

## Exploring students' entrepreneurial motivation and interest in developing innovative business ideas for future careers

I Ketut Santra<sup>1</sup>, Anak Agung Ayu Mirah Kencanawati<sup>2</sup>,  
Ni Nyoman Teristiyani Winaya<sup>3</sup>, Ni Ketut Masih<sup>4</sup>, I  
Made Sura Ambara Jaya<sup>5</sup>

Politeknik Negeri Bali, INDONESIA<sup>1,2,3,4,5</sup>

**Abstract** - This study investigates the factors that influence entrepreneurial motivation and intention among Business Administration students at Politeknik Negeri Bali, focusing on the 2023 and 2024 batches. The primary aim is to understand the intrinsic and extrinsic factors shaping students' entrepreneurial intentions. A mixed-methods approach was employed, combining observation and in-depth interviews to gather qualitative data. The study examines the role of personal motivations, such as self-drive and prior entrepreneurial experiences, alongside external influences like family support and income potential. The analysis revealed that intrinsic factors, particularly self-motivation and early exposure to entrepreneurship, were more influential in fostering entrepreneurial intentions than extrinsic factors. Students with higher intrinsic motivation were more inclined to pursue entrepreneurial ventures independently. Challenges identified included a lack of practical experience and limited access to capital, which hindered students' entrepreneurial efforts. Although support from family and the local community played a role, the impact was less significant compared to personal desires and the satisfaction derived from running a business. In conclusion, intrinsic motivations are the primary drivers of entrepreneurial intention among the students, with external factors serving as secondary influences. To support students' entrepreneurial aspirations, addressing challenges like practical experience and access to resources is crucial.

**Keywords:** entrepreneurial motivation; entrepreneurial intention; intrinsic factors; extrinsic factors

### 1. Introduction

The development of entrepreneurship in Indonesia has gained significant importance in recent years, driven by the nation's escalating rates of educated unemployment amidst limited job opportunities. This paradoxical scenario unfolds despite Indonesia's steady economic growth. A critical issue lies in the mismatch between the number of higher education graduates and the employment opportunities available to them. This misalignment has serious implications for the country's socio-economic progress, as the aspirations of a young, educated workforce often remain unfulfilled.

Vocational education institutions, in particular, are expected to play a pivotal role in bridging this gap. Unlike traditional academic institutions, these entities are uniquely positioned to equip students with practical skills and entrepreneurial mindsets that prepare them not only to secure jobs but also to create them. However, the transition from being job seekers to job creators demands a paradigm shift in higher education—a shift that emphasizes entrepreneurship education as a fundamental component.

Recent statistics underscore the urgency of this transformation. Indonesian universities produce thousands of graduates annually, yet a considerable percentage struggle to find employment within their respective fields of study. This trend highlights the pressing need for a revamped educational framework that nurtures entrepreneurial competencies and fosters business-oriented mindsets. It is within this context that entrepreneurship education emerges as a powerful tool to address the challenges of educated unemployment and underemployment.

The urgency of this study is underscored by the dual challenges of a growing workforce and insufficient employment opportunities. The Indonesian government has identified entrepreneurship as a key driver for economic growth and job creation. However, existing efforts to promote entrepreneurship have not yet fully addressed the unique needs of vocational education students, who represent a substantial portion of the potential entrepreneurial workforce.

Bali State Polytechnic's Business Administration Department exemplifies the intersection of education and entrepreneurship. As a vocational institution, it offers a curriculum explicitly designed to foster entrepreneurial skills and knowledge. Key initiatives include:

- Entrepreneurship Courses (KWU): These courses provide foundational knowledge about starting and managing businesses.
- Business Internships (MKU): Students gain hands-on experience by working in real business environments.
- Business Practicum Sessions (KKU): Practical sessions help students apply theoretical knowledge to real-world scenarios.
- Student Entrepreneurship Programs (PMW): These programs encourage students to initiate and develop their business ideas with institutional support.

Despite ongoing efforts, questions remain about the effectiveness of entrepreneurship education in addressing broader issues of motivation, competence, and career interest. A focused analysis of the 2023 and 2024 student cohorts provides valuable insights into how varying levels of exposure to entrepreneurship education impact outcomes.

A growing body of research emphasizes the critical role of entrepreneurship education in shaping students' entrepreneurial intentions and competencies. Internal factors—such as personal aspirations, skills, and independent attitudes—are identified as major drivers of entrepreneurial motivation (Widayatun, 2009; Saifudin, 2005). Key traits like initiative and the ability to overcome obstacles are considered vital for success (Paulina et al., 2012). Furthermore, motivation itself is multidimensional, including material, rational-intellectual, and emotional-social components, each contributing uniquely to entrepreneurial development (Uno, 2008; Rusdiana, 2004).

Entrepreneurship knowledge, particularly in areas such as risk-taking, opportunity analysis, and problem-solving, also plays a foundational role in preparing students for real-world entrepreneurial challenges (Mustofa, 2014). Understanding the types of entrepreneurial motivation—opportunity-driven versus necessity-driven—adds further depth. Opportunity-driven entrepreneurs, motivated by growth and innovation, often show greater confidence and creativity, while necessity-driven entrepreneurs, prompted by factors like unemployment, tend to exhibit resilience and survival-focused strategies (Batz Liñeiro et al., 2024). These distinctions are essential for tailoring effective policies and support programs.

Entrepreneurial training programs are another critical factor in enhancing student competencies. Research from Makassar City, for example, demonstrates the success of such programs in empowering women and building self-efficacy. Programs that incorporate mentorship and community support are particularly effective in promoting sustainable entrepreneurial activity (Kadir et al., 2023).

Entrepreneurial motivation is a crucial factor in shaping students' interest and intention to pursue entrepreneurship. It operates as a mediating element influenced by personal goals (intrinsic motivation) and external rewards (extrinsic motivation). At ITB ASIA Malang, for example, motivation was found to bridge the gap between entrepreneurial interest and action, highlighting the importance of fostering appropriate motivational drivers (Saadah et al., 2021).

Educational institutions play a central role in nurturing entrepreneurial aspirations by offering targeted programs, mentorship, and exposure to entrepreneurial role models (Suryadi et al., 2024). These initiatives enhance students' competencies and readiness to take entrepreneurial risks. Academic preparation, combined with supportive ecosystems, significantly boosts students' entrepreneurial motivation (Listyaningsih et al., 2024; Mónico et al., 2024).

Family support is another key element that influences entrepreneurial motivation. For university students, a strong family backing increases confidence and commitment, especially when facing limited resources and uncertainty (Chauhan et al., 2024). A supportive institutional environment can further strengthen this relationship by offering structural support such as networking opportunities and access to funding (Karan et al., 2024).

Motivational factors also interact with self-efficacy, entrepreneurial learning, and family environment. Continuous learning and a positive support system have been shown to enhance entrepreneurial success (Martini et al., 2024). Achievement motivation – defined by traits such as goal-setting, persistence, and risk-taking – is a well-known predictor of entrepreneurial behavior (Collins et al., 2004), though it interacts with broader social, cultural, and environmental influences (Carsrud & Brännback, 2011).

Crowdfunding studies reveal that entrepreneurs engaged in equity crowdfunding are often driven more by independence and innovation than financial returns, underlining the influence of risk-taking and openness (Troise & Tani, 2021). Gender and cultural contexts also play a role; for instance, women in the Middle East face distinct motivational barriers rooted in societal norms, while Romanian social entrepreneurs often combine environmental and personal values in their ventures (Atshan et al., 2024; Zbucheá et al., 2024).

Overall, entrepreneurial motivation is a multifaceted construct shaped by individual, educational, familial, and cultural factors. Content analysis has proven effective in exploring how these elements influence entrepreneurial interest and intention (Nasution et al., 2024). A deep understanding of these dimensions can guide educators and policymakers in building inclusive, supportive entrepreneurial ecosystems (Kozma et al., 2024; Paliwal et al., 2024).

While these studies provide valuable insights, there remains a gap in understanding how these factors interact within the specific context of vocational education. Moreover, few studies have systematically evaluated the effectiveness of institutional programs, such as those implemented at Bali State Polytechnic, in fostering entrepreneurial interest and competence.

This study aims to explore the dynamics of entrepreneurial competence, motivation, and knowledge among students at Bali State Polytechnic, focusing on how these factors influence entrepreneurial intentions and career aspirations. It addresses five key research questions: (1) How does entrepreneurial competence affect students' intentions to become entrepreneurs? (2) What role does motivation play in shaping business aspirations? (3) How does entrepreneurship knowledge impact career interest? (4) How effective are the institution's entrepreneurship programs? (5) What barriers hinder student ventures?

The study's objectives are to: (1) Identify the main drivers of entrepreneurial motivation, including internal (personal goals, skills) and external (institutional support, market opportunities) factors; (2) Examine barriers students face in launching ventures, such as personal and structural limitations; (3) Evaluate how entrepreneurship knowledge influences entrepreneurial interest and action; (4) Assess the effectiveness of current entrepreneurship education in building mindsets and competencies; and (5) Offer practical recommendations to enhance educational and support systems for student entrepreneurs.

This research holds valuable implications. Academically, it contributes to understanding the motivational and knowledge-based drivers of entrepreneurship among vocational students. In terms of policy, findings can support initiatives to reduce educated unemployment by promoting student entrepreneurship. Practically, the study can inform institutional improvements, such as developing stronger mentorship programs, financial access, and entrepreneurial networks. Overall, this research aims to foster a more conducive environment for student entrepreneurs through evidence-based educational strategies and support systems

tailored to the vocational education context.

2. Method

This study investigates the entrepreneurial motivation of students enrolled in the International Business Management Study Program, Department of Business Administration, with a concentration in entrepreneurship. The focus is on students from the 2023 and 2024 batches who have chosen entrepreneurship as their specialization. The population, initially including students from the 2010 to 2013 classes, was refined to the more recent cohorts to ensure relevance. A census technique was used due to the small population size, resulting in a total sample of 20 students – 10 from each batch – allowing for comparative analysis.

The study operationalizes four key variables to analyse entrepreneurial motivation: independent attitude, motivation, entrepreneurial knowledge, and entrepreneurial interest.

- (1) **Independent Attitude** refers to students' initiative, self-sufficiency, and resilience in overcoming challenges. It reflects their ability to act independently and seize opportunities without external assistance – key traits of successful entrepreneurs.
- (2) **Motivation** is the internal drive pushing individuals toward goals. It includes material (financial), intellectual (opportunity recognition), and social (value creation) dimensions. Highly motivated students seek wealth, understand markets, and aim to contribute to society.
- (3) **Entrepreneurial Knowledge** includes understanding business risks, analysing opportunities, and solving problems. This cognitive foundation enables students to translate theory into practice, identify viable business ideas, and develop effective strategies.
- (4) **Entrepreneurial Interest** reflects a student's enthusiasm for pursuing entrepreneurship as a career. It is marked by passion, risk-taking, personal growth, and long-term commitment to business success.

By exploring these variables, the study aims to understand what drives entrepreneurial motivation among students and how academic institutions can nurture an entrepreneurial mindset and culture.

Table 1 Dimensions and Indicators of Entrepreneurial Variables

Variable	Operational Definition	Dimensions	Empirical Indicators
Independent Attitude	A person's actions or reactions to certain situations and can determine what to look for in life (Widayatun, 2009; Saifudin, 2005; Slameto, 2003; Paulina, 2011; Paulina et al, 2012).	Dimensions of Independent Attitude (Paulina et al, 2012): 1. Taking initiative 2. Overcoming environmental obstacles 3. Improving personality 4. Job satisfaction 5. Independent in doing tasks	1. Good at taking initiative in a business opportunity. 2. Able to overcome obstacles or problems in the business environment without the help of others. 3. Able to encourage oneself to have a better personality or behaviour when experiencing failure in finding business opportunities. 4. Feeling satisfied with getting one's own results through self-employment. 5. Working on and solving problems in the business independently.
Motivation	A drive from within a person that encourages them to do something	Dimensions of Motivation (Rusdiana, 2004): 1. Material	1. Motivation to achieve wealth through entrepreneurship. 2. Motivation due to intelligence in

Variable	Operational Definition	Dimensions	Empirical Indicators
<b>Entrepreneurship Knowledge</b>	to achieve a goal (Uno, 2008; Rusdiana, 2004; Sarosa, 2005; Machfoedz, 2004). The intellect obtained and owned by an individual that can later help them innovate and enter the entrepreneurial field (Soekidjo, 2002; Djaali, 2007; Anas, 2009; Rusdiana, 2014; Kasmir, 2011; Soetadi, 2010; Mustofa, 2014).	motivation 2. Rational-intellectual motivation 3. Emotional-social motivation  Dimensions of Entrepreneurial Knowledge (Mustofa, 2014): 1. Taking business risks 2. Analysing business opportunities 3. Formulating problem solutions	recognizing existing business opportunities. 3. Motivation to create added value to a product.  1. Dare to take risks in doing business. 2. Can analyze current business opportunities. 3. Can take a solution when facing problems while running a business.
	The ability to encourage oneself and do something to fulfil life's needs and solve problems, advance a business, or create a new business with pleasure because it brings benefits (Subandono, 2007; Suryawan, 2006; Paulina, 2011; Cahyaning, 2014).	Dimensions of Entrepreneurial Interest (Purnomo, 2005): 1. Willpower to achieve life goals and needs 2. Strong belief in one's own strength 3. Honest attitude and responsibility 4. Physical and mental endurance, perseverance, tenacity, work, and effort 5. Creative and constructive thinking 6. Future-oriented and risk-taking	1. Strong will for entrepreneurship to fulfil life needs. 2. Confidence in one's ability to be entrepreneurial. 3. Honest attitude and responsibility in entrepreneurship. 4. Physical and mental endurance, perseverance, tenacity, work, and effort in starting a new business. 5. Creative and constructive thinking to find new products. 6. Future-oriented and willingness to take risks in entrepreneurship.

## 2.1 Data Collection Technique

The data to be collected is primary data obtained from respondents' answers to the questionnaires distributed. In collecting data, the authors use field research by going directly to the location of the Bali State Polytechnic Business Administration Department, while the research uses the method of distributing questionnaires or questionnaires and interviews. The questionnaire or questionnaire was distributed to students who had become the research sample, interviews in this study were addressed to students who already had a business that was used for pre-test and approach in the discussion.

## 3. Results and Discussion

### 3.1 Results

This study involved 20 students from the Business Administration department, Politeknik Negeri Bali, who were equally divided between the classes of 2023 and 2024. The following table displays the demographic characteristics of the respondents which include age, gender, and family economic background.

Table 2 Demographic Profile of Respondents

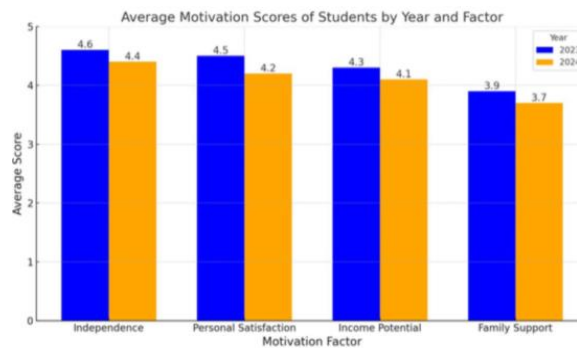
Category	2023 (n=10)	2024 (n=10)	Total (n=20)
A. Sex			
Male	4	5	9
Female	6	5	11
B. Age			



Category	2023 (n=10)	2024 (n=10)	Total (n=20)
18 - 20 Years	6	8	14
21 - 23 Years	4	2	6
C. Economic Background			
Lower middle	7	6	13
Upper middle	3	4	7

Table 2 shows a strong correlation between self-reliance and entrepreneurial intention ( $r = 0.68$ ,  $p < 0.01$ ), indicating that students with high self-reliance motivation tend to have greater intention to start a business. A positive correlation was also found for personal satisfaction ( $r = 0.63$ ,  $p < 0.05$ ), indicating the presence of strong intrinsic motivation.

To understand whether there are differences in motivation between cohorts, the average motivation of the 2023 and 2024 cohorts was compared. This comparison is depicted in the following graph.



Graph 1. Average Motivation of 2023 and 2024 Students

Graph 1 shows that the motivation of the 2023 batch of students is slightly higher in almost all factors, especially in the aspects of independence and personal satisfaction. This may be influenced by their longer experience in the entrepreneurship program compared to the 2024 cohort, allowing for a deeper understanding and reinforcement of motivation.

### 3.2 Discussion

The results show that intrinsic motivation factors, especially independence and personal satisfaction, play a dominant role in students' entrepreneurial intention. High independence motivation indicates that students want to achieve financial independence and freedom at work, which are the main attractions of entrepreneurship. Family support, although significant, has a lower correlation than intrinsic factors. This may be due to the fact that some students do not always get strong encouragement or support from their families in terms of entrepreneurial career choices.

Moreover, the difference in motivation scores between the 2023 and 2024 cohorts suggests that students' motivation may increase with longer exposure to the entrepreneurship program. This emphasizes the important role of continuing education in helping students understand and strengthen their motivation to enter the business world. The results of this study are consistent with previous research which shows that intrinsic motivation is more significant than extrinsic motivation in the decision to pursue entrepreneurship. However, this study provides additional insight that longer exposure and experience in entrepreneurship, as seen in the class of 2023, can increase motivation. The entrepreneurship program implemented at Politeknik Negeri Bali has the potential to further increase students' interest in entrepreneurship by strengthening practice-based programs and real business training.

Analysis of motivational factors revealed that intrinsic motivations, such as

independence and personal satisfaction, are stronger than extrinsic motivations like family support and financial rewards. Independence is highly valued, with students reporting that entrepreneurship provides a unique opportunity for financial freedom and personal fulfilment. This sense of independence can serve as a powerful motivator, encouraging students to navigate the challenges of business ownership in pursuit of both financial and personal growth.

The study found a significant correlation between intrinsic motivational factors and entrepreneurial intention. Students with a high level of independence motivation show a greater intention to establish their own businesses. This positive correlation suggests that vocational institutions could focus more on strengthening students' sense of autonomy and satisfaction in their entrepreneurship programs. Providing students with real-world business experiences and allowing them to take ownership of projects could further enhance their entrepreneurial intentions.

An interesting trend emerged in comparing the 2023 and 2024 cohorts. Students from the 2023 cohort, who have had longer exposure to the entrepreneurship program, demonstrated higher average motivation, especially in terms of independence and personal satisfaction. This finding suggests that prolonged engagement with entrepreneurship programs may strengthen students' internal motivations. Continued exposure to practical experiences in entrepreneurship may further increase motivation, supporting the need for longer or more intensive program structures.

#### 4. Conclusion

This study reveals important insights into students' motivation for entrepreneurship at Politeknik Negeri Bali, focusing on students majoring in Business Administration class of 2023 and 2024 who have a concentration in entrepreneurship. The results of this study highlighted several key factors that influence their motivation, both intrinsic and extrinsic factors. Overall, intrinsic motivation, particularly independence and personal satisfaction, proved to be the main drivers of entrepreneurial intention. While extrinsic factors, such as family support and earning potential, also played a role, their influence was lower when compared to intrinsic motivation.

It was found that the desire to achieve financial independence and freedom in decision-making are important elements that drive most students to entrepreneurship. This independence is seen as a form of personal achievement that provides emotional satisfaction and freedom in expressing creativity and ability. This shows that Bali State Polytechnic students not only see entrepreneurship as a way to generate income but also as an opportunity to build their professional identity independently. Students who have a high mean score on the independence factor show a greater tendency to plan their own business in the future, meaning that entrepreneurship education that focuses on increasing autonomy and self-development might inspire them more.

In addition, the results also show that there is a difference in motivation levels between the 2023 and 2024 batches of students, with the 2023 batch showing a slightly higher average motivation on almost all factors. This difference might be explained by the additional experience they have gained during their longer stay in the entrepreneurship program.

The main conclusion of this study is that although external factors such as family support and earning potential play a role, a strong internal drive is more dominant in determining Bali State Polytechnic students' intention to become entrepreneurs. Self-reliance motivation and personal satisfaction play a highly significant role, indicating that students are interested in entrepreneurship not only for economic gain but also for self-development and freedom. The implications of these findings suggest that entrepreneurship education approaches in higher education institutions need to pay more attention to the intrinsic motivation aspect, while providing an environment that supports the development of practical entrepreneurial skills.

Overall, this research underscores the importance of a deep understanding of the motivational factors that drive students to become entrepreneurs, as well as the need for educational programs that support the development of motivation and skills that are balanced

between theory and practice. This research is expected to provide useful input for Politeknik Negeri Bali and other educational institutions in developing more effective entrepreneurship curriculum and programs, as well as for the government in formulating entrepreneurship policies that better support the younger generation to become innovative and independent business actors.

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