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## Research Article

### The Effect of Motivation and Creativity on Students Interest for Entrepreneurship

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#### ABSTRACT

This study aims to determine the effect of motivation and creativity on the interest of students to become entrepreneurs. Data were obtained through questionnaires distributed to 127 Politeknik Stibisnis students. The data analysis method used in this study is quantitative using the SPSS program. The results showed that motivation had a positive and significant effect on students' interest in entrepreneurship for students at the Politeknik Stibisnis Tegal. And the second result also shows that creativity has a positive and significant effect on students interest in entrepreneurship, and there is a positive and significant influence between motivation (X1) and creativity (X2) simultaneously on interest in entrepreneurship (Y) students of the Politeknik Stibisnis Tegal.

**Keywords:** Motivation, creativity, Interest in Entrepreneurship

#### Introduction

The more developed a country, the more educated people. Development will be more successful if it is supported by entrepreneurs who can create jobs. One of the factors driving the growth of entrepreneurship in a country lies in the role of universities through the implementation of entrepreneurship education. Various strategies are carried out by the government to increase the number of entrepreneurs in Indonesia, one of which is to include entrepreneurship courses in the education curriculum, especially at the university level.

Politeknik Stibisnis Tegal is a university that promises job placements for students but does not forget the world of entrepreneurship. Currently the Politeknik Stibisnis Tegal also

has significant attention to the economic development of students and motivates students to develop an entrepreneurial spirit among students. By applying courses on entrepreneurship, e-commerce, retail business strategy, retail business and MSMEs, Politeknik Stibisnis applies entrepreneurship theory and practice. The applied entrepreneurship education is in the form of theory given in class for debriefing before students enter into entrepreneurship, while in practice entrepreneurship is through product creation, dropshipping, and setting up small shops managed by students.

Interest is a sense of preference and a sense of interest in a thing or activity, without anyone telling. In Helga (2016) Interest in entrepreneurship is the availability to work hard

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and diligently to achieve business goals. Willingness to bear various risks related to entrepreneurial actions taken and a strong will to be independent or trying to meet their needs without being afraid of the risks that will occur and learning from failure.

In the implementation of entrepreneurship there are values that are developed as the foundation for becoming an entrepreneur, namely the value of creativity and motivation. According to Wifqi Hisyam F (2018), creativity is a person who is creative in thinking, able to see things from a new perspective and solve problems in a different way from people in general.

According to Hasanah et al (2021:72) motivation is a process where a person gets influence and encouragement from himself to do something he wants in accordance with his expectations so that the work done can be completed effectively and efficiently.

Based on the phenomenon, the researcher intends to conduct further research on the extent to which motivation and creativity affect the interest in entrepreneurship, with the title "The Influence of Motivation and Creativity on Student Interest in Entrepreneurship (Study at the Politeknik Stibisnis Tegal)".

## Theoretical Review

### Definition of Motivation

Motivation is a process where a person gets influence and encouragement from himself to do something he wants according to his expectations so that the work done can be completed effectively and efficiently (Hasanah et al, 2021:72).

According to Lubis (2021), reveals that motivation encourages the emergence of actions, and influences and changes actions. So the function of motivation includes:

1. Motivation as a driver of action;
2. Motivation as a driver of action;
3. Motivation as action director.

A person's attitude is formed from three components, namely the cognitive component, emotional component, and behavior component (Masrullah, 2021:14).

1. Cognitive component, is the belief of the information possessed by a person that

can affect a person's attitude towards the profession to be undertaken.

2. Emotional component, is an emotional feeling that someone has to like something. If someone likes something, they will tend to try to have it.
3. Behavior component, is an activity to act more specifically in response to external events and information, so that a person is naturally motivated to carry out a high level of effort if he believes that the effort can lead to a better situation.

### Motivation Indicator.

Motivation indicators according to Maslow's theory in (Haq, 2019) are as follows. Physiological Needs

Aspects of a person's physiological needs in entrepreneurship can be said as follows.

Have the motivation to meet physiological needs to be able to live a decent life.

Have a desire for health assurance.

### Security Needs

Aspects of one's security needs in entrepreneurship can be said as follows.

Have a desire that his life is protected from things that threaten him.

Having the desire to be independent in fulfilling their lives and ensuring a decent life in old age.

### Social Needs

Aspects of a person's social needs in entrepreneurship can be said as follows.

Want to have self-confidence so that they are recognized, get appreciation, and position in society, so that they get status, recognition, appreciation for themselves, and respect by others.

Want to do something for others, such as providing employment.

### Appreciation Needs

Aspects in the need for one's appreciation in entrepreneurship can be said as follows.

Have a desire for self-confidence and the courage to get along with others.

Have a desire to be seen more by others with business achievements made and respected.

### Realizing Needs

Aspects of the need to realize someone in entrepreneurship can be said as follows.

Want to apply the skills they have and take advantage of their time.

Want to take advantage of its potential to continue to grow and create new opportunities.

### **Definition of Creativity**

Creativity (Creativity) according to Webster in (Hisyam F, 2018: 20) is the ability to bring up something new, by Webster it is emphasized that creativity is a mental process that involves the emergence of new ideas and concepts, or the result of new combinations of new ideas. existing ideas and concepts. Wifqi Hisyam F (2018), creativity is a person who is creative in thinking, able to see things from a new perspective and solve problems in a different way from people in general.

Creativity can be developed and enhanced, and can be influenced by talent, ability, and knowledge. Likewise, the experience of an entrepreneur is a valuable teacher to trigger his creativity. An entrepreneur is said to be creative if he has the ability to create something new.

### **Creativity Indicator**

According to Agung quoted in (Hisyam F, 2018: 22), stating that creativity is not a person's innate talent since he was born in this world, but creativity is something that anyone can learn to do. The indicators of creativity are as follows.

1. Cognitive dimension, is to explain what is known (knowledge) and how to process a meaningful learning.
2. Affective dimensions, are aspects that examine emotional and attitude development.
3. The psychomotor dimension is the result of the achievement of manipulating skills that involve active muscles and physical strength (Febyanto & Pranoto, 2017).

### **Definition of Interest in Entrepreneurship**

Interest is one of the most important elements to determine in carrying out a job. Interest will have a big influence on the success of a job. Because with great interest, a job will be easier to do. Entrepreneurial interest in students includes the desire, interest and willingness of a person to work hard or have a strong will with the focus of attention in

entrepreneurship to meet their needs independently (Wahyuni, 2015).

Interest in entrepreneurship can be seen from the availability to work hard and diligently to achieve business progress, willingness to bear various risks related to the business actions he does, willingness to take new paths and ways, willingness to live frugally, willingness to learn in it.

### **Entrepreneurial Interest Indicator**

According to Prasetya and Sumarno quoted in (Hisyam F, 2018: 32), indicators of interest in entrepreneurship include:

1. Knowledge;
2. Strong will to achieve goals and necessities of life;
3. Strong belief in one's own beliefs;
4. Honest and responsible attitude;
5. Physical and mental resilience;
6. Perseverance and tenacity in work and effort;
7. Creative and constructive thinking;
8. Oriented to the future;
9. Dare to take risks.

Individuals who have an interest in entrepreneurship must have a responsible attitude by taking into account the possible consequences. Interest in entrepreneurship will attract individuals to a business where the business is felt to be able to provide something useful for their life, giving rise to an urge or desire to get it.

### **Hypotheses**

The hypothesis in this study can be formulated as follows:

H1: Motivation has a positive and significant effect on interest in entrepreneurship.

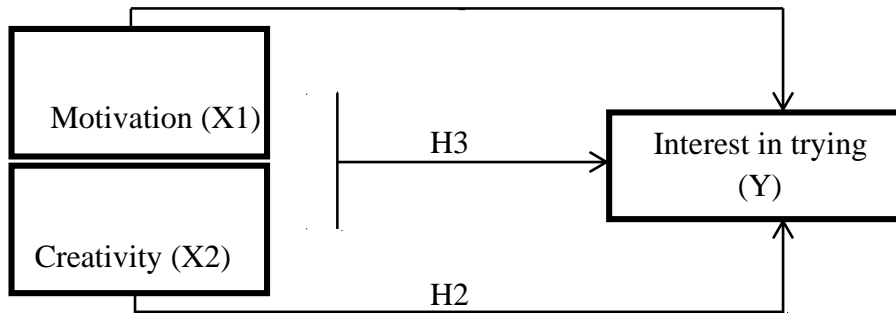
H2: Creativity has a positive and significant effect on entrepreneurial interest.

H3: Motivation and creativity together have a positive and significant effect on interest in entrepreneurship.

### **Framework of Thought**

Based on the description of the hypothesis above, the framework of thinking in the research "The Influence of Motivation and Creativity on Student Interest in Entrepreneurship" can be described as follows.

**Frame of Mind**



linear regression analysis using SPSS version 25 test tool.

**Research Methods**

This type of research is quantitative research, which is an approach whose analysis is on numerical data that is processed by statistical methods. Quantitative data in this study is the result of the respondents' answers to the questionnaire of the students of the Politeknik Stibisnis Tegal. The population in this study were the executive class students of the Politeknik Stibisnis Tegal, amounting to 187 students. The sample used in this study was part of the student population of the Politeknik Stibisnis Tegal, namely 127 students in the executive class. The tabulation results from the sample questionnaire will select data that have valid and reliable data so that the data can be processed. The statistical method used in this research is Multiple Linear Regression Analysis. This analysis is used to examine the effect of motivational variables and creativity variables on interest in entrepreneurship. Multiple

**Research Results and Discussion**

**Multiple Linear Regression Analysis**

According to Sujarweni (2015: 160) Multiple linear regression analysis is used to determine whether there is an influence between the motivational variables (X1), creativity (X2) either partially or simultaneously on interest in entrepreneurship. In addition, regression analysis is also used to test the truth of the hypothesis proposed in this study. This analysis is used by involving two or more independent variables between the dependent variable (Y) and the independent variable (X1 and X2). In this study, multiple regression analysis was used to prove the extent of the influence of motivation and creativity on students' interest in entrepreneurship. Based on the formulation of the problem and the hypotheses that have been determined in advance, the results of data processing with the SPSS program are obtained as follows”:

**Table 1. Multiple Linear Regression Analysis Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.118	2.884		.388	.699
MOTIVATION	.175	.055	.227	3.174	.002
CREATIVITY	1.090	.132	.590	8.264	.000

a. Dependent Variable: ENTREPRENEURIAL INTEREST

Based on the results of the above processing can be obtained multiple linear regression equation as follows.

$$Y = a + b_1X_1 + b_2X_2$$

$$= 1.118 + 0.175 + 1.090$$

The linear regression equation can be interpreted as follows:

- a. The constant value (a) of 1.118 states that if the independent variable is not included in the study, then the other variable, namely the interest in entrepreneurship (Y) still increases by 1.118.
- b. The regression coefficient value of X1 is 0.175, stating that the motivation variable (X1) has a positive influence on entrepreneurial interest (Y). With this it can be concluded that every increase of 1 unit of

motivation variable will affect students' interest in entrepreneurship by 0.175.

- c. The regression coefficient value of X2 is 1.090, stating that the creativity variable (X2) has a positive influence on entrepreneurial interest (Y). With this it can be concluded that each increase of 1 unit of creativity variable will affect student entrepreneurship interest by 1.090.

### Hypothesis testing

Hypothesis testing in this study uses partial test (t), simultaneous test (f) and coefficient of determination test (R2).

#### 1. Partial Test (t)

Partial test is used to show how far the influence of one explanatory or independent variable individually in explaining the variation of the dependent variable. The results of the partial test in this study are as follows.

Table 2.  
Partial Test Results (t)  
Coefficients<sup>a</sup>

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.118	2.884		.388	.699
MOTIVATION	.175	.055	.227	3.174	.002
CREATIVITY	1.090	.132	.590	8.264	.000

a. Dependent Variable: ENTREPRENEURIAL INTEREST

The results of the t-test in this study can be seen in the table above, with the following explanation.

$$t_{table} = t(a/2 : n-k-1)$$

$$= t(0.05/2 : 127-2-1) = t(0.025 : 124) = 1.979$$

From the table above, it can be obtained t test as follows.

- a. From the table it can be seen that the t count on the motivation variable (X1) is 3.174 with a significance level of 0.002. From these results, the motivation variable (X1) has a significant effect because t count > t table is 3.174 > 1.979 and the significance

value is  $0.002 < 0.05$ . So it can be concluded that the motivation variable has a significant effect on student interest in entrepreneurship.

- b. From the table, it can be seen that the t-count value on the creativity variable (X2) is 8.264 with a significance level of 0.000. From these results, the creativity variable (X2) has a significant effect because the value of t count > t table is  $8.264 > 1.979$  and the significance value is  $0.000 < 0.05$ . So it

can be concluded that the creativity variable has a significant effect on student interest in entrepreneurship.

**Simultaneous Test (F)**

The F test was used to determine the level of significance of the influence of the independent variables (motivation and creativity) together (simultaneously) on the dependent variable (entrepreneurial interest). The simultaneous test in this study is as follows.

Table 3.  
Simultaneous Significance Test Results  
ANOVA<sup>a</sup>

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	1692.138	2	846.069	72.847	.000 <sup>b</sup>
Residual	1440.177	124	11.614		
Total	3132.315	126			

- a. Dependent Variable: ENTREPRENEURIAL INTEREST
- b. Predictors: (Constant), CREATIVITY, MOTIVATION

Based on the results of calculations through the Anova test, the value of Freg = 72.847 is obtained, this price is then consulted with Ftable = 3.07. The resulting significant value of 0.000 is smaller than the level of significance of 0.05. Because F count > F table is  $72.847 > 3.07$ , with a significance of  $0.000 < 0.05$ . So it can be concluded that the variables of motivation and creativity or simultaneously affect the interest in entrepreneurship of students.

**Coefficient of Determination Test (R2)**

The coefficient of determination is used to measure how far the model's ability to explain variations in the dependent variable is. The value of the coefficient of determination is between zero and one ( $0 \leq R^2 \leq 1$ ). If the value of the coefficient of determination is close to 1, then the ability of the independent variable to explain the dependent variable is getting stronger.

Table 4.  
Coefficient of Determination Test Results  
Model Summary<sup>b</sup>

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.735 <sup>a</sup>	.540	.533	3.408

- d. Predictors: (Constant), CREATIVITY, MOTIVATION
- e. Dependent Variable: INTEREST IN ENTREPRENEURSHIP

Based on these results, it can be seen that in this study the magnitude of the determination value (R) is 0.533. This shows that 53.3% of the variables of interest in entrepreneurship can be explained by the two independent variables. While the rest ( $100\% - 53.3\% = 46.7\%$ ) is explained by reasons outside the model. Other variables that can influence students' interest in entrepreneurship, such as independence, innovation, environmental influences, and others are not examined in this study. The standard error of estimate (SEE) is 3,408. This means that the regression model can predict the dependent variable.

## Discussion

### ***The Influence of Motivation on Interest in Entrepreneurship***

The first hypothesis (H1) proposed states that motivation has a positive and significant effect on students' interest in entrepreneurship. Based on the results of the study, it was found that the coefficient of the motivation variable was 3.174 with a significance level of 0.002 which indicated it was below 0.05. This means that the motivation variable has an effect on student interest in entrepreneurship, thus H1 is accepted. The results of this study support research from Arif Mustofa (2014) which states that motivation can affect interest in entrepreneurship. With the finding of a positive and significant relationship between motivation and interest in entrepreneurship and the results of this tendency, it can be said that the higher the motivation, the higher the interest of students in entrepreneurship.

### ***The Influence of Creativity on Interest in Entrepreneurship***

The second hypothesis (H2) proposed states that creativity has a positive and significant effect on student interest in entrepreneurship. Based on the results of the study, the coefficient of creativity variable was 8.264 with a significance level of 0.000, which indicates that it is below 0.05. This means that the creativity variable affects students' interest in entrepreneurship, thus H2 is accepted. The results of this study are not in line with research from Prima Jati Kusuma and Muhammad Saleh in 2021 which states that creativity cannot have an effect on interest in entrepreneurship. With the finding of a positive and significant

relationship between motivation and interest in entrepreneurship and the results of this trend, it can be said that the higher the creativity, the higher the student interest in entrepreneurship.

### ***The Influence of Motivation and Creativity on Interest in Entrepreneurship***

The third hypothesis (H3) is proposed stating that creativity has a positive and significant effect on student interest in entrepreneurship. Based on the results of the study, it was found that the calculated  $F > F$  table was  $72.847 > 3.07$  with a significance of  $0.000 < 0.05$ . This means that the variables of motivation and creativity simultaneously affect student interest in entrepreneurship, thus H3 is accepted. The results of this study support research from Ahmad Faisol Haq in 2019 which states that motivation and creativity can affect student interest in entrepreneurship. With the finding of a positive and significant relationship between motivation and creativity with interest in entrepreneurship and the results of this tendency, it can be said that the higher the motivation and creativity, the higher the interest of students in entrepreneurship.

## Conclusion

Based on the research that has been done, it can be concluded on the motivation and creativity of the entrepreneurship interest of the students of the Politeknik Stibisnis Tegal that:

The results of the partial test (t test) of the motivation variable (X1) obtained a t-count value of 3.174 with a significance level of 0.002. From these results it can be concluded that H1 is accepted because the value of t count  $>$  t table is  $3.174 > 1.979$  and the significance value is  $0.002 < 0.05$ . Thus, motivation has a positive and significant effect on students' interest in entrepreneurship for students at the Politeknik Stibisnis Tegal.

The results of the partial test (t test) of the creativity variable (X2) obtained a t-count value of 8.264 with a significance level of 0.000. From these results it can be concluded that H2 is accepted because the value of t count  $>$  t table is  $8.264 > 1.979$  and the significance value is  $0.000 < 0.05$ . Thus, creativity has a positive and significant effect on students' interest in

entrepreneurship for students of the Politeknik Stibisnis Tegal.

The results of the simultaneous test (F test) obtained that the calculated F value > F table was  $72.847 > 3.07$  with a significance of  $0.000 < 0.05$ . So it can be concluded that there is a positive and significant influence between motivation (X1) and creativity (X2) on the interest in entrepreneurship (Y) of the students of the Politeknik Stibisnis Tegal. Then, the results of the correlation/relationship test (R2) show that the magnitude of the influence of the motivational and creativity variables on the interest in entrepreneurship is 53.3%. While the remaining 46.7% is explained by other variables not examined in this research.

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