

The Improvement of Students' Interest in Business in Economics Faculty, Ganesha Education University, Through Motivation and Knowledge of Entrepreneurship

Komang Krisna Heryanda
Departement of Management
Faculty of Economics
Universitas Pendidikan Ganesha
Singaraja, Indonesia
krisna.heryanda@gmail.com

Ni Made Dwi Ariani Mayasari
Departement of Management
Faculty of Economics
Universitas Pendidikan Ganesha
Singaraja, Indonesia
dwi.ariani1985@gmail.com

Komang Endrawan Sumadi Putra
Departement of Management
Faculty of Economics
Universitas Pendidikan Ganesha
Singaraja, Indonesia
Kmendrawan.sp@gmail.com

Abstract— *The study examined the effect of entrepreneurship motivation variables and entrepreneurial knowledge on the entrepreneurial interest of Undiksha Faculty of Economics students. After finding the influence of entrepreneurship motivation and entrepreneurship knowledge variables on Undiksha Faculty of Economics students' entrepreneurship interests, this research would identify various aspects so that the entrepreneurship interest of Undiksha Faculty of Economics students can be increased. This study took a sample of 85 students who had graduated from entrepreneurship courses from all study programs at the Faculty of Economics Undiksha. Data collection techniques were carried out by questionnaire, and data analysis used multiple linear regression analysis to determine the effect of entrepreneurial motivation variables and entrepreneurial knowledge on the entrepreneurial interests of the Faculty of Economics Undiksha students. The results found that the variables of entrepreneurial motivation and entrepreneurial knowledge affect the entrepreneurial interest of students of the Faculty of Economics undiksha. Entrepreneur motivation variable is significant and entrepreneurship knowledge is significant, which means that both of these variables partially affected the entrepreneurial interest of students of the Faculty of Economics Undiksha. R2 value of 0.767, which means 76.7% of Undiksha Faculty of Economics student entrepreneurship interest was influenced by entrepreneurial motivation and entrepreneurship knowledge, the remaining 23.3% is influenced by other variables was not included in this study.*

Keywords—*entrepreneurship; interest; knowledge; motivation*

I. INTRODUCTION

Entrepreneurship is one of the topics that has been mostly discussed in the world of education. At present almost all tertiary institutions focus on making their students reliable entrepreneurs in the future. Various kinds of methods are carried out either in the form of teaching about entrepreneurship, looking down directly at the world of entrepreneurship, or practicing it directly. This is understandable because of the increasingly of high workforce that is not in line with the growth of employment. That is why in the last decade both developed and developing countries have been racing to encourage their citizens to become entrepreneurs.

It is now important to introduce entrepreneurship in both countries, namely developed and developing countries [1]. In developed countries, such as the United States, entrepreneurship has been regarded as a way to spur innovation and technological progress, generate competition, and create jobs, leading to economic growth and national welfare [2]. One of the conditions for a country to become a developed country is, if the number of entrepreneurs reaches 2% of the total population. Indonesia itself has only 1.5% entrepreneurs from around 252 million people, so that Indonesia still needs around 1.7 million entrepreneurs to reach 2%. The average population in Indonesia chooses to become an employee rather than being an entrepreneur [3].

It is undeniable that Indonesia faces the problem of limited job opportunities for college graduates with the increasing number of intellectual unemployment lately. Data from the

Indonesian Central Statistics Agency states that the highest number of unemployed comes from tertiary education graduates [4]. The conditions faced will be further exacerbated by the situation of global competition, namely the ASEAN Economic Community (AEC) which will confront Indonesian tertiary graduates competing freely with graduates from foreign tertiary institutions. According to Rasyidi in [5], the large number of unemployment is caused by the lack of community entrepreneurial spirit. The trend shows that the higher the level of education, the greater the desire to get a safe job.

Entrepreneurship education it self has been part of the school curriculum since 2004, particularly for vocational schools and a number of tertiary institutions to increase students 'and students' insights about the existence of alternative professional fields of entrepreneurship. One of the challenges of the world of education in the future is how to change the mentality of the nation's children from taking too much to giving more, and from consuming too much goods and services, to produce more goods and services needed by human beings on earth [6].

Before increasing the number of entrepreneurs and reducing unemployment in Indonesia, the community must be aware of the importance of increasing entrepreneurial interest. Interest can be interpreted as a sense of pleasure or interest in something. Then, according to [7], interest in entrepreneurship is an interest, desire and availability of a person through ideas and innovations that have to work hard to meet their needs without fearing the risks that will occur, challenges acceptance, confidence, creative and innovative, as well as having the ability to meet their needs. An interest in being an entrepreneur is defined as one's desire to work independently or run his own business.

The interest to start entrepreneurship for students is already quite high, but the fear of failure, not having enough capital and not having the time to focus on developing their business are risk that prevents students from starting their own businesses. Reference [8] stated that the interests of students to become entrepreneurs are divided into four groups, namely: 1) Interest to start entrepreneurship in the near term, 2) Interest to start entrepreneurship in the next two years, 3) Interest to start entrepreneurship for the long term , and 4) No interest in entrepreneurship. Interest basically cannot be imposed on a person, because interest is a right for every human being. Factors that influence entrepreneurial interest according to Bygrave in [9] include personal, environmental and sociological.

One of the tertiary institutions in Bali that is currently aiming at developing an entrepreneurial spirit for graduating is Ganesha Educational University (Undiksha). Currently Undiksha has 8 faculties and postgraduate program. All faculties in Undiksha are required to prepare entrepreneurship learning for their students. It aims to create graduates who are able to compete in the era of globalization and free markets. It's just that currently the leader of Undiksha is still recognized that there are few number of Undiksha graduates who work as entrepreneurs. Some of Undiksha graduates are self-employed

as side jobs while focusing on working as employees and looking for work.

The Undiksha Faculty of Economics as one of the leading faculties which is expected to be able to produce entrepreneurs - new entrepreneurs also experiences the same thing as other faculties. The lack of Undiksha faculty of economics graduates who become entrepreneurs is that not much has been done to motivate their students to become entrepreneurs. There are quite a lot of activities that can encourage student interest in entrepreneurship such as holding entrepreneurship seminars by presenting local and national business actors, holding expo exhibitions for students, holding student creativity program contests and visiting business places. Quite a lot has been done to stimulate the interest in entrepreneurship students of the faculty of economics, but it has still not increased student interest in entrepreneurship.

The less-interest in entrepreneurship of Undiksha Faculty of Economics students is due to the lack of student knowledge about entrepreneurship. According to [10], knowledge is the result of sensing objects to be learned until being understood. Sensing occurs through the five human senses, namely the sense of sight, hear, smell, taste and touch. Most of human knowledge is obtained through the ears and eyes. Whereas knowledge consists of direct knowledge, that is knowledge obtained before a person becomes an entrepreneur, indirect knowledge obtained from various parties that occurs when a person before becoming an entrepreneur or when he becomes an entrepreneur [11]. This entrepreneurship knowledge can be obtained through entrepreneurship courses that most majors have applied to be studied by students. Entrepreneurship knowledge through entrepreneurship courses taught in tertiary institutions will increase knowledge in terms of entrepreneurship theory and practice in the form of direct plunge to sell products that have been created.

Interviews with some Undiksha Economics Faculty students who have taken entrepreneurship courses stated that they are more focused on achieving the value of the courses rather than increasing entrepreneurial knowledge which results in low student interest in entrepreneurship. The low interest of entrepreneurial students is due to the low level of knowledge they have about entrepreneurship. Knowledge from where to start a business is one of the proponents of their intention to entrepreneurship. Although they have taken entrepreneurship courses, they still do not know the actual effective ways to start entrepreneurship. The knowledge they get from lectures is more limited to the knowledge from the literature provided or by examples of existing entrepreneurs. The low knowledge of students about the world of entrepreneurship also causes them to dare to take risks to start a business so that it reduces their interest in entrepreneurship.

Another factor that caused the low interest in entrepreneurship at the Faculty of Economics students was entrepreneurship motivation. According to [12] motivation is a physical and mental activity. Physical activity can be in the form of persistence in doing a business and other activities that others can observe. Mental activity can be in the form of cognitive actions of business planning, organizing, monitoring, decision making and problem solving. With the strong

entrepreneurial motivation of students, it can certainly increase the number of young entrepreneurs in Indonesia. Most successful people have a strong motivation that drives their actions. Entrepreneurial motivation is also a driver to increase student interest in entrepreneurship. The level of entrepreneurial success depends on how much motivation is inside the student. So, the greater the motivation a person has, the greater the effort to realize his goals.

The results of interviews with several Undiksha Faculty of Economics students obtained information that only a few students had started entrepreneurship as a side job. The type of business they are involved in is only limited to side activities or just helping to promote the products of their relatives or friends. These businesses include food sales, clothing sales, cosmetics and women's accessories. This means that there is already an interest from several students for entrepreneurship, but lacks motivation to start their own business independently.

The purpose of this research is to find a strategy on how to increase student interest in entrepreneurship through entrepreneurial knowledge and entrepreneurial motivation. The benefit after this research is that it can help managers of the economics faculty to formulate policies in the future so that new entrepreneurs who have competitive products in the market are born.

II. LITERATURE REVIEW

A. *Entrepreneurial Interest*

According to the Language Center of the Ministry of National Education (2006), interest as a tendency for high hearts towards something, passion and desire. According to [13], interest is a feeling of prefer ability and a sense of interest in a thing or activity, without anyone asking. Factors that influence the growth of decisions for entrepreneurship are the result of the interaction of several factors, namely the character of a person's personality and environment. While [14] said, interest is a concentration of attention that is accidentally born with a full will and depends on talent and its environment. Then according to [15], entrepreneurship is the ability that exists in a person so that it can be utilized optimally to improve living standards.

Theory of Planned Behavior proposed by Ajzen and Fishbein regarding specific behaviors from within humans, explains that a behavior will be done if someone basically has the desire or plan to do it. In other words, the stronger the desire for someone to do something, the stronger the intention or motivation to display a behavior [16]. It can be concluded that if someone has a strong interest in doing something, then that person has accidentally created an intention or motivation to be able to do the activity. Intentions or motivations that already exist will indicate a behavior to carry out certain activities. Factors that encourage interest in entrepreneurship according to Bygrave in [9], include personal factors concerning aspects of personality, environmental factors relating to the relationship with the physical environment, sociological factors relating to relationships with family and so on.

Factors that encourage interest in entrepreneurship according to Bygrave in [9]:

- 1) Personal factors, concerning aspects of personality:
 - There is dissatisfaction with one's work
 - There is termination of employment, no other work
 - Encouragement due to aging
 - Courage to take risks
 - High commitment / interest in business
- 2) Environmental factors, concerning relationships with the physical environment:
 - There is competition in the world
 - There are resources that can be utilized such as capital, savings, inheritance, buildings, and strategic locations
 - Take business training courses or business incubators
 - Government policy, ease of business location
 - Credit facilities and business guidance.
- 3) Sociological factors, concerning relationships with family and so on:
 - The existence of relationships or relationships for others
 - There is a team that can be invited to work together in business
 - There is encouragement from parents to open a business
 - Family assistance in various facilities
 - Previous business experience

According to [17] indicators used to measure entrepreneurial interest include:

- 1) Independence

An entrepreneur who has started opening and running his own business will be more confident to be able to succeed in the future without the need to rely on others to get a job.
- 2) Help the social environment

The social environment that is around a new entrepreneur who opens a new business will also be helped by the existence of new jobs, so that an entrepreneur can help his social environment.
- 3) Feeling happy to be an entrepreneur.

Feeling happy about a job can make someone do the work activities optimally. Feeling happy to be an entrepreneur can also increase the tenacity and enthusiasm to fight until an entrepreneur is successful.

B. Entrepreneurial Knowledge

According to Sidi Gazalba in [18] knowledge is what is known or the result of knowing, and there is some knowledge possessed by humans, namely (1) ordinary knowledge, (2) scientific knowledge, (3) philosophical knowledge, (4) knowledge religious. According to Bloom in [19] knowledge is a memory in the brain based on what has been learned. Meanwhile, according to [20] knowledge is the ability to memorize, remember, understand or repeat information that has been given. Based on several definitions that have been explained by experts, it can be concluded that knowledge is the ability in terms of learning, remembering and storing in the human brain based on things that have been given so that humans know about information.

Entrepreneurial knowledge is the ability of humans in terms of remembering, studying and applying information in the brain, so that the brain can encourage the body to do entrepreneurial activities. Entrepreneurship knowledge can be obtained from entrepreneurship courses. Entrepreneurship courses can be theoretical and direct practice in the field by selling products. Entrepreneurship courses that are carried out attractively and fun will increase entrepreneurial interest in students. Entrepreneurial knowledge can also be obtained through the exchange of ideas with fellow entrepreneurs. Discussions conducted by entrepreneurs can open ideas and innovations about the business to be run. Students who are interested in opening a new business will often ask questions and learn about business with others who have already opened a business. That way, entrepreneurship knowledge is based on the material delivered by lecturers in tertiary institutions coupled with discussions with entrepreneurs to open ideas for business.

C. Entrepreneurial Motivation

When humans do an activity, it will be influenced by a psychological condition that drives it to do the activity. These psychological conditions originate in the human body and have a significant impact on the success. Psychological conditions or encouragement is called motivation. According to [21] motivation is related to impulse or strength within humans. Motivation is in humans that are not visible from the outside. Motivation is an impulse in humans that causes humans to do something. Entrepreneurial motivation is not carried out since someone was born, but entrepreneurial motivation can be trained, studied and developed. Entrepreneurial motivation is a force arising from a person to take or carry out activities related to the field of entrepreneurship.

According to [22], four factors motivate a person to become an entrepreneur, namely as follows:

1) Profit

Can determine how much profit is desired, the benefits received, and how much will be paid to other parties or employees.

2) Freedom

Free to set the time, free from supervisors, free from pressing rules, and free from organizational / company culture.

3) Personal dreams

Free to achieve the expected standard of living, free from repetitive work routines, because one must follow the vision, mission, and dreams of others.

4) Independence

Having a sense of pride, because it can be independent in all things, such as capital, independent in management or management, independent in supervision, and become a manager of himself.

Based on the description above, it can be concluded that entrepreneurship motivation is a psychological drive from within and outside oneself to be able to do entrepreneurship. With this encouragement, a person can determine what business he will manage as well as can determine his destiny in the future.

According to [23] indicators used to measure entrepreneurial motivation include:

1) Need for achievement

According to Sukmadinata in [24] the achievement motive is the motive to compete either with himself or with others in achieving the highest achievements. So it can be concluded that someone who has a need for high achievers will be easier to realize their business activities.

2) Risk taking

Someone with a need for high achievers will have a tendency to take personal risks. An entrepreneur must be able to take risks on decisions that are considered difficult. Decisions taken must of course be based on objective observations, so as to minimize failure. Therefore, the nature of risk-taking must be owned by an entrepreneur.

3) Uncertainty tolerance

Reference [24] defines tolerance for ambiguity as a tendency to see situations without definite results rather than an indication of certainty. An entrepreneur must be able to have the nature of uncertainty tolerance, so that the entrepreneur is not easily discouraged when his business gets obstacles.

4) Trust in yourself and others (locus of control)

Someone who has an external locus of control believes that the results are out of his control, whereas someone who has an internal control locus believes that his personal actions directly affect the outcome of an interaction. Trust in yourself and

others is interpreted as someone who is able to control his business both through himself and others and will affect the results.

5) Confidence

Someone who has high self confidence can change negative circumstances in a positive way. Someone who has a high level of trust will take his time, survive in difficult situations, manage and be able to develop his business plan to success.

6) Independence

Independence is meant to be free to set their own lives without depending on others. An entrepreneur is free in managing his own finances, not tied to any institution, and has plenty of time to be able to develop his own business.

7) Strong desire

A strong desire must be owned by an entrepreneur. Entrepreneurs who have a strong desire will be able to love their jobs and survive in difficult situations.

8) Creativity.

An entrepreneur must have a creative nature. With these characteristics, entrepreneurs can develop their business and have innovation so that they will find new ways to solve problems and face opportunities.

D. Thinking Framework

Entrepreneurial knowledge is a person's ability that is obtained through theories in the educational bench related to entrepreneurship and exchange experiences from fellow entrepreneurs. In addition, entrepreneurial knowledge can be obtained through a variety of media both print and electronic. The more a person receives information about entrepreneurial knowledge, it will have a positive impact in increasing entrepreneurial interest. Through entrepreneurial knowledge, a person can create various ideas and innovations in the field of entrepreneurship so as to create opportunities for entrepreneurship. Therefore, it is hoped that the easier access to a variety of knowledge about entrepreneurship is expected to increase entrepreneurial interest in students. Thus, the more entrepreneurial knowledge that is obtained, the more interest in entrepreneurship will grow in students. Entrepreneurial motivation is a psychological impulse from within a person's body that is used to do entrepreneurship. Great entrepreneurship motivation will encourage someone to be able to achieve success in entrepreneurship. Students who are aware of the urge to be able to live independently will automatically do entrepreneurship. Someone who already has a great motivation for entrepreneurship will indirectly have a positive impact to foster entrepreneurial interest. So that the greater the motivation for entrepreneurship in a person, the higher the interest in entrepreneurship. Choosing a career in the field of entrepreneurship is influenced by various factors including entrepreneurial knowledge, entrepreneurial motivation and family environment. Entrepreneurship knowledge obtained through entrepreneurship courses will increase understanding of entrepreneurship from various

aspects, namely financial, location, marketing and so on. Motivation of entrepreneurship from within a person also has a very important role in supporting one's success in becoming an entrepreneur. With great motivation, one can become a successful entrepreneur. It can be concluded that the more entrepreneurial knowledge, and high entrepreneurial motivation, the higher one's interest in entrepreneurship. This study looks at whether there is an influence between the variables of entrepreneurial knowledge (X_1), and entrepreneurship motivation (X_2) on the variable of entrepreneurial interest (Y) presented in the following figure.

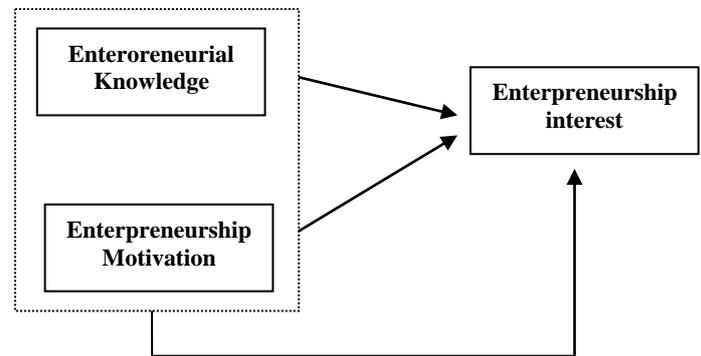


Fig I. Research Paradigm

Based on the description of the theory and frame of mind, a hypothesis can be formulated as follows:

H1: There is an effect of Knowledge of Entrepreneurship, and Simultaneous Motivation of Entrepreneurship on Entrepreneurial Interest in Undiksha Faculty of Economics students.

H2: There is a positive influence of Entrepreneurship Knowledge on Entrepreneurial Interest in Undiksha Faculty of Economics students.

H3: There is a positive influence of Enterpreneurial Motivation on Enterpreneurial Interest in Undiksha Faculty of Economics studenta.

III. METHOD

This research was conducted to determine the effect of entrepreneurship motivation and entrepreneurial knowledge on the entrepreneurial interest of Undiksha Faculty of Economics students. The variables in this study consisted of the independent variables namely the variables that influence and the dependent variable are the variables that are affected or are the result due to the independent variables [25]. In this study the independent variable were entrepreneurship motivation and entrepreneurship knowledge, while the dependent variable was entrepreneurial interest. Based on the characteristics of the problem under study, the research design used in this study is a causal design that is useful for analyzing the relationships between one variable and another [26].

The subjects of this study were Undiksha Faculty of Economics students who had received entrepreneurship course. The objects in this study were entrepreneurial motivation, entrepreneurial knowledge, and entrepreneurial interest. The population in this study were all students from five study programs in the Faculty of Economics Undiksha and have taken entrepreneurship courses. By using the Slovin formula at a 90% confidence level, a sample of 85 students was obtained.

The technique used for data collection was in the form of a questionnaire. Researchers distributed questionnaires to respondents containing questions related to entrepreneurship motivation and entrepreneurial knowledge, as well as questions related to entrepreneurial interests to Undiksha Faculty of Economics students. In addition to using a questionnaire in obtaining data, data collection techniques using documentation were also used in this study. The documentation data collection technique is a data collection technique that focuses on records of events that have passed.

Data analysis method used in this research was multiple regression analysis method. This multiple regression analysis method was used to find out whether there is an influence between the independent variable (X) on the dependent variable (Y). Data processing was assisted with the SPSS version.17 program.

IV. RESULT AND DISCUSSION

A. *Validity and Reliability*

The results of the validity test calculations on the items of entrepreneurial knowledge were all above the R-table (0.2133). This means that all statements from the entrepreneurial knowledge variable were valid. Likewise for the reliability test, in which the cronbach's alpha value of $0.866 > 0.60$ was obtained, which meant the statement of reliable entrepreneurial knowledge variables. The validity test of the entrepreneurship motivational statement items were all above the R-table (0.2133). This means that all statements from the entrepreneurial motivation variable were valid. Likewise for the reliability test, which obtained a Cronbach's alpha value of $0.818 > 0.60$ which meant a reliable statement of entrepreneurial motivation. The validity tests on the items of statement of entrepreneurial interest were all above the R-table (0.2133). This means that all statements of the variable entrepreneurial interest were valid. Likewise for the reliability test, which obtained a Cronbach's alpha value of $0.903 > 0.60$ which meant a statement of reliable entrepreneurial interest.

B. *Multiple Linear Regression*

Data processing using multiple linear regressions obtained the following equation.

$$Y = 1,675 + 0.445 X_1 + 0.350 X_2 + e$$

The coefficient X_1 of 0.445 meant that if the entrepreneurial knowledge increases by one unit, the interest in entrepreneurship of Undiksha economics faculty students increased by 0.445 units. Coefficient X_2 of 0.350 means that if

the motivation of entrepreneurship increased by one unit, the interest in entrepreneurship of undiksha economics faculty students increased by 0.350 units. From the two coefficients it could be concluded that the effect of entrepreneurial knowledge was higher than the effect of entrepreneurial motivation on student entrepreneurial interest. Concurrent test or F-test results obtained 134.70 with a p-value of $0.00 < 0.05$, which means simultaneously variables entrepreneurship knowledge and entrepreneurial motivation significantly influence student interest in entrepreneurship. The t-value of the entrepreneurial knowledge variable was 5.65 with a p-value of $0.00 < 0.05$, which means entrepreneurial knowledge had a positive and significant effect on student entrepreneurial interest. The t-value of the entrepreneurship motivation variable was 3.19 with a p-value of $0.002 < 0.05$, which means that the variable of entrepreneurship motivation had a positive and significant effect on student entrepreneurial interest. R² value of 0.767 which means 76.7% of the variables of entrepreneurial interest in Undiksha economics faculty students was influenced by entrepreneurial knowledge and entrepreneurial motivation, while the remaining 23.3% was influenced by other variables not included in this study.

C. *The Effect of Entrepreneurial Knowledge on Student Entrepreneurial Interest in the Faculty of Economics Undiksha*

Based on the results of the research that had been done, it could be seen that partially entrepreneurial knowledge had a positive and significant effect on the entrepreneurial interest of Undiksha Faculty of Economics students. The results of this study were consistent with the results of research conducted by [27] which stated that Entrepreneurial Knowledge has a positive effect on Entrepreneurial Interest. Entrepreneurial knowledge was the result of the process carried out by the human senses to observe, hear and feel what other entrepreneurs do and produce so that the human being knows about the entrepreneurial profession. Someone who already has entrepreneurial knowledge will be more careful in analyzing and making decisions in the continuation of his business. Entrepreneurship knowledge that students gain in higher education through entrepreneurship courses can help students in analyzing the aspects of location, finance, etc. related to entrepreneurship. Entrepreneurial knowledge will instill entrepreneurial values that will later shape the mindset and mental attitude of entrepreneurship so that it will increase entrepreneurial interest in students. Undiksha Faculty of Economics has been providing entrepreneurship courses in every major. The low alumni of the Faculty of Economics Undiksha became an entrepreneur due to the lack of entrepreneurial knowledge gained by students during their lectures. This is one of the challenges for the Undiksha faculty of economics to continue to strive to increase students' entrepreneurial knowledge so as to increase student entrepreneurial interest. According to [6] the implementation of entrepreneurship programs carried out in class and outside the classroom through 3 (three) stages of teaching and learning activities. The first stage is to provide provisions on the basic concepts of entrepreneurship, principles and

business law, theory of opportunity and business opportunities, and the dynamics of life throughout the history of the local and global economy. The aspects that are focused at this stage are cognitive and affective aspects that apply in the business world, with all the dynamics and changes in cultural history and the activities of human business life. The second stage increases understanding of reality, life info, and business objects with their application in the field through the study of cases that occur or apply in the business world. These cases involve operational, managerial, and business moral ethics aspects, as well as the actual issues that are the topic or topic of discussion today. At this stage the provision of entrepreneurship knowledge is emphasized in the effort to understand the problems and alternative solutions that can be contributed by the entrepreneurial community to contribute to coloring world life on a local, regional, national or global scale. The third stage is the discovery or creation of productive actions in the form of products that have a competitive advantage in the future. The product can be in the form of a bright idea, a business plan, or a business feasibility study that has great potential to be realized in the future when it has become a college alumni. At this stage the activities are focused on solving cases, drafting business plans, and carrying out field orientation. Besides giving material and assignments by lecturers, students expect the faculty of economics to invite business people (practitioners) to provide knowledge and share experiences. This aims to be able to provide direct knowledge from business actors so that they will get a lot of practical knowledge about the world of entrepreneurship both regarding opportunities, obstacles, and challenges in the future. The knowledge of these business actors will certainly greatly increase the knowledge of students in determining the steps to be taken when they become entrepreneurs.

D. The Effect of Entrepreneurial Motivation on Student Entrepreneurial Interest in the Faculty of Economics Undiksha.

The results showed that entrepreneurship motivation had a positive effect on the entrepreneurial interest of Undiksha economics faculty students. The results of this study were consistent with the results of research conducted by [24] which states that Entrepreneurial Motivation has a positive effect on Entrepreneurial Interest. Entrepreneurial motivation is a psychological condition or can be referred to as psychological encouragement from within and outside oneself to carry out entrepreneurial activities. Motivation will encourage the ability of individuals through certain activities to achieve goals. Motivation from within a person plays a role in providing mental strength to perform an action because of a need or desire, while motivation from someone's outside self plays a role in giving impetus to do what others do in entrepreneurship. Motivation from within is very giving a big influence on what someone will achieve. Various attempts have been made to increase the motivation of entrepreneurship students in the Undiksha faculty of economics. These efforts include providing space for students to channel their ideas through the Student Creativity Program and also the Student Entrepreneurship Program. The activity was strongly supported by the leadership of the faculty by

involving lecturers to become supervisors so that students could discuss so that the ideas they had could be put into writing. The supervisor also has the role of motivating students to further enhance innovations from their ideas so that they can be actualized. According to [28] there are several ways that can be used to increase student entrepreneurship motivation. Setting a goal with rational reasons is a way to motivate student entrepreneurs. Everyone wants to be a "Boss" is a rational reason to motivate students to become entrepreneurs. Motivation with strong and rational reasons will strengthen students to choose their way of life in entrepreneurship. The increasingly narrow jobs that will be contested can also be a reason for students to choose entrepreneurship. With entrepreneurship, students can not only fulfill their daily needs but can also open jobs for others. The next way is to provide books of successful characters in entrepreneurship. So far, books on entrepreneurship in the campus library have been dominated by books on entrepreneurship knowledge. Providing a biography of a successful entrepreneur can be one of the motivations for student entrepreneurship. A book about a person's life journey winding to achieve success in entrepreneurship will make students inspired to be an entrepreneurs. Inviting business communities around campus can also motivate students to become entrepreneurs. The business community is expected to provide tips and tricks on becoming an entrepreneur can be invited to the campus to provide direction and input for students to become entrepreneurs. The business community that can work together with the campus is expected to be able to recruit students to join so that the desire to become entrepreneurs is getting stronger. This business community can be a place for students to exchange ideas or find solutions to get solutions to the obstacles they face as entrepreneurs. Presenting young entrepreneurs to give lectures can also be a solution to increase student motivation in entrepreneurship. Successful young entrepreneurs can talk about the constraints they face as well as solutions when starting a business. Obstacles encountered at the beginning of starting a business are usually obstacles that greatly reduce student entrepreneurial intentions. With the existence of young entrepreneurs providing input on these obstacles and solutions, students are expected not to be afraid to become entrepreneurs.

V. CONCLUSION AND SUGGESTIONS

Based on the results of previous studies and discussions can be concluded as follows.

- 1) Entrepreneurial knowledge and entrepreneurial motivation influenced the entrepreneurial interest of students of the Faculty of Economics, Ganesha University of Education
- 2) Entrepreneurial knowledge has a positive and significant effect on entrepreneurial interest in students of the Faculty of Economics, Ganesha University of Education.
- 3) Entrepreneurial motivation has a positive and significant impact on entrepreneurial interest in

students of the Faculty of Economics, Ganesha University of Education.

Suggestions that can be given from the results of this research are as follows.

- 1) The Faculty of Economics of the Ganesha University of Education is advised to continue to improve the entrepreneurial knowledge of its students through the introduction of basic concepts of entrepreneurship, recognition of problems encountered in the field, and actions that can be taken when facing obstacles. The need for an introduction to the business world by inviting students to go to the field will be able to provide knowledge and direct experience for students.
- 2) Increasing the motivation of entrepreneurship to continue to be improved through providing guidance to students, presenting alumni who have become entrepreneurs to provide motivation, inviting the business community to provide tips and tricks on becoming entrepreneurs, and extending books on figures who have become entrepreneurs to become sources of inspiration for students.

REFERENCES

- [1] N. Ozaralli and N. K. Rivenburgh, "Entrepreneurial Intention: Antecedents to Entrepreneurial Behavior In The U.S.A. And Turkey," *J. Glob. Entrep. Res.*, vol. 6, no. 3, 2016.
- [2] B. Holmgren, "A Distributed Surface Energy Balance Model for Complex Topography and Its Applications to Storglaciaren, Sweden," *J. Glaciol.*, vol. 51, pp. 25–36, 2005.
- [3] Loso, "Kecenderungan Sarjana Menjadi Pegawai Negeri Sipil Yang Berdampak Pada Rendahnya Minat Berwirausaha Di Eks Karesidenan Pekalongan," *J. Pena Justisia*, vol. 7, no. 13, 2008.
- [4] U. Setiadi, "Suatu Pemikiran Mengenai Pendekatan Kembali Antara Dunia Pendidikan S1 Manajemen Dengan Dunia Kerja," in *Prosiding Konferensi Merefleksi Domain Pendidikan Ekonomi dan Bisnis*, 2008.
- [5] Ariantisa, "Studi kewirausahaan pada mahasiswa Universitas Brawijaya," *J. Eksek.*, vol. 5, pp. 281–292, 2008.
- [6] N. Suharsono, *Pendidikan Kewirausahaan Dari Teori Ke Aplikasi Model Patriot Sejati*. Jakarta: Raja Grafindo Persada, 2018.
- [7] I. F. Fuadi, "Hubungan Minat Berwirausaha dengan Prestasi Praktik Kerja Industri Siswa kelas XII Teknik Otomotif SMK Negeri 1 Adiwerna Kabupaten Tegal," *J. PTM*, vol. 9, pp. 92–98, 2009.
- [8] Y. Budiati, T. E. Yani, and N. Universari, "Minat mahasiswa menjadi wirausaha (studi mahasiswa fakultas ekonomi universitas Semarang)," *J. Din. Sosbud*, vol. 14, no. 1, pp. 89–101, 2012.
- [9] A. Buchori, *Kewirausahaan*. Bandung: Alfabeta, 2011.
- [10] S. Notoatmodjo, *Pendidikan dan Perilaku Kesehatan*. Jakarta: PT. Rineka Cipta, 2007.
- [11] L. Widayana, *Knowledge Management, Meningkatkan Daya Saing Bisnis*. Malang: Bayu Media, 2005.
- [12] K.-P. Schulz, K. Finstad-Milion, and S. Janczak, "Educating corporate sustainability – A multidisciplinary and practice-based approach to facilitate students' learning," *J. Clean. Prod.*, vol. 198, pp. 996–1006, 2018.
- [13] Slameto, *Belajar dan Faktor - Faktor yang Mempengaruhinya*. Jakarta: PT. Rineka Cipta, 2003.
- [14] A. Sujanto, *Psikologi Umum*. Jakarta: Aksara, 2004.
- [15] Hendro, *Dasar-Dasar Kewirausahaan*. Jakarta: Penerbit Erlangga, 2011.
- [16] Jogiyanto, *Sistem Informasi Keperilakuan*. Yogyakarta: Andi Offset, 2007.
- [17] Zimmerer, M. Scarborough, and Wilson, *Kewirausahaan dan Manajemen Usaha Kecil*. Jakarta: Salemba Empat, 2008.
- [18] B. Salam, *Etika Sosial. Asas Moral Dalam Kehidupan Manusia*. Jakarta: PT. Rineka Cipta, 2005.
- [19] Winkel and S. Hastuti, *Bimbingan dan Konseling Di Institusi Pendidikan*. Yogyakarta: Media Abadi, 2006.
- [20] H. Djaali, *Psikologi Pendidikan*. Jakarta: Bumi Aksara, 2012.
- [21] Y. Suryana and K. Bayu, *Kewirausahaan Pendekatan Karakteristik Wirausahawan Sukses*. Jakarta: Kencana, 2010.
- [22] L. Saiman, *Kewirausahaan, Teori, Praktik, dan Kasus-Kasus*. Jakarta: Salemba Empat, 2009.
- [23] S. S., L. E.A, and Collins C.J., "Entrepreneurial Motivation," *Hum. Resour. Manag. Rev.*, pp. 263–269, 2003.
- [24] S. F. Wanto, "Hubungan Kemandirian dan Motivasi Berwirausaha dengan Minat Berwirausaha Siswa Kelas SMK N 1 Seyegan," Universitas Negeri Yogyakarta, 2014.
- [25] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, R&D*, 13th ed. Bandung: Alfabeta, 2011.
- [26] H. Umar, *Riset Sumber Daya Manusia Dalam Organisasi*, 4th ed. Jakarta: Gramedia Pustaka Utama, 2004.
- [27] M. Mustofa, "Pengaruh Pengetahuan Kewirausahaan, Self Efficacy, Dan Karakter Wirausaha Terhadap Minat Berwirausaha Pada Siswa Kelas Xi Smk Negeri 1 Depok Kabupaten Sleman," Universitas Negeri Yogyakarta, 2014.
- [28] M. A.D and E. Rahardja, "Analisis Faktor-Faktor Motivasi Yang Mempengaruhi Minat Berwirausaha.," 2012.