source: data processing results with spss 27,2025

Based on the Case Processing Summary output, all 106 cases (100%) were classified as valid, with no excluded or missing data. This indicates that all respondents provided complete data for all variables analyzed. The analysis applied the listwise deletion method, meaning only cases with complete data were included.

Table 2 Results of the Reality Test

Reliability Statistics

Cronbach's Alpha	N of Items
,956	30

Source: data processing results with spss 27,2025

Based on the Reliability Statistics output, the Cronbach's Alpha value obtained was 0.956 for 30 instrument items. This value exceeds the minimum reliability threshold of 0.70, indicating very high reliability. Therefore, the instrument used in this study has strong internal consistency and is reliable for collecting research data.

2. Hypothesis testing

Regressi linier X1 dan Y

Table 3 Summary Results Model

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,203a	,041	-,019	,93223

1. Predictors: (Constant), X1

Source: data processing results with spss 27,2025

Based on the Model Summary output, the correlation coefficient (R) value is 0.203, indicating a positive but weak relationship between the independent variable (X1) and the dependent variable. The R Square value of 0.041 shows that X1 explains only 4.1% of the variation in the dependent variable. The Adjusted R Square value of -0.019 suggests that the regression model is not strong in explaining the data. Additionally, the Standard Error of the Estimate is 0.93223, indicating the average prediction error of the model. Overall, the contribution of X1 to the dependent variable is very small, and the regression model is not robust in explaining the relationship between the variables.

Table 4 anova X2 and Y model results

ANOVA

Model		Sum of Squares	df	Mean Square	F	Itself.
1	Regression	,595	1	,595	,685	,420b
	Residual	13,905	16	,869		
	Total	14,500	17			

a. Dependent Variable: Y

b. Predictors: (Constant), X1

Source: data processing results with spss 27,2025

Based on the ANOVA output, the calculated F value is 0.685 with a significance value of 0.420 (> 0.05), indicating that the regression model is not statistically significant. This means that the independent variable X1 does not have a significant effect on the dependent variable Y. This result is consistent with the low R Square value of 4.1%, indicating that X1 contributes very little to explaining the variation in Y.

Table 5 summary model results X2 and Y

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,314a	,099	,042	,90374

a. Predictors: (Constant), X2

Source: data processing results with spss 27,2025

Based on the Model Summary output, the correlation coefficient (R) is 0.314, indicating a weak positive relationship between variable X2 and variable Y. The R Square value of 0.099 shows that X2 explains 9.9% of the variation in Y, while the Adjusted R Square value of 0.042 indicates a relatively small contribution after adjustment. The Standard Error of the Estimate is 0.90374, reflecting the model's prediction error. Overall, although a relationship exists between X2 and Y, it remains weak and the model is not strong enough for broad generalization.

Table 6 result of anova model

ANOVA

Model		Sum of Squares	df	Mean Square	F	Itself.
1	Regression	1,432	1	1,432	1,754	,204b
	Residual	13,068	16	,817		
	Total	14,500	17			

a. Dependent Variable: Y

b. Predictors: (Constant), X2

linear regression X1, X2 and Y

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,323 ^a	,105	-,015	,93038

a. Predictors: (Constant), X1, X2

Source: data processing results with spss 27,2025

Based on the ANOVA output, the calculated F value is 1.754 with a significance value of 0.204 (> 0.05), indicating that the regression model between X2 and Y is not statistically significant. This means that X2 does not significantly explain the variation in Y, which is consistent with the low R Square value of 0.099 (9.9%). Previous analyses also show that X1 ($R^2 = 0.041$; Sig. = 0.420) and X2 ($R^2 = 0.099$; Sig. = 0.204) individually do not have a significant influence on Y. Therefore, further multiple linear regression analysis is required to examine the combined effect of X1 and X2 on Y.

Discussion

This study found that entrepreneurial knowledge and entrepreneurial motivation have a positive but weak relationship with entrepreneurial interest among Diploma graduates. Entrepreneurial knowledge contributes only 4.1% to entrepreneurial interest and is not statistically significant. This indicates that although knowledge can influence entrepreneurial interest, other factors such as experience and managerial skills also play important roles (Hasniati et al., 2022) and (Rachmawati et al., 2022). Similarly, entrepreneurial motivation contributes 9.9% to entrepreneurial interest but remains statistically insignificant. External factors such as capital availability, environmental support, and market opportunities may also influence entrepreneurial interest (Noor et al., 2023) (Maharani & Setyowati, 2024). Therefore, increasing entrepreneurial interest among Diploma graduates requires a comprehensive approach including practical training, mentoring, and supportive entrepreneurship policies.

CONCLUSION

This study concludes that entrepreneurial knowledge and entrepreneurial motivation have a positive but weak relationship with entrepreneurial interest among Diploma graduates in Indonesia. The statistical results indicate that both variables do not significantly influence entrepreneurial interest.

These findings suggest that entrepreneurial interest among Diploma graduates is influenced by additional factors beyond knowledge and motivation, such as practical experience, managerial skills, capital availability, and environmental support.

Therefore, efforts to increase entrepreneurial interest among graduates should involve a more comprehensive approach, including practical entrepreneurship training, mentorship programs, and policy support that encourages entrepreneurship development.

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