

FACTORS INFLUENCING ENTREPRENEURIAL MOTIVATION OF UNDERGRADUATED STUDENTS

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Abstract

The notion of Edupreneurship course in tertiary institutions has given abundant opportunities for students not only to become entrepreneurs, but also to develop characters for human resources. This study aims to find out the factors affecting entrepreneurial motivation of undergraduated students in English Education Study Program. This research employs descriptive method using direct communication technique. In collecting the data, the researchers used interviews to 30 participants who were officially enrolled in Edupreneurship course. The interview was divided into two aspects: self-concept and entrepreneurship interest. The findings from the results of the interview revealed that the most dominant factor affecting entrepreneurial motivation of students in self-concept is being able to bring happiness to parents with 64%, while in entrepreneurship interest, 30% of the most dominant factor is to be able to get profit.

Keyword: Entrepreneurial, motivation, factors, undergraduated students.

Abstrak

Mata kuliah Edupreneurship di institusi pendidikan tinggi telah memberikan peluang yang melimpah bagi mahasiswa tidak hanya untuk menjadi pengusaha, tetapi juga untuk mengembangkan karakter bagi sumber daya manusia. Penelitian ini bertujuan untuk mengetahui faktor-faktor yang mempengaruhi motivasi kewirausahaan mahasiswa program studi Pendidikan Bahasa Inggris. Penelitian ini menggunakan metode deskriptif dengan teknik komunikasi langsung. Dalam pengumpulan data, peneliti melakukan wawancara terhadap 30 peserta yang terdaftar secara resmi dalam kursus Edupreneurship. Wawancara dibagi menjadi dua aspek: konsep diri dan minat kewirausahaan. Temuan dari hasil wawancara mengungkapkan bahwa faktor paling dominan yang mempengaruhi motivasi kewirausahaan mahasiswa dalam aspek konsep diri adalah kemampuan membawa kebahagiaan kepada orang tua dengan persentase 64%, sementara dalam minat kewirausahaan, 30% faktor paling dominan adalah kemampuan mendapatkan keuntungan.

Kata kunci: Kewirausahaan, motivasi, faktor, mahasiswa program sarjana.

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INTRODUCTION

Currently, Entrepreneurship Education (Edupreneurship) is a mandatory course in all universities. This is an update on the government's initiative to foster entrepreneurial capacity within the community, with the aim of generating employment opportunities and alleviating

the persistent issue of unemployment. According to Hendro (2011: 30), individuals with an entrepreneurial spirit are those that possess a deep understanding of their own capabilities and actively work towards enhancing them in order to identify and exploit chances that align with their objectives. Higher Education serves as the centre for the development of science and technology, thus playing a crucial role in preparing leaders for the industrial era 4.0.

Entrepreneurship refers to the act of initiating and managing a commercial venture. Entrepreneurial individuals are those who have the courage to embrace risks while considering all potential outcomes. According to Kasmir (2011), entrepreneurship refers to the deliberate acts undertaken by brave individuals who seize opportunities to establish firms under diverse circumstances. Entrepreneurs are a key concern primarily due to their ability to stimulate economic growth by generating innovative ideas and effectively implementing them (Turker & Selcuk, 2009). The lack of student interest in becoming entrepreneurs is disappointing, considering the significant role that new enterprises play in promoting economic development in the region. These ventures create employment opportunities, open up new markets, and generate income (Piperopoulos, 2012).

As stated by Suryana (2013: 14), entrepreneurship is the ability to generate unique and inventive ideas, and utilise them as a foundation, guidance, and resources to pursue opportunities for achievement. The core of entrepreneurship involves the capability to produce original and distinct outcomes through creative thinking and innovative actions, thereby creating opportunities. Entrepreneurship refers to the capacity to effectively manage and enhance one's internal resources in order to optimise outcomes and ultimately enhance future living standards (Hendro, 2011: 31). Entrepreneurship is an academic field that examines the values, skills, and actions of individuals in navigating life's obstacles to seize chances that come with varying degrees of uncertainty (Sudaryono, 2010: 1).

The Ministry of Education and Culture Research and Technology (Kemendikbudristek) of the Republic of Indonesia is actively advocating for entrepreneurial endeavours as part of the Merdeka Learning Campus Merdeka (MBKM) programmes. Furthermore, the government is actively promoting various entrepreneurial programmes, including the Entrepreneurial Student Development Programme (P2MW) and the Indonesian Student Entrepreneurial

Programme (PKMI). These entrepreneurship programmes aim to cultivate students to become future entrepreneurs by engaging them in extracurricular activities.

The Entrepreneurship Education curriculum at IKIP PGRI Pontianak has been meticulously designed, taking into account various aspects such as theoretical foundations, conceptual frameworks, practical experiences in business development, and technological advancements in the R4 era. The Semester Learning Plan (SSP) for Entrepreneurship Education (Edupreneurship) includes: (a) an overview of entrepreneurship, focusing on the role of entrepreneurs in the development of a nation; (b) the definition of entrepreneurship, the necessary qualifications and characteristics of entrepreneurs; (c) the sequential stages involved in initiating a business; (d) generating and evaluating business concepts and analysing various business models; (e) assembling and strategizing a comprehensive business plan; (f) harnessing the potential of information technology to cultivate business opportunities; (g) implementing effective business planning methodologies; and (h) implementing entrepreneurial practices. The curriculum aims to transform students' perspective and cultivate an entrepreneurial spirit. The linguistic term "motivation" is derived from the English word "motivation," which indicates an internal force or inspiration that motivates individuals. Motivation includes every aspect that encourage and guide individuals to participate in intentional and beneficial behaviors. Wibowo (2013: 379) defines motivation as the fundamental force that compels an individual to take part in a specific action that is consistent with their own decision to do so. Motivation can be conceptualized as the cognitive process through which an individual determines the extent, direction, and persistence with which they pursue their goals. The intensity of a person's motives determines their level of motivation. An individual's efficacy in activities will not be optimized if they lack motivation (Wuklir, 2013: 115). Motivation functions as a catalyst for various human behavioral processes that are directed towards the achievement of goals. Motivation can originate both intrinsically and extrinsically. According to Sarawati et al. (2022), an individual's motivation to engage in entrepreneurship is to augment their income and attain a sense of autonomy from external pressures.

Therefore, according to Shane et al. (2003), human motivations are fundamental to the entrepreneurial process. Several investigations have been undertaken in relation to this matter. For instance, a study conducted by Radipere (2013) identifies several factors that motivate

individuals to pursue entrepreneurship: (1) the desire for independence which results from self-employment; (2) the potential for financial gain; (3) the sense of satisfaction derived from managing a business; (4) the motivation to provide for family and contribute to the community through entrepreneurial activities; (5) a strong imperative for success; and (6) recognition of a market opportunity. According to Saptria and Setyawan (2021), the following are determinants of entrepreneurial motivation: (1) a propensity for taking risks; (2) self-assurance; (3) creativity; (4) a strong desire; and (5) the need for achievement.

A comprehensive understanding of the complex nuances between motivating factors is essential in order to understand the complex issues regarding entrepreneurial motivation among students enrolled in the English Education Study Program at IKIP PGRI Pontianak. To gain understanding of the factors which influence the entrepreneurial goals and motivation of students, a study of these factors is crucial. This analysis can provide valuable insights for colleges seeking to develop entrepreneurship-focused courses.

METHOD

This research employed descriptive research. Creswell and Poth (2018) asserted that descriptive qualitative research is a research method that is based on the philosophy of post positivism. It is typically used to examine conditions of objective nature in which the researchers act as a key instrument. In descriptive research, analysis is frequently used. In qualitative research, the meaning and process (subject perspective) are given more attention. To ensure that the research focus is in line with the facts in the field, the theoretical foundation serves as a guide. The subjects of this research were 6th (sixth) semester students of the English Education Study Program of IKIP PGRI Pontianak who officially enrolled in the Edupreneurship (Entrepreneurship Education) Class. The total number of students was 30 students. This research was conducted from March to May 2023 at the English Education Study Program of IKIP PGRI Pontianak. It is located in Jalan Ampera, Pontianak, West Kalimantan. In this research, the researcher used direct communication technique using structured interview. A structured interview is completely planned, but it is not a questionnaire (Gillham, 2005). When conducting a structured interview, all questions related to the objectives of the study are prepared prior to initiating the interview and asked during the interview.

RESULTS AND DISCUSSION

Self-Concept Factor

In the self-concept factor, there are three indicators, namely feeling able to overcome problems, feeling equal to others, and feeling able to make parents happy. In the interview results, the highest indicator is feeling able to make parents happy at 64%, while 23% for feeling able to overcome problems, and 13% for feeling equal to others. Thus, it can be concluded that in the self-concept factor, the most influential indicator is feeling able to make parents happy. Illustration can be seen in the diagram 4.1.

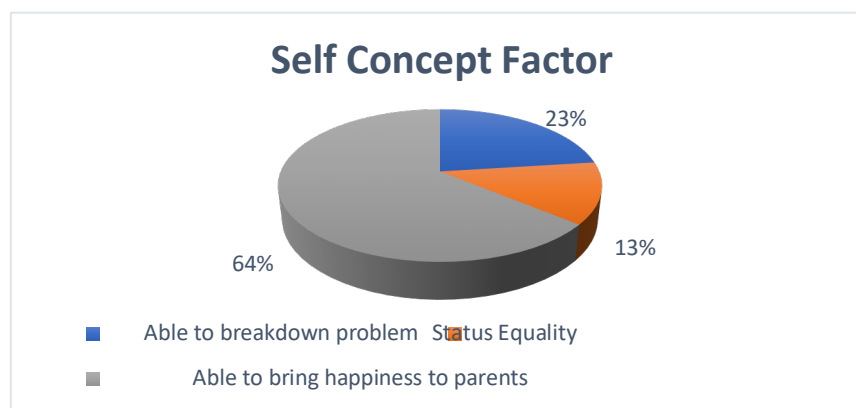


Figure 1. Self-Concept Factors

Entrepreneurial Interest Factor

The analysis continued to the entrepreneurial interest aspect. The coverage of the aspects are social prestige, leadership, individual challenge, innovation, flexibility, and profit. Based on the results of interviews conducted with participants, 30% of the results point to profit as a factor that motivates them in entrepreneurship. This is based on the fact that participants want to feel the benefits of their own business. This finding confirms the theory put forward by Suryana (2009) that entrepreneurs are oriented towards financial gain by looking at existing opportunities as well as management and marketing for their business output. Moreover, according to Noor (2007), business success is essentially the success of the business in achieving its goals; a business is said to be successful if it makes a profit, because profit is the goal of someone doing business.

In the personal challenge factor and innovation have the same percentage value, which is 17%. This is based on students who have high motivation to try new things in entrepreneurship. In addition, entrepreneurship provides opportunities for participants to think creatively and innovatively in creating and developing new ideas. This finding is supported by research from Riyanti (2003) which defines business success from a smart brain, which is creative, follows technological developments and can apply them proactively. One of the advantages of creative thinkers is that they can always identify product or service deficiencies through imagination and empathy so as to give birth to an appropriate innovation (Hazlina Ahmad et al., 2010). They also have abundant energy as well as drive and assertive ability in facing challenges and risks.

Referring to data analysis, social prestige and flexibility also have an influence of 13% on respondents in entrepreneurship. According to Sirec & Mocnik (2000), social prestige or self-esteem is how individuals assess themselves based on positive or negative evaluations of ability, worthiness, and acceptability by others. Prestige can foster entrepreneurial motivation in individuals, where individuals who have high self-esteem, assess themselves as valuable will be able to do something in entrepreneurship. In addition, Haber & Reichel (2007) suggest that entrepreneurs with high adaptability and flexibility often do well with ambiguity and have the ability to make decisions and act without specific information. Referring to the results of the interview data analysis, the least percentage is 10% on the leadership factor. According to Priyanto (2009), a person who has high entrepreneurship and combined with adequate managerial leadership skills will cause him to be successful in his business.

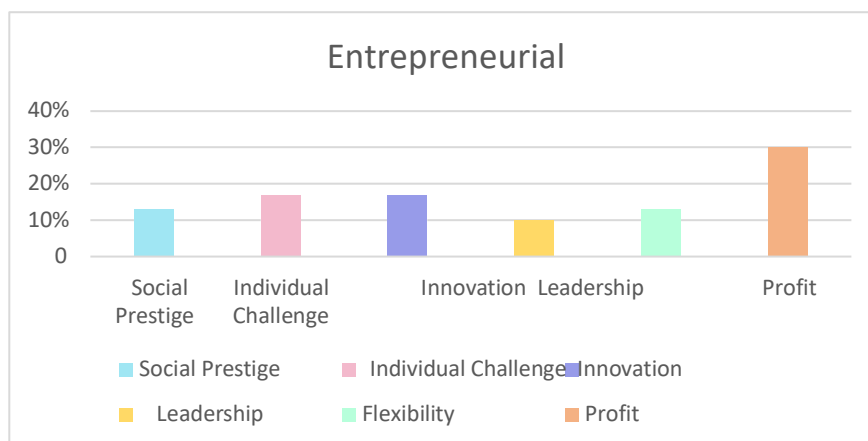


Figure 2. Entrepreneurial Interest Factors

CONCLUSION

This research was conducted to find out the factors that influence the entrepreneurial motivation of English Education Study Program students of IKIP PGRI Pontianak. The research data collected to answer the research questions came from interviews with 30 students of the English Education Study Program of IKIP PGRI Pontianak.

Based on the discussion of the research results, the following conclusions can be drawn:

1) There are several self-concept factors that influence student motivation in entrepreneurship. The biggest factor is to feel able to make parents happy at 64% of respondents. The other factors are feeling able to overcome problems (23%) and feeling equal to others (13%), and 2) for the entrepreneurial interest factor, students are more likely to be oriented towards the benefits or profits obtained from the results of their own business at 30%. Other factors include individual challenge (17%), innovation (17%), social prestige (13%), flexibility (13%), and leadership (10%). Because in essence, a business is said to be successful if it makes a profit, because profit is the goal of someone doing business.

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