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THE ROLE OF THE ENTREPRENEURIAL ECOSYSTEM IN GROWING MOTIVATION AND INTEREST IN ENTREPRENEURSHIP

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ABSTRACT

The high unemployment rate for college graduates is a big problem in Indonesia. Indonesia's many educated unemployed are due to the need for more interest in entrepreneurship. The entrepreneurial ecosystem can play an essential role in reducing the number of educated unemployed by giving birth to new entrepreneurs. The total sample size is 55 students. Samples were taken using a purposive sampling technique. Data analysis methods include validity tests, reliability tests, t-tests, f-tests, and coefficient of determination tests. The test results reveal that entrepreneurial motivation is directly influenced by entrepreneurial education, family environment, and community environment, but the social environment cannot provide internal motivation. Likewise, interest in entrepreneurship, entrepreneurial motivation, entrepreneurship education, and family environment have a direct influence, while the community environment has no influence. Entrepreneurial motivation failed to act as a connecting variable between entrepreneurship education, family environment, and community environment on students' entrepreneurial interest. The results of tests carried out simultaneously with entrepreneurship education, family environment, and community environment can influence students' entrepreneurial motivation and interest.

Keywords: Entrepreneurship Ecosystem, Education, Family, Society, Motivation, Interest in Entrepreneurship

INTRODUCTION

Indonesia dominates the population in Southeast Asia, reaching 278.69 million people by mid-2023. Population growth is also accompanied by many educated unemployed in Indonesia, which reached 12.00% or 958,800 unemployed graduates (Grehenson, 2023). With the results of Setyanti & Finuliyah (2022), it has been proven that 65.54% of bachelor's to doctoral degree graduates and 34.46% of diploma graduates. Statistics Indonesia also noted that until August 2022, the unemployment rate for university graduates in Indonesia was still high (Statistics Indonesia, 2022). Yogyakarta, an education city based on 2023 Statistics Indonesia's data, accounts for 4.91% of unemployment (Umah, 2023). Research results from the Global Entrepreneurship Index (GEI) show that Indonesia's high number of educated unemployed is due to the need for more student interest in entrepreneurship. The number of entrepreneurs in Indonesia has only reached 3.47% of the population, far behind other Southeast Asian countries (Hongdiyanto et al., 2020). The lack of student entrepreneurial interest is caused by several factors, including fear of trying, limited capital, innovation, and intention. A bachelor's degree does not guarantee that students will immediately get a job. Higher education is essential in growing and enhancing students' entrepreneurial spirit. However, many universities still design curricula with graduates only becoming employees (V. Pratiwi, 2016; Suratno et al., 2020).

The problem has become a focus for researchers interested in researching because, from the results of a student affairs survey, 70.00% of Widya Mataram University graduates are still workers. Currently, Widya Mataram University has an Entrepreneurship Study Program with a vision and mission to create graduates who become entrepreneurs. However, the biggest challenge is motivating, building interest, and producing graduates who become entrepreneurs. Is there availability of resources and supporting facilities such as incubator labs? Professional teachers can provide motivation and build students' interest in becoming entrepreneurs. To find out, researchers surveyed by distributing questionnaires to 55 Widya Mataram University Entrepreneurship Study Program students. Widya Mataram University Entrepreneurship Study Program students were chosen as the sample because they have implemented an entrepreneurship-based education system and an independent entrepreneurship curriculum. Selected Entrepreneurship Study Program students have also received introductory courses on entrepreneurship, entrepreneurship mindset and spirit, business development, start-up business, sustainable business, digital marketing, online business, and entrepreneurial mentoring. The researchers' initial survey results found that 13 students (24.00%) were interested in entrepreneurship after graduating, and 23 (42.00%) answered that they were very interested in entrepreneurship after graduating. However, as many as 19 (34.00%) answered that they were not interested in entrepreneurship; after graduating, they wanted to apply for a job or register as a more certain candidate for civil servants (CPNS). It means that the results of this survey prove that there are still students who choose to major in the Entrepreneurship Study Program because their motivation is to get the Smart Indonesia Card (KIP) scholarship, where students receive living expenses assistance from the government every month. Almost 60.00% of Entrepreneurship Study Program students are on the Smart Indonesia Card scholarship route. This initial survey shows that the seriousness, interest, and motivation for entrepreneurship among Widya Mataram University Entrepreneurship Study Program students still need to improve.

Entrepreneurship is inherited and can be learned through education (Sintya, 2019). Universities' important role and responsibility is to provide entrepreneurship-based education and training so students become more motivated and interested in entrepreneurship. Trivedi (2016) said that students' interest and motivation for entrepreneurship could arise from educational, environmental factors, family environment, and social environment where personality and motivation live. Universities can encourage, mobilize, and direct students to become entrepreneurs by providing learning and business practices (Supriyati et al., 2023). Entrepreneurial motivation through education and training can help form students' mindsets and interest in establishing independent businesses (Sari & Muhyadi, 2017). Having an urge in the heart to want to become an entrepreneur can create student business motivation (Budi & Fensi, 2018). Entrepreneurial motivation can encourage students to become business people (Ngundiati & Fitrayati, 2020). Supporting research results by Noerhartati & Jatiningrum (2021) and Rusdiana (2022) found that there is an impact of theoretical and practical learning in entrepreneurship-based learning, which can foster students' mindsets to become entrepreneurs.

Family and social environments significantly impact students' interest in becoming businesspeople (Hutagalung et al., 2017). Family is the main factor influencing a person's business motivation (Hudaya et al., 2023). Proven research results by Anggraeni (2019) reveal a positive correlation between students' desire to become entrepreneurs and the family environment. Meanwhile, Hidayati (2019) stated that the community environment is an essential element that influences students' motivation to become entrepreneurs. The research results by Sudirjo & Alief (2021), Anggal et al. (2021), Handayani & Lubis (2023) together found that the social environment of the community, including peers and the surrounding environment, can build students' motivation, mindset, and desire to become entrepreneurs.

H₁: Entrepreneurship education influences students' entrepreneurial motivation

H₂: The family environment influences students' entrepreneurial motivation

H₃: The social environment influences students' entrepreneurial motivation

Entrepreneurship-based learning dramatically impacts students' interest in becoming entrepreneurs, and motivation is the most significant factor in mediating entrepreneurship education on interest (Setyaningrum, 2019). Motivation and interest are crucial in building a business (Bestari et al., 2023). Entrepreneurial motivation means circumstances that encourage a person to carry out business activities independently and are future-oriented (Tarmizi et al., 2023). Research results by Masrullah (2021), Amiruddin (2021) and Telaumbanua (2023) reveal the impact of motivation on students' entrepreneurial interest through learning. Entrepreneurship learning is a student's effort to get to know the world of business on campus. According to Ngundiati & Fitrayati (2020), entrepreneurship education can build the character and motivation of students to become entrepreneurs. Students can grow their entrepreneurial interest by providing education and training (Adha & Permatasari, 2021).

Interest in entrepreneurship can be formed through education and training programs (Suasana et al., 2019). The effectiveness of the learning materials students receive is due to the student's strong desire to become entrepreneurs. Research results by Puspitaningsih (2017) and Ritonga et al. (2022) prove that learning about entrepreneurship impacts students' willingness to become entrepreneurs through motivational factors. Strengthened by research results by Fathoni (2019), Saragih (2020), Fathiyannida & Erawati (2021),

Kardila & Puspitowati (2022) and Febiola et al. (2022) simultaneously found that entrepreneurship education through motivation had an impact on students' desire to become entrepreneurs. However, different research results were revealed (Septiawati & Puspitasari, 2023; Yanti, 2019), showing that entrepreneurship education did not influence students' business interests.

Different research results revealed by Handayani & Lubis (2023) that another factor that shapes students' entrepreneurial interest is their immediate family. Encouragement from parents, the social environment, and peers can influence students' interests (Sari & Muhyadi, 2017). The family environment can shape a child's identity and is very important for the child's success (Sudirjo & Alief, 2021). Encouragement from immediate family dramatically impacts students' decisions to become entrepreneurs. However, different results were found by Wulandari (2020) and Ritonga et al. (2022), showing that the family environment does not impact student interest. The same results were revealed Khairinal et al. (2022), Saputra (2021) and Yanny (2023) that there was no influence of the family environment on students' interest in becoming entrepreneurs through motivation. Humans live in The community environment and adapt themselves to achieve prosperity. Strengthened by research results of Anggal et al. (2021) and Bestari et al. (2023) reveal the influence of community environmental support on students' entrepreneurial interest through motivation. However, different research results found by At-Thariq et al. (2018), Aryawiguna et al. (2022) that the community environment has little impact on students' interest in entrepreneurship.

- H₄ : Entrepreneurial motivation has no impact on students' entrepreneurial interest
- H₅ : Education and entrepreneurship have no impact. Directly on students' entrepreneurial interests
- H₆ : Family environment does not have a direct impact on students' entrepreneurial interest
- H₇ : The environment and society do not have a direct impact on students' entrepreneurial interest
- H₈ : Entrepreneurship education has an influence on entrepreneurial interest through motivation
- H₉ : Family environment has an impact on entrepreneurial interest through motivation
- H₁₀ : The environment and society have an impact on entrepreneurial interest through motivation.

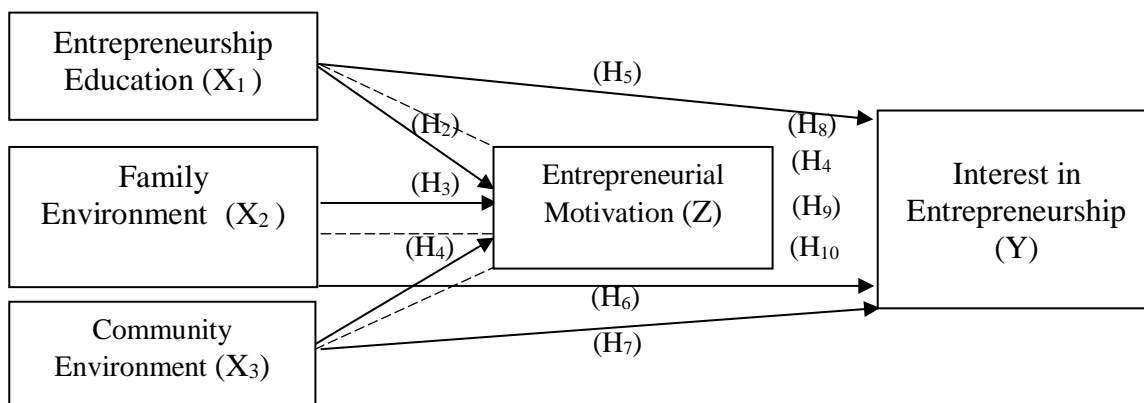


Figure 1. Framework Study

RESEARCH METHODS

The strategy used to analyze data in research applies a survey method, distributing questionnaires to students using a Likert scale for measurement. A descriptive quantitative approach is used to describe the state of the population, test sample data, and test hypotheses (Sugiyono, 2022). The independent variable in the research is entrepreneurial education. Indicators for measuring education and entrepreneurship variables use theory (Hasan, 2020; Hutagalung et al., 2017; Savitri & Wanta, 2018), namely learning curriculum, quality of educators, business incubator facilities, student motivation, entrepreneurial competition, and business practices. Family environment variables are measured based on indicators from theory (Handayani & Lubis, 2023; Purwanto, 2017) consisting of methods of educating parents, relationships between family members, the atmosphere of the home environment, and the economic situation of the environment. Community environmental variables are measured based on theory in Rahmah (2021) and Fauzan & Ikhwan (2023) researches with indicators, namely interactions between friends, social status, mass media, and living environmental conditions. Indicators for measuring motivation are based on the theory (Maslow, 2015): physical encouragement, feelings of security, desire for social recognition, appreciation, and the desire to achieve self-actualization. The variable interest in entrepreneurship is measured based on theory in Sudarmiani & Sudaryanto (2023) with indicators of pleasure, willingness, attention, and desire to be involved.

The sample used was 55 Widya Mataram University Entrepreneurship Study Program students who had taken introductory courses in entrepreneurship, entrepreneurship mindset and spirit, business development, start-up business, and sustainable business. The sampling method was the purposive sampling technique. The leading information was obtained through distributing questionnaires via Google Forms for primary data, while secondary data was obtained from book and journal references. Questionnaire testing applies construct validity tests and reliability tests. Data were analyzed using multiple linear regression analysis, t-test, f-test, path analysis, and determination test (R^2).

RESULTS AND DISCUSSION

Information on the results regarding the characteristics of respondents based on gender can be found in table 1 below:

Table 1. Analysis Results Based on Gender

Gender	Frequency	Percentage
Man	35	63.600%
Woman	20	6.400%
Amount	55	100.000

Source: Primary Data, 2023

The statistical results in Table 1 show that in this research, the respondents were dominated by male students, reaching 35 people (63.600%).

The results of the data validity test analysis in this study are listed in Table 2 below:

Table 2. Results of Construct Validity Analysis

Variable	Calculated R-value	R-value table	Decision
Entrepreneurship Education (X ₁)	0.757	0.266	In accordance
	0.908		In accordance
	0.683		In accordance
	0.829		In accordance
	0.784		In accordance
Family Environment (X ₂)	0.726	0.266	In accordance
	0.920		In accordance
	0.559		In accordance
	0.758		In accordance
	0.818		In accordance
Community Environment (X ₃)	0.646	0.266	In accordance
	0.876		In accordance
	0.639		In accordance
	0.830		Valid
	0.671		Valid
Entrepreneurial Motivation (Z)	0.757	0.266	Valid
	0.908		Valid
	0.683		Valid
	0.829		Valid
	0.784		Valid
Business Interest (Y)	0.843	0.266	Valid
	0.902		Valid
	0.747		Valid
	0.753		Valid
	0.847		Valid

Source: Data Processed, 2023

From the calculation results using the formula $n - 2 = 55 - 3 = 52$, the value of the r table is = 0.266. From the results of the validity test calculations, all have a calculated $R_{value} > R_{table}$ of 0.266, so all questionnaire questions are valid.

The results of the research variable reliability test are listed in Table 3 below:

Table 3. Reliability Test Results

Variable	Cronbach Alpha value	Value Limits	Information
Entrepreneurship Education.(X ₁)	0.870	0.600	Reliable
Family Environment.(X ₂)	0.810	0.600	Reliable
Community Environment. (X ₃)	0.780	0.600	Reliable
Entrepreneurial Motivation.(Z)	0.850	0.600	Reliable
Interest in Entrepreneurship. (Y)	0.820	0.600	Reliable

Source: Data Processed, 2023

Reliability testing found that the criterion value for each independent and dependent variable was Cronbach's Alpha > 0.600, proving that each question created in the research was reliable.

In hypothesis testing using a partial test (t-test) to find the t-table value with the formula $df = nk-1=55$, at an error rate of 5% (two-sided test: $0.050/2$), so that a t-table value of 2.315 is obtained.

The results of hypothesis testing using the t-test can be found in Table 4 below:

Table 4. Hypothesis Testing Analysis Results (t-test)

Independent Variable→ Dependent variable	t_{count}	t_{table}	Sig.
H ₁ : X ₁ → Z	2,948	2,315	0.002
H ₂ : X ₂ → Z	2,725	2,315	0.006
H ₃ : X ₃ → Z	2,644	2,315	0.005
H ₄ : Z → Y	3,070	2,315	0.003
H ₅ : X ₁ → Y	3,685	2,315	0.007
H ₆ : X ₂ → Y	2,525	2,315	0.015
H ₇ : X ₃ → Y	0.521	2,315	0.605

Source: Data Processed, 2023

Based on Table 4 data, a t-count value of $X_1 \rightarrow Z = 2.948$ exceeds the t_{table} of 2.315, with a significance value of $0.002 < 0.050$. It can be concluded that X_1 significantly impacts students' desire to become entrepreneurs, so the first hypothesis is accepted. It means that the entrepreneurship courses taught by lecturers, the existence of business practices, and involving students in entrepreneurial competitions can give students enthusiasm to build a business. These findings are by Naibaho (2018) and Giawa's (2022) research results which found that participation in learning activities and entrepreneurship practices in higher education contributed positively and significantly to students' willingness to become entrepreneurs. Result $X_2 \rightarrow Z$ has a $T_{calculate} > T_{tablevalue}$, namely 2.725, more significant than 2.315, and the sig value. 0.006 is smaller than 0.050, so X_2 significantly affects motivation for entrepreneurship, and the second hypothesis is accepted. These findings are similar to research results by Rosyanti & Irianto (2019), revealing that the family environment can motivate students to become entrepreneurs. The results of sig value. 0.005 is smaller than 0.050, so X_3 significantly positively affects student motivation in entrepreneurship. The third hypothesis is accepted. These results are similar to the findings by Imelda & Amalia (2022) in that their research revealed the impact of the environment, society, or social environment on students' entrepreneurial motivation. The variable $Z \rightarrow Y$ has a value $T_{calculate} > T_{table}$, namely 3.070, more significant than 2.315, and sig. 0.003 is smaller than 0.050, so students' enthusiasm or motivation (Z) to succeed significantly influences their mindset to become entrepreneurs; hypothesis four is accepted. These results are similar to the findings of Putra & Sari (2020), Aswin et al. (2022) and Aisyah et al. (2023), which simultaneously reveal the impact of motivation on interest in entrepreneurship. However, different research results were revealed (Juniaty, 2020) where motivation did not influence students' desire to become entrepreneurs.

Independent variable $X_1 \rightarrow Y$ has a $T_{calculate} > T_{tablevalue}$, namely 3.685, which is more significant than 2.315 and sig. 0.007 is smaller than 0.050, so X_1 impacts students' interest in entrepreneurship, and the fifth hypothesis is rejected. These findings are by research results of Wijaya (2021), Saputra (2021), Hudaya et al. (2023), Melinda et al. (2023),

which found that entrepreneurship-based education and learning can directly influence students' willingness to pursue a career. Become entrepreneurs. However, different results were expressed (Septiawati & Puspitasari, 2023), where the entrepreneurial education provided at schools or campuses has not influenced students' mindsets to become entrepreneurs because graduates prefer to become employees. The independent variable $X_2 \rightarrow Y$ has the value $T_{calculate} > T_{table}$; 2.525 is more significant than 2.315 and the sig value. 0.015 is smaller than 0.05, so variable X_2 influences interest in entrepreneurship, and the sixth hypothesis is rejected. These findings are in line with research (Nabila, 2023; I. Pratiwi et al., 2023; Rengganis et al., 2022; Risakotta & Sapulette, 2023; Susanti, 2021), the results of which both reveal that the family environment is the main factor that can build students' entrepreneurial spirit. However, Khairinal et al. (2022), Saputra (2021) and Yanny (2023), in their research, denied the impact of the family environment in influencing students' interest in entrepreneurship. Educational factors and the desire to succeed motivate students to become entrepreneurs.

Independent variable $X_3 \rightarrow Y$ has the value $T_{calculate} < T_{table}$, namely 0.521, which is smaller than 2.315, and the sig value. 0.605 is more significant than 0.050. So, X_3 does not significantly influence students' interest in entrepreneurship, and the seventh hypothesis is accepted. These findings are similar to research results by At-Thariq et al. (2018), Aryawiguna et al. (2022), revealing that the social environment of society does not influence students' entrepreneurial interest and willingness. However, his research expressed different results by Hidayati (2019), Nainggolan & Harny (2020), dan Rahmah (2021). It was revealed that the community environment was proven to influence students' interest in becoming business people.

The following will explain the results of the Path Analysis Test from this research, as follows:

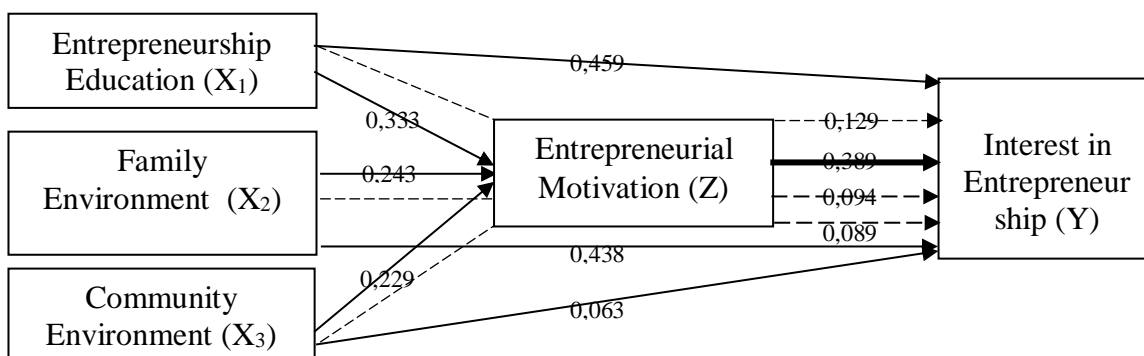


Figure 2. Path Analysis

Path analysis is listed in Table 5 below:

Table 5. Path Analysis Test Results

Variable	Beta Value
$H_8 : X_1 \rightarrow Z \rightarrow Y$	$0.333 \times 0.389 = 0.129$
$H_9 : X_2 \rightarrow Z \rightarrow Y$	$0.243 \times 0.389 = 0.094$
$H_{10} : X_3 \rightarrow Z \rightarrow Y$	$0.229 \times 0.389 = 0.089$

Source: Data Processed, 2023

The direct influence of $X_1 \rightarrow Y$ is 0.459. The indirect influence of $X_1 \rightarrow Z \rightarrow Y$: $0.333 \times 0.389 = 0.129$, so the value of the direct influence of $X_1 \rightarrow Y$ is greater than the

influence of indirect values $X_1 \rightarrow Z \rightarrow Y$. This means that motivation (Z) does not succeed in being a connecting variable between educational variables in influencing students' willingness to become entrepreneurs, the eighth hypothesis is rejected. The results of this research differ from the findings of Setyaningrum (2019), stating that motivation can be a link between entrepreneurship education and interest in entrepreneurship. These results differ from research results by Erwanada et al. (2021), Ritonga et al. (2022) and Widayanti et al. (2023), which found that motivation effectively connects entrepreneurship education to entrepreneurial interest.

On X_2 , the direct influence of $X_2 \rightarrow Y$ is 0.438, and the indirect influence of $X_1 \rightarrow Z \rightarrow Y : 0.243 \times 0.389 = 0.094$, then the direct influence value $X_2 \rightarrow Y$ is greater than the indirect influence value This means entrepreneurial motivation (Z) does not succeed in being a link between family environmental variables in influencing students' interest in entrepreneurship; the ninth hypothesis is rejected. These results align with the findings of Khairinal et al. (2022), Saputra (2021) and Yanny (2023), who revealed that motivation could not function as a connecting variable between the family environment and students' interest in starting a business. The result of the direct influence of $X_3 \rightarrow Y$ is 0.063, and the indirect influence of $X_3 \rightarrow Z \rightarrow Y : 0.229 \times 0.389 = 0.089$, then the direct influence value $X_3 \rightarrow Y$ is greater than the indirect influence value This means entrepreneurial motivation (Z) does not succeed in being a connecting variable for the community environment in influencing students' entrepreneurial interest; the tenth hypothesis is rejected. These results are to the findings of At-Thariq et al. (2018), Aryawiguna et al. (2022), which found that motivation was unsuccessful as a connecting variable between the community environment in influencing interest in entrepreneurship.

Meanwhile, to find out the results of simultaneous tests, the influence of the independent variable on the dependent is by looking at the f-count value with the f-table, and the significance level must be less than 0.050. The search results found an f-table value of 2.790.

The F test results can be found in Table 6 below:

Table 6. F Test Results

Variable	F	Sig.
$X_1, X_2, X_3 \rightarrow Z$	3,323	0.007
$X_1, X_2, X_3, Z \rightarrow Y$	5, 507	0,000

Source: Data Processed, 2023

Based on the data processing above, in the first equation, the f-values are calculated $X_1, X_2, X_3 \rightarrow Z$ obtained an f-count value of 3.323, more significant than the f-table 3.180 with sig. 0.007 is smaller than 0.050. It was revealed that X_1, X_2 . The results of this research support the findings of Rosyanti & Irianto (2019), Hidayat (2020), who both found the simultaneous influence of entrepreneurship-based learning, family, and social environment on students' entrepreneurial will. In the second equation, $X_1, X_2, X_3, Z \rightarrow Y$, calculated f-value is 5.507 which is greater than the f_{table} value 2.300, and the sig value 0.000 is less than 0.050. They reveal a simultaneous influence of variables X_1, X_2 , and X_3 on students' entrepreneurial interests. The results of this research support the findings Devi et al. (2019), Bahri & Trisnawati (2021), Saputra (2021), Risakotta & Sapulette (2023) that both the family environment and the community environment together influence students' willingness to build a business. However, the results of this research

differ from the findings by Khaerani & Handayanti (2022), where students' interest in entrepreneurship does not impact education, family environment, or social environment.

The results of the determination (R^2) of the research variables can be seen in table 7 below:

Table 7. Determination Test Results (R^2)

Model Summary				
Variable	R	R Square	Adjusted R Square	Std. Error of the Estimate
$X_1, X_2, X_3 \rightarrow Z$.569 ^a	.472	.318	3.658
$X_1, X_2, X_3, Z \rightarrow Y$.671 ^a	.451	.369	2.812

Source: Data Processed, 2023

R Square at $X_1, X_2, X_3 \rightarrow Z$ is worth 0.472, so the independent variable influences students' entrepreneurial motivation by 47.2%. Other factors influence the remaining 52.8%. Meanwhile, the second equation $X_1, X_2, X_3, Z \rightarrow Y$ has a value of 0.451, where the independent variable only has an influence of 45.1% on students' entrepreneurial interest, while 54.9% has an impact from other factors outside this research

CONCLUSION

According to the results of this research, motivation can be influenced by entrepreneurship education, family environment, and community environment, which are independent variables. Two of the three independent variables, namely X_1 and X_2 , succeeded in directly influencing students' entrepreneurial interest. However, X_3 needed to have influenced student interest. The connecting variable, namely motivation, fails to indirectly link X_1, X_2 , and X_3 to students' entrepreneurial interests. Simultaneously, the three independent variables in this research, namely X_1, X_2 , and X_3 , significantly impact students' entrepreneurial motivation and interest. The implications and impact of this research have succeeded in revealing the significant role of universities in producing alumni or graduates who become business people by providing motivation and interest in students through education, training, and entrepreneurship-based practices. Research also shows that the family environment influences students' motivation and interest in starting a business. Family involvement dramatically supports and encourages students to create job opportunities through independent entrepreneurship. Overall, the results of this research provide insight into the importance of entrepreneurship-oriented education in overcoming the problem of unemployment. Researchers realize that the number of variables and samples is still limited. Increasing the number of samples, variables, and research themes is recommended for further research.

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