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## The Influence Of Knowledge, Motivation, And Entrepreneurial Spirit On The Entrepreneurial Interest Of Nobel Indonesia Institute

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This study aims to analyze (1) The partial influence of the variables of knowledge, motivation, and entrepreneurial spirit on the entrepreneurial interest of students at the Nobel Indonesia Institute of Technology and Business. (2) The simultaneous influence of the variables of knowledge, motivation, and entrepreneurial spirit on the entrepreneurial interest of students at the Nobel Indonesia Institute of Technology and Business. (3) The most dominant variable influencing the entrepreneurial interest of students at the Nobel Indonesia Institute of Technology and Business.

This study uses a quantitative method. This research was conducted on the campus of the Nobel Indonesia Institute of Technology and Business. The determination of the sample size uses the Slovin formula, which totals 81 students and data collection uses a questionnaire.

The results of the study show that (1) Partially, the variable of entrepreneurial knowledge does not significantly and positively influence the entrepreneurial interest of students at the Nobel Indonesia Institute of Technology and Business, while the variables of motivation and entrepreneurial spirit significantly and positively influence the entrepreneurial interest of students at the Nobel Indonesia Institute of Technology and Business. (2) Simultaneously, the variables of knowledge, motivation, and entrepreneurial spirit have a positive and significant effect on the entrepreneurial interest of students at the Nobel Indonesia Institute of Technology and Business. (3) The variable of entrepreneurial spirit is the most dominant variable influencing the entrepreneurial interest of students at the Nobel Indonesia Institute of Technology and Business.

**Keywords:** Entrepreneurial Knowledge, Entrepreneurial Motivation, Entrepreneurial Spirit, Entrepreneurial Interest, Students of the Nobel Indonesia Institute of Technology and Business.

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### A. Introduction

Indonesia is one of the countries with the fourth largest population in the

world, after China, India, and the United States. Currently, Indonesia is experiencing a demographic bonus

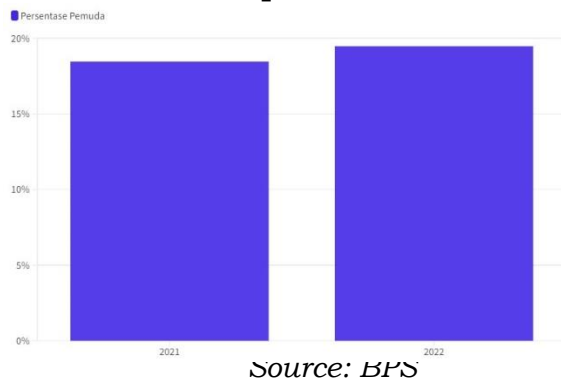


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period, where more than 68% of the total population is in the productive age, which is more than the unproductive age. The number of productive age population in Indonesia also affects the declining unemployment rate and the dwindling number of job opportunities. Unemployment is one of the main problems faced by Indonesia, especially with the Industrial Revolution 4.0 which increases competition in the world of work. The industrial revolution created fierce competition, requiring individuals to prepare well to compete with people from other countries in facing these challenges (Aini & Oktafani, 2020).

**Figure 1.1 Statistics on the Number of Youth Entrepreneurs in 2021-**



In 2022, around 19.48% of Indonesia's youth started their own businesses, showing an increase of 1.02% compared to 2021, where only 18.46% of youth became entrepreneurs. Young entrepreneurs in Indonesia operate in various sectors, including services, agriculture, and manufacturing. They run the business in various ways, such as working alone, assisted by unpaid workers, or assisted by paid workers.

On the other hand, we are faced with the fact that the number of entrepreneurs in Indonesia is still limited and the quality has not reached an impressive level. Based on data from the Global Entrepreneurship Monitor (GEM) Indonesia 2022-2023, the entrepreneurship rate in Indonesia is

3.4%. This figure is still relatively low compared to other countries in Southeast Asia, such as Singapore (8.76%), Thailand (4.26%), and Malaysia (4.74%) (Bisnis.com, 2023). Therefore, the development of entrepreneurship in Indonesia is an urgent issue to ensure the success of future development. Seeing this situation, the state of Indonesia has embarked on a strong effort to inspire and expand knowledge about entrepreneurship. Both at the high school and college levels, this is the main goal to provide motivation and a deeper understanding of the importance of entrepreneurship. In addition, planning is also needed to turn students into individuals who have the ability to create job opportunities, not only as job seekers, but as entrepreneurs. One of the steps to create entrepreneurial awareness is to cultivate an interest in entrepreneurship. Students who have personal interests will feel motivated to explore knowledge about entrepreneurship more seriously (Hasniati & Syahrudin, 2022).

In this regard, knowledge and understanding of entrepreneurship are very important in the initial preparation to enter the world of entrepreneurship, such as optimizing the use of resources, cost efficiency, and other aspects, by forming a progressive mindset in students. This knowledge is obtained through entrepreneurship courses, which are undertaken in the third semester with a theoretical and practical approach. The purpose of organizing this course is to provide students with comprehensive knowledge before students decide to become an entrepreneur. In addition to knowledge, universities have an important role in providing motivational encouragement, teaching business opportunities, and managing businesses, all of which aim to increase student motivation in forming a person's interest in

entrepreneurship. Entrepreneurial motivation, which is an internal drive for independence, self-confidence, future-oriented, creativity, and the courage to take risks, affects the extent to which a person is interested in engaging in entrepreneurial activities. The role of motivation in entrepreneurship can be likened to the fuel that drives the engine. The right entrepreneurial motivation will encourage individuals to behave actively in running a business, but if the motivation is too strong, this can have a negative impact on the effectiveness of the business. Motivation also functions to influence an individual's interest in entrepreneurship (Ari Susanti, 2018). According to the Ministry of Education and Culture (2023), entrepreneurship education in higher education has an important role in improving student entrepreneurial competence. Such education can help students to develop the skills and knowledge needed to become successful entrepreneurs.

The introductory courses in business and entrepreneurship are designed to encourage and motivate students, preparing students to face the challenges of the business world after graduation. The combination of knowledge, motivation and entrepreneurial spirit is the key for students to achieve success in entrepreneurship. When students graduate and enter society, they are expected to have accumulated enough knowledge and mental readiness to become successful entrepreneurs.

In addition to entrepreneurial knowledge and motivation, the entrepreneurial spirit also has a very important role. In this regard, the entrepreneurial spirit is an attitude and behavior that shows the willingness to realize innovative and creative ideas into the real world creatively. Entrepreneurial spirit can also be interpreted as the ability to see

opportunities and take action to take advantage of those opportunities. The entrepreneurial process requires a willingness to take risks with consideration, so that the obstacles faced can be overcome in order to achieve the desired success.

Generally, entrepreneurs use their intelligence to optimize limited resources. To overcome the problem of poverty, it is important to foster an entrepreneurial spirit. An entrepreneurial spirit will encourage an independent attitude, so that individuals can create a better life without relying on others. One of the steps to develop the soul is to cultivate an interest in entrepreneurship. Entrepreneurial interest is a feeling of enthusiasm and interest in business activities that involve courage in facing risks in order to achieve profits. The interest in entrepreneurship arises because of the encouragement to practically test the knowledge and information possessed (Murniati et al., 2019).

Higher education is expected to no longer be an economic burden, but an investment that provides tangible results in shaping individuals who are ready to face challenges in the professional and business world. One method to reduce poverty is through entrepreneurship. According to Trihatmoko & Harsono (2017: 21), entrepreneurship is an activity by utilizing resources owned by a person or organizationally with the aim of providing added value to resources in a sustainable manner.

Today's students are growing up in a digital era full of innovation and creativity. Students have extensive access to information and technology, so they can easily learn and experiment. Entrepreneurship is one way to express creativity. Through entrepreneurship, students can also create new products

or services that have never existed before, as well as provide solutions to problems faced by society. Efforts to increase students' interest in pursuing a career as an entrepreneur can be realized through entrepreneurship education. One of them is by aligning courses into the mandatory curriculum that students must follow, as well as through business practice activities and entrepreneurship seminars.

The Nobel Institute of Technology and Business Indonesia is one of the universities that requires its students to take introductory courses in business and entrepreneurship. This course is integrated into a learning curriculum that includes entrepreneurship theory and practice. The vision of Nobel Indonesia Institute is to become an international university and excel in innovation and business. Meanwhile, the mission of Nobel Indonesia Institute is to educate human resources who are *entrepreneurial* and globally competitive through education, research, and community service, based on the values of NOBEL (*Network, Open-minded, Businesslike, Entrepreneurship, and Lead*). Nobel Indonesia Institute, known by the *tagline Home For Entrepreneur*, is actively committed to training students to not only succeed academically, but also have an entrepreneurial mindset. This initiative is reflected in the mandatory policy of participating in the *Entrepreneurship Basic Programme* for all students on the Nobel Indonesia Institute campus, a routine program organized by the NEC (*Nobel Entrepreneurship Center*). This program, specifically designed to prepare students for a future full of challenges and uncertainties.

In addition to participating in *the Entrepreneurship Basic Programme*, Nobel Indonesia Institute also provides various other programs for students to participate in such as the Student

Creativity Program (PKM), the Independent Entrepreneurial MBKM Program (WMK) and MBKM Entrepreneurship as well as Internal SMEs such as Capital Market Lovers (PPM) and Charismatic Competent Creative Young Entrepreneurs (PM3K), which are held in the form of training and sharing sessions with resource persons from academics and Professional entrepreneurship, aims to make students understand the mindset and character of an entrepreneur. With a focus on business management, product creation, branding, marketing, financial management, and human resource management, this activity is expected to provide Nobel Indonesia Institute students with an in-depth understanding of the world of entrepreneurship.

In the researcher's observation, it was found that the problem related to Nobel Indonesia Institute students is that entrepreneurial practice is only carried out when attending entrepreneurship courses. This seems to be the fulfillment of duties without any interest in developing a business more proactively. In addition, other problems can also be seen from the lack of the number of students who take part in the Student Creativity Program (PKM), the Independent Entrepreneurial MBKM Program (WMK) and the Entrepreneurship MBKM that have been launched by the Ministry of Education and Culture supported by all universities in Indonesia, including Nobel Indonesia Institute. The researcher conducted research on Nobel Indonesia Institute students starting from the 2020, 2021, and 2022 batches who have programmed courses related to entrepreneurship. The introductory course on business and entrepreneurship is applied at Nobel Indonesia Institute with the hope of generating and developing high

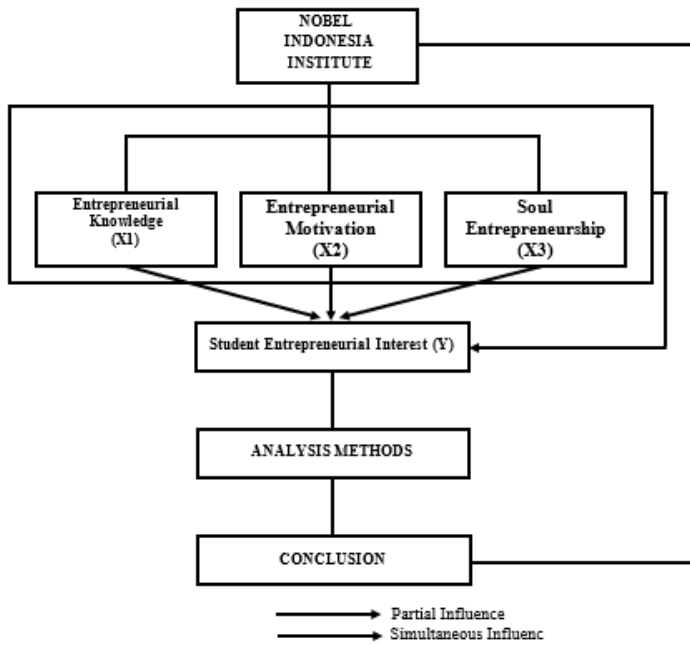
knowledge, motivation, and entrepreneurial spirit in students of the Nobel Institute of Technology and Business Indonesia. But in reality, interest in implementing entrepreneurship with the knowledge that students have acquired during lectures is still not in demand among students. Academic data shows that in the last three years, student participation in the Student Creativity Program (PKM) has been very low, where only 79 students have participated in the program. Of these, there are 27 students from the class of 2020, 38 students from the class of 2021, and only 14 students from the class of 2022 who participated. In addition to PKM, there is also the MBKM Entrepreneurship Program launched by the Ministry of Education and Culture in 2022 and can be attended by students in semesters 3, 5 and 7. Of the total 440 students of the 2020, 2021, and 2022 batches as active students at Nobel Indonesia Institute, only 16 of them have participated in this program and started their own businesses.

An interesting phenomenon that occurs on the Nobel Indonesia Institute campus today is the low interest in entrepreneurship among students, even though the campus has prepared infrastructure as a center of excellence in business education. Efforts to encourage entrepreneurship have been carried out by integrating introductory business and entrepreneurship courses into the compulsory curriculum, organizing business practice activities such as the Student Creativity Program (PKM), entrepreneurship seminars, and providing business incubator facilities and the MBKM Entrepreneurship Merdeka (WMK) program that has been launched by the Ministry of Education and Culture. Basically, there is a discrepancy between these efforts and the low interest in entrepreneurship

among Nobel Indonesia Institute students. Indicators of this discrepancy can be seen based on data from *student affairs tracer studies* where many alumni prefer to find jobs in various agencies rather than running their own businesses, as well as the lack of students who are running a business.

Facts and empirical evidence show that despite the integration of introductory business and entrepreneurship courses in the compulsory curriculum and the availability of various entrepreneurship support programs and facilities, interest in entrepreneurship among students is still low. This is a problem that requires further research to explore this phenomenon through data from surveys, or direct observation of students and stakeholders related to this that will help identify the factors that affect the low interest in entrepreneurship of students at Nobel Indonesia Institute. In addition, there is a connection between research issues and existing theories, such as the relationship between knowledge, motivation, and entrepreneurial spirit to students' entrepreneurial interest on the Nobel Indonesia Institute campus. This research can explore the relationship between factors that affect entrepreneurial interest, through psychological approaches, curriculum aspects, environmental factors, or individual motivation.

**Figure 1.2 Thinking Framework**



given a score of 1-5 in the form of a likert scale and processed using the SPSS statistical analysis tool version 22.

**C. Result and Discussion**

**Result**

**Validity Test**

Validity test is a method used to ensure that the research data obtained is accurate and trustworthy. The research instrument is considered valid or feasible to be used in hypothesis testing if the Corrected Item-Total Correlation value shows a positive and statistically significant correlation.

**Table 1.1 Validity Test Results**

Variable	Item	R Calculate	R Table	Information
Entrepreneurial Knowledge (X1)	X1.1	0.646	0.218	Valid
	X1.2	0.581	0.218	Valid
	X1.3	0.715	0.218	Valid
	X1.4	0.617	0.218	Valid
	X1.4	0.713	0.218	Valid
	X1.6	0.671	0.218	Valid
	X1.7	0.523	0.218	Valid
	X1.8	0.573	0.218	Valid
	X1.9	0.653	0.218	Valid
Entrepreneurial Motivation (X2)	X2.1	0.815	0.218	Valid
	X2.2	0.718	0.218	Valid
	X2.3	0.811	0.218	Valid
	X2.4	0.845	0.218	Valid
	X2.5	0.810	0.218	Valid
	X2.6	0.894	0.218	Valid
	X2.7	0.864	0.218	Valid
	X2.7	0.856	0.218	Valid
Entrepreneurial Spirit (X3)	X3.1	0.856	0.218	Valid
	X3.2	0.829	0.218	Valid
	X3.3	0.888	0.218	Valid
	X3.4	0.839	0.218	Valid
	X3.5	0.779	0.218	Valid
	X4.6	0.845	0.218	Valid
	X4.6	0.845	0.218	Valid
Entrepreneurial Interest (Y)	Y.1	0.826	0.218	Valid
	Y.2	0.873	0.218	Valid
	Y.3	0.901	0.218	Valid
	Y.4	0.874	0.218	Valid
	Y.5	0.846	0.218	Valid
	Y.6	0.879	0.218	Valid
	Y.7	0.874	0.218	Valid

Based on the table of validity test results, it can be seen that each statement item has been tested with a sample of 81 respondents. In this calculation, the degree of freedom (df) is obtained by the formula  $df = n - 2$ , so  $df = 81 - 2 = 79$ . The corresponding table r value is 0.218. Each statement item in the table has a calculated r value that is greater than the table's r value (0.218), indicating that all of the statement items are valid.

**Reliability Test**

This reliability test aims to evaluate the questionnaire as an indicator of a variable. Reliability was measured using Cronbach's alpha ( $\alpha$ ) statistics. A variable is considered reliable if it shows a value of Cronbach's alpha  $> 0.60$ .

**Table 1.2 Reality Test Results**

Variable	N of Items	Cronbach's Alpha	Reality Standards	Information
Entrepreneurial Knowledge (X1)	9	0.928	0,60	Reliable
Entrepreneurial Motivation (X2)	7	0.920	0,60	Reliable
Entrepreneurial Spirit (X3)	6	0.916	0,60	Reliable
Entrepreneurial Interest (Y)	7	0.945	0,60	Reliable

**Data source: SPSS Version 22 output**

Based on the results of the X1 variable reality test above, it can be seen that each variable shows a Cronbach's Alpha value that is higher than the set reliability standard, which is 0.60. Therefore, all statement items from each indicator in this study can be declared reliable.

**Multiple Linear Regression Analysis**

This study uses multiple linear regression analysis with the intention of testing the hypothesis about the impact of independent variables on dependent variables related to the Entrepreneurial Interest of Nobel Indonesia Institute students.

**Table 1.3**  
**Multiple Linear Regression Results**  
**Coefficients<sup>a</sup>**

a. Dependent Variable: Entrepreneurial Interest

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	-1.453			-.929	.356
Entrepreneurial Knowledge (x1)	.081	1.564	.103	<b>1.643</b>	.104
Entrepreneurial Motivation (x2)	.689	.050	.640	<b>7.478</b>	.000
Entrepreneurial Spirit (x3)	.311	.092	.233	<b>2.653</b>	.010

**Data Source: Processed SPSS Version 22, 2024**

By referring to the multiple regression calculation in the table above, the following regression equation is obtained:

$$Y = -1.453 - 0,081(X1) + 0,689(X2) + 0,311(X3) + e$$

Based on the results of the regression calculation above, the following analysis can be carried out:

1. Constant (a= -1.453): This value indicates that if all independent variables (Knowledge, Motivation, and Entrepreneurial Spirit) are valued at 0, then the value of Entrepreneurial Interest will be -1.453.
2. Entrepreneurial Knowledge Coefficient ( $\beta_1 = 0.081$ ): This value indicates that every increase in Entrepreneurial Knowledge will increase Entrepreneurial Interest by 0.081 units, assuming the other variables remain constant.
3. Entrepreneurial Motivation Coefficient ( $\beta_2 = 0.689$ ): This value indicates that every increase in Entrepreneurial Motivation will increase Entrepreneurial Interest by 0.689 units, assuming the other variables remain constant.
4. Entrepreneurial Spirit Coefficient ( $\beta_3 = 0.311$ ): This value indicates that every increase of one unit in Entrepreneurial Spirit will increase Entrepreneurial Interest by 0.311 units, assuming the other variables

remain constant. This shows that Entrepreneurial Spirit is an important factor that can influence a person's interest in entrepreneurship.

**Test T (partial)**

In this study, the t-test was used to assess the extent of the influence of each independent variable individually (partially) on the dependent variable. It is known that the t-table value is 1.990, which is calculated using the formula  $df = n - k = 1.990$ .

**Table 1.4**  
**Test Results t**  
**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	-1.453			-.929	.356
Entrepreneurial Knowledge (x1)	.081	1.564	.103	1.643	.104
Entrepreneurial Motivation (x2)	.689	.050	.640	7.478	.000
Entrepreneurial Spirit (x3)	.311	.092	.233	2.653	.010

a. Dependent Variable: Entrepreneurial Interest

**Data Source: Processed SPSS Version 22, 2024**

From table 1.13 above, the influence of each independent variable individually can be described as follows:

1. Entrepreneurial Knowledge (x1)  
It was found that the tcount value was **1,643** which was smaller than the ttable **1,990**, and the significance value (sig) of **0.000** was less than **0.05**. This shows that the variable of Entrepreneurial Knowledge (X1) is considered not to have a significant effect on students' interest in entrepreneurship (Y).
2. Entrepreneurial Motivation (X2)  
The results showed that the t-count value was 7,478, which was much larger than the t-table value of 1,990. In addition, a significance value (sig) was found to be 0.000, which is much smaller than the significance threshold of 0.05. Therefore, it can be concluded that the variable Entrepreneurial



Motivation (X2) has a significant and positive influence on Entrepreneurial Interest (Y).

3. Entrepreneurial Spirit (X3)

The results showed that the t-count value was 2,653, which was much larger than the t-table value of 1,990. In addition, a significance value (sig) was found to be 0.000, which is much smaller than the significance threshold of 0.05. Therefore, it can be concluded that the variable Entrepreneurial Spirit (X2) has a significant and positive influence on Entrepreneurial Interest (Y).

**Test F (Simultaneous Test)**

In this study, the F test was used to determine whether all independent variables had a simultaneous influence on the dependent variables, namely the variables of Knowledge, Motivation, and Entrepreneurial Spirit on Entrepreneurial Interest. The testing process was carried out by comparing with the criteria, where the Ftable was known to be **2.72**, and this value was obtained from the calculation of the formula **DF1 = k-1 ( 3 - 1 = 2) DF2 = n-k-1 (81 - 3 - 1 = 77)**

**Table 1.5  
Test Result F  
ANNOVA<sup>a</sup>**

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	1824.575	3	608.192	<b>141.893</b>	<b>.000<sup>b</sup></b>
Residual	330.043	77	4.286		
Total	2154.617	80			

- a. Dependent Variable: yotal.y
- b. Predictors: (Constant), Knowledge (X1), Motivation (X2), and Entrepreneurial Spirit(X3)

**Data source: SPSS Output Version 22, 2024**

The decision in this study was taken based on the condition when the Fcal value exceeded the Ftable value and the significance value (sig) was less than **0.05**. This shows that variable X has a positive and significant influence on variable Y. Based on the results of the F

test (simultaneous), the value of Fcal obtained is **141,893**. This value exceeds the Ftable value of **2.72** at an error rate **of 5% (0.05)**. Therefore, it can be concluded that Fcal (141,893) > Ftable (2.72). In addition, the significance value (sig) obtained is 0.000, which is less than 0.05. With a sig value smaller than 0.05, it can be concluded that the regression model can be used to predict entrepreneurial interest. In other words, the variables Knowledge (X1), Motivation (X2), and Entrepreneurial Spirit (X3) together (simultaneously) have a positive and significant influence on increasing the Entrepreneurial Interest of Nobel Indonesia Institute Students.

**Determination Coefficient Analysis (Adjusted R2)**

The determination coefficient (R2) test was carried out with the intention of measuring the extent to which the research results were able to explain the dependent variable, with the determination coefficient value ranging from 0 and 1. When the value is close to 1, this indicates that the independent variable provides almost all of the information needed to predict the variation of the dependent variable. Conversely, if the R2 value is small, it indicates that the ability of the independent variable to explain the dependent variable is very limited.

Information about the results of the determination coefficient analysis in this study can be found in the table attached below:

**Table 1.6  
Results of Determination Coefficient Analysis**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.920 <sup>a</sup>	.847	<b>.841</b>	2.070

a. Predictors: (Constant), Knowledge, Motivation, and Entrepreneurial Spirit  
b. Dependent Variable: Entrepreneurial Interest

**Data source: SPSS Output Version 22, 2024**



Based on the output results above, the determination coefficient (Adjusted R<sup>2</sup>) value was recorded at **0.841**. Thus, the impact of the independent variable (X) on the dependent variable (Y) reached **84.1%**, which indicates that the information is significant enough to predict the variation of the entrepreneurial interest variable. The rest, around **15.9%**, was influenced by other factors that were not included in this research model, such as environmental variables, and so on.

## Discussion

### 1. The Influence of Entrepreneurial Knowledge on the Entrepreneurial Interest of Nobel Indonesia Institute Students

The results showed that the entrepreneurial knowledge variable (X1) had a regression coefficient of 0.081. This means that every increase of one unit in the variable of entrepreneurial interest (Y) will cause an increase of 0.081 units in the variable of entrepreneurial knowledge (X1). This shows that there is a positive influence of entrepreneurial knowledge on entrepreneurial interest. In addition, the results of this regression coefficient test are in accordance with the theory of Hasniati and Syahrudin in the scientific journal ecosystem in 2022 which states that entrepreneurial knowledge through entrepreneurship courses taught in universities will increase knowledge in terms of theory about entrepreneurship and practice in the form of direct participation to sell the products that have been created. These results contradict previous research conducted by Anggia Violina Deskipnaputri Ramadhanti and Imam Sukwatus Sujai in 2023 with the title *The Influence of Entrepreneurial Attitudes and Entrepreneurial Knowledge on Entrepreneurial Readiness in Students of the Economics Education Study Program at Bhinneka*

University PGRI Tulungagung. The results of this study found that there was a positive and significant influence on student entrepreneurial readiness.

Based on the results of the t-test, variable X1 has a Beta value of 0.103, which shows that variable X1 contributes 10.3% to variable Y. The t-test value is 1.643, smaller than the t-value of the table of 1.990 at a significance level of 5%. The p-value is 0.104, greater than 0.05. This shows that the variable of Entrepreneurial Knowledge (X1) does not have a significant effect on students' entrepreneurial interest (Y).

Ada beberapa alasan yang dapat menjelaskan mengapa variabel pengetahuan Entrepreneurship does not have a significant effect on students' interest in entrepreneurship:

#### 1. Sample Size

The sample size is too small (only 81 students) so that it is not enough to represent the student population of Nobel Indonesia Institute which is hundreds of students. This can reduce the statistical strength and validity of the generalization of the research results.

#### 2. Data Collection Techniques

The use of online questionnaires that only rely on the awareness and honesty of respondents in answering questions can lead to bias or measurement errors, such as filling errors, lies, or inconsistencies in answers.

#### 3. Analysis Techniques

The use of simple linear regression that only tests the relationship between one independent variable and one dependent variable can ignore the influence of other variables that may play a role in determining students' entrepreneurial interests, such as

attitudes, motivations, environment, or resources.

Although the variable of Entrepreneurial Knowledge (X1) does not have a significant effect on Entrepreneurial Interest (Y), this variable still contributes 10.3% to the variable Y. Therefore, increasing entrepreneurial knowledge is still important to increase students' interest in entrepreneurship. Entrepreneurship education in higher education must continue to be improved to prepare students for entrepreneurship in the future. In addition, further research needs to be carried out to find out other factors that may affect students' interest in entrepreneurship.

## **2. The Influence of Entrepreneurial Motivation on the Entrepreneurial Interest of Nobel Indonesia Institute Students**

The results showed that the regression coefficient for the entrepreneurial motivation variable (X2) was 0.689. This shows that entrepreneurial motivation has a positive influence on entrepreneurial interest. This means that every increase in entrepreneurial motivation will increase entrepreneurial interest by 0.689 units, assuming other variables remain constant. In addition, the t-test showed that the t-count value was 7.478, which was much larger than the t-table value of 1.990. The significance value (sig) was found to be 0.000, which is much smaller than the significance threshold of 0.05.

In addition, based on the survey results from the research conducted, respondents generally showed good entrepreneurial motivation, with most giving a 'Strongly Agree' or 'Agree' response to each indicator provided by the researcher. Thus, the results of the survey and data analysis in this study strengthen the findings of the research and show the importance of building

and increasing entrepreneurial motivation in an effort to increase entrepreneurial interest. It also shows that the Entrepreneurial Motivation variable (X2) has a significant and positive influence on Entrepreneurial Interest (Y). This finding is also in line with the hypothesis proposed in this study, namely that the X2 variable has a significant impact on the Y variable. This theory states that students who run a business with an optimistic, confident, and confident attitude, have a tendency to succeed in entrepreneurship. This finding is also in line with previous research conducted by Aswin, Fitriani Latief, and Nurkhalik Wahdani Asbara in 2022 with the title "The Influence of Motivation and Environment on the Entrepreneurial Interest of Nobel Indonesia Institute Makassar Herbag Makassar Students". In this study, it was found that there was a positive and significant influence on Motivation on the Entrepreneurial Interest of Nobel Indonesia Institute Makassar students. Based on the results of the study, it can be concluded that entrepreneurial motivation has a significant and positive influence on entrepreneurial interest.

## **3. The Influence of Entrepreneurial Spirit on the Entrepreneurial Interest of Nobel Indonesia Institute Students**

The results of the analysis of research data show that the regression coefficient for the entrepreneurial spirit variable (X3) is 0.311. This shows that the entrepreneurial spirit has a positive influence on entrepreneurial interest. That is, every increase of one unit in entrepreneurial spirit will result in an increase of 0.311 units in entrepreneurial interest, assuming all other variables in the model remain constant. In addition, the t-test showed that the t-count value was 2,653, which was much larger than the t-table value of 1,990. The significance value (sig) was

found to be 0.000, which is much smaller than the significance threshold of 0.05.

This finding is also in line with the hypothesis proposed in this study, namely that variable X3 has a significant impact on variable Y. In addition, the results of this regression coefficient test and t-test support the research theory by M. A. Wibowo in the journal on Definition, Characteristics, and Factors Affecting Entrepreneurship. This theory states that the entrepreneurial spirit is a person's ability to create something new and different, as well as the ability to manage risk to make it happen. This finding is also in line with previous research conducted by Farhan Saputra, M. Ridho Mahaputra and Amalina Maharani in 2023 with the title "The Influence of Entrepreneurial Spirit on Entrepreneurial Motivation and Interest". In this study, it was found that Entrepreneurial Spirit has an effect on Entrepreneurial Motivation and Entrepreneurial Interest.

Based on the results of the study, it can be concluded that the entrepreneurial spirit has a significant and positive influence on entrepreneurial interest. An increase in entrepreneurial spirit will be related to an increase in entrepreneurial interest. The Entrepreneurial Spirit Variable (X3) makes a significant contribution to increasing entrepreneurial interest. Therefore, this variable must be considered in an effort to increase entrepreneurial interest. The interpretation of the results of this study is that the higher a person's entrepreneurial spirit, the higher their interest in entrepreneurship. On the other hand, the implication of this study is the importance of building and improving the entrepreneurial spirit to increase entrepreneurial interest. This can be done through various ways, such as entrepreneurship education and

training, coaching and mentoring for prospective entrepreneurs, and the creation of an environment conducive to entrepreneurship.

#### D. Conclusion

Based on the results of the research and discussion above, it can be concluded that:

1. **The variable of Entrepreneurial Knowledge (X1)** did not have a significant and positive effect on the Entrepreneurial Interest of Nobel Indonesia Institute Students, while the variables **of Motivation and Entrepreneurial Spirit (X1 & X2)** had a significant and positive effect on the Entrepreneurial Interest of Nobel Indonesia Institute Students. This can be seen from the results of research that show the fact that knowledge alone is not enough because motivation and entrepreneurial spirit play an important role in encouraging students to be entrepreneurial.
2. **The variables of Entrepreneurial Knowledge (X1) and the variables of Motivation and Entrepreneurial Spirit (X1 & X2)** simultaneously had a positive and significant effect on the Entrepreneurial Interest of Nobel Indonesia Institute Students.
3. **The most dominant variable between Knowledge, Motivation and Entrepreneurial Spirit** affects the Entrepreneurial Interest of Nobel Indonesia Institute Students is the variable Entrepreneurial Spirit (X3). This is shown through the results of the study which has a strong relationship with dependent variables and a higher level of statistical significance compared to other variables.

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