

The Effect of Entrepreneurship Course and Entrepreneurial Skills on the Entrepreneurial Motivation of Economics Students

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ABSTRACT

Objective: The purpose of this study is to analyze how entrepreneurship courses and entrepreneurship skills affect students' and entrepreneurial skills affect students' desire for entrepreneurship at the Faculty of Economics and Business, Surabaya State University. **Method:** An explanatory quantitative method was used for this study, through questionnaires and analysed using multiple linear regression in SPSS on economics students of the Faculty of Economics and Business, State University of Surabaya. **Results:** Students' motivation for entrepreneurship is positively influenced by both entrepreneurship courses and entrepreneurship skills. In addition, entrepreneurship skills turned out to increase student motivation more than entrepreneurship courses. **Novelty:** The combination of two significant predictors – namely, the entrepreneurship course and entrepreneurial skill – has not been previously studied in relation to entrepreneurial motivation among economics students. A new contribution found is the importance of updating the entrepreneurship course in line with market developments and focusing on enhancing entrepreneurial skills at the university level.

INTRODUCTION

One way to measure a country's economic resilience is to examine the ratio of entrepreneurs (Jahangard et al., 2023; Meyer et al., 2021). Meanwhile, according to data released by the Ministry of Cooperatives and SMEs, Indonesia's entrepreneurship rate in 2020 reached 3.47%, surpassing the 2% target. However, this figure is still relatively low compared to Singapore, which reached 8.76%, and Malaysia and Thailand, which each reached 5%. On the other hand, the economy of developed countries is considered stable if 14% of the population are entrepreneurs (Setkab, 2019). Based on additional data, Indonesia ranks 50th out of 80 countries worldwide in the field of entrepreneurship, and is the second lowest in Southeast Asia (ASEAN) along with the Philippines.

Entrepreneurship courses are among the most important ways to teach students entrepreneurial concepts and practices (Hahn et al., 2020; Magd & Kunjumammed, 2024). Learning entrepreneurial skills can also help students prepare themselves to face the challenges of the world of work (Christin Lince Natalia Manalu et al., 2024; Rasiah et al., 2019), both as workers and business actors. Both developed and developing countries focus on the development of entrepreneurship courses. An example of a developed country is the United States, which provides many practical elements, business simulations, and collaboration with relevant industries. Meanwhile, an example of a developing country is Malaysia, which focuses on students' self-efficacy and social and resource support for entrepreneurship (Dobson & Muhammad, 2022; Majid et al., 2019).

Entrepreneurial course practice is both urgent and a concern in Indonesia, as it is directly related to labour absorption (Silvia et al., 2025), especially at the student level. With the increase in the workforce, the Entrepreneurship Course is expected to help students create new jobs rather than just seek employment (Costa et al., 2024; Yuwono, 2019). Although higher education graduates have the potential to create jobs, many are more likely to seek employment (Boys, 2024; Bozhkov et al., 2024). This is due to a lack of understanding of entrepreneurship and the skills possessed. Therefore, it is expected that a successful entrepreneurship course will provide students with the knowledge and skills they need to become successful entrepreneurs (Chaerudin & Hartati, 2018), and contribute to the Indonesian economy.

Certainly, one of the parties most responsible in this matter is the university offering the entrepreneurship course (Huq et al., 2017), one of which is the State University of Surabaya. Based on a preliminary study with a survey of economics students, it was found that the current entrepreneurship course is already very useful and well-organised. The real issue is the low level of entrepreneurial motivation among students. This, of course, raises questions about the actual direct relationship between the two, due to inconsistencies in the facts and findings available.

The main purpose of promoting entrepreneurship courses for students is that they serve as a predictor of entrepreneurial motivation (Fauzi, 2022; Sui & Chang, 2023; Wijaya & Nuringasih, 2024). The higher the quality of the entrepreneurship course provided, the higher the entrepreneurial motivation (Li et al., 2022; Ren, 2024). With this motivation, students will strive to engage in entrepreneurship more effectively due to a strong internal drive. A good entrepreneurship course, besides attracting students to focus on the intended field, also serves as one of the most effective educational sources so far as it offers comprehensive theory and practice.

On the other hand, another determining factor of entrepreneurial motivation is entrepreneurial skill (Abuzaid, 2024; Widiyaastuti et al., 2022). This is an important consideration for students. If students have good entrepreneurial skills, their motivation to start a business will also be higher. Entrepreneurial skills are crucial for students' future competitiveness if they find it difficult to compete in the formal job market (Draksler & Sirec, 2021; Nuhu et al., 2021; Zaman et al., 2021). Therefore, this factor is important to analyse in order to maximise students' entrepreneurial motivation so that the skills and confidence they possess can be aligned.

Several previous studies have examined the relationship between entrepreneurship courses and entrepreneurial skills on entrepreneurial motivation. Research from Pan & Lu, (2022) suggests that theoretical entrepreneurship education has a significant influence on entrepreneurial intention. In addition, entrepreneurship courses have the greatest impact on students' entrepreneurial intentions (Sari & Rosy, 2022). The previous research indicates a relationship between Entrepreneurship Courses and Entrepreneurship

motivation through Entrepreneurship attitude (Alim Bahri & Hasdiansa, 2024). On the other hand, entrepreneurial skills have a significant effect on entrepreneurial interest (Harefa & Kurniawati, 2024).

Based on previous reviews, a research gap was identified in the form of limited studies that simultaneously examine entrepreneurship courses and entrepreneurial skills in relation to entrepreneurial motivation within a single model. Therefore, this study aims to analyse the relationship between these three variables both partially and simultaneously. The novelty of this research lies in a model with two predictors that are rarely studied together. Additionally, it involves the use of a population that has not been studied before, namely economics students at the Faculty of Economics of Surabaya State University using the latest data.

Theoretical research contributions extend understanding of the determinants of entrepreneurial motivation, particularly among economics students with a strong economic foundation. In practice, it can serve as a basis for considering more optimal entrepreneurship course policies and as a reference for building maximal entrepreneurial motivation. The conceptual model in this research is as figure 1.

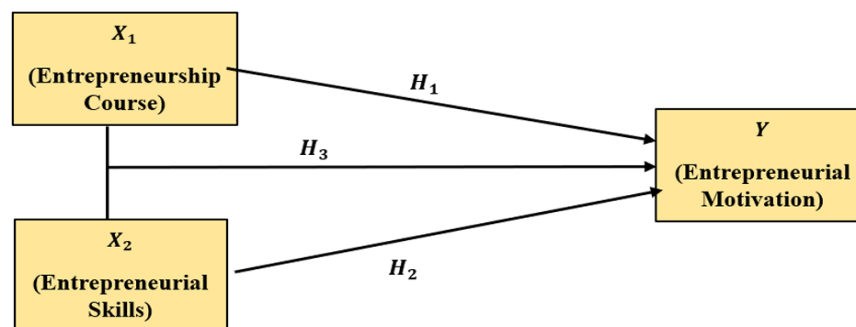


Figure 1. Conceptual research model

H1: The entrepreneurship course has a positive and significant effect on the entrepreneurial motivation of students at the Faculty of Economics and Business, State University of Surabaya. H2: Entrepreneurship skills have a positive and significant effect on the entrepreneurial motivation of students at the Faculty of Economics and Business, State University of Surabaya. H3: The entrepreneurship course and entrepreneurship skills together have a positive and significant effect on the entrepreneurial motivation of students at the Faculty of Economics and Business, State University of Surabaya.

RESEARCH METHOD

This research uses an explanatory quantitative approach to analyse the direct and simultaneous relationships of entrepreneurship courses and entrepreneurial skills on the entrepreneurial motivation of economics students at the Faculty of Economics and Business, State University of Surabaya. A questionnaire was distributed online to a

sample of students selected through proportionate random sampling across the relevant departments, namely economic education, management, economics, Islamic economics, and accounting. Data analysis was conducted using multiple linear regression in SPSS.

RESULTS AND DISCUSSION

Results

Table 1. Normality test

| | | One-Sample Kolmogorov-Smirnov Test | | |
|---------------------------------------|----------------|------------------------------------|------------------------|----------------------------|
| | | Entrepreneurship Courses | Entrepreneurial Skills | Entrepreneurial Motivation |
| N | | 100 | 100 | 100 |
| Normal Parameters ^a , b | Mean | 23.59 | 23.20 | 20.37 |
| | Std. Deviation | 2.941 | 3.257 | 2.722 |
| | | | | |
| Most Extreme Differences | Absolute | .099 | .123 | .124 |
| | Positive | .086 | .123 | .124 |
| | Negative | -.099 | -.096 | -.097 |
| Test Statistic | | .099 | .123 | .124 |
| Asymp. Sig. (2-tailed) | | .200 ^c | .200 ^c | .200 ^c |

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

From the One-Sample Kolmogorov-Smirnov Test table above, it shows that the hypothesis test that states the residual distribution in this regression analysis follows the normal distribution. This is indicated by the value of *sig. 2 tailed* = 0.200 > 0,05. This means that the assumptions or requirements of regression analysis are met.

Table 2. Regression model significance test

| ANOVA ^a | | | | | | |
|--------------------|------------|----------------|----|-------------|--------|-------------------|
| Model | | Sum of Squares | df | Mean Square | F | Sig. |
| 1 | Regression | 277.924 | 2 | 138.962 | 29.600 | .000 ^b |
| | Residual | 455.386 | 97 | 4.695 | | |
| | Total | 733.310 | 99 | | | |

a. Dependent Variable: Entrepreneurial Motivation

b. Predictors: (Constant), Entrepreneurial Skills, Entrepreneurship Courses

Based on the calculation of the anova table above, it is obtained for $F_{\text{count}} = 29.6$ Means $F_{\text{count}} > F_{\text{table}} \rightarrow 29.6 > 3.09$ dan $\text{sig} = 0.000 < 0.05$. So in conclusion, there is a linear influence of the variables of the Entrepreneurship and Entrepreneurship Skills Courses on Entrepreneurial Motivation. This means that there is a joint influence of these two variables making a significant contribution in explaining the variation in entrepreneurial motivation.

Table 3. Linear regression test (T-test) for partial significance

| | | Coefficients ^a | | | t | Sig. |
|-------|-------------------------|-----------------------------|------------|---------------------------|-------|------|
| Model | | Unstandardized Coefficients | | Standardized Coefficients | | |
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 6.823 | 1.811 | | 3.768 | .000 |
| | Entrepreneurship Course | .263 | .107 | .285 | 2.470 | .015 |
| | Entrepreneurial Skills | .316 | .096 | .378 | 3.283 | .001 |

Based on the results of the multiple linear regression test in the table above, a constant of 6.823 was obtained, indicating that if the variables Entrepreneurship Course and Entrepreneurial Skills are zero, the students' entrepreneurial motivation is 6.823. The Entrepreneurship Course variable has a regression coefficient of 0.263 with a significance value of 0.015 (< 0.05), indicating that entrepreneurship course has a positive and significant effect on students' entrepreneurial motivation.

The Entrepreneurial Skills variable has a regression coefficient of 0.316 and a significance value of 0.001 (< 0.05), indicating a positive and significant effect on entrepreneurial motivation. With the highest standardised Beta value (0.378), Entrepreneurial Skills is the most dominant variable.

Discussion

The Influence of Entrepreneurship Courses on Entrepreneurial Motivation.

Based on the regression results, it was found that the entrepreneurship course has a positive and significant effect on students' entrepreneurial motivation. This result implies that the higher or better the entrepreneurship course, the higher the students' entrepreneurial motivation. The entrepreneurship course not only serves as knowledge but also as the initial preparation and enthusiasm for students to dive into the world of entrepreneurship (Grant, 2022; Raju et al., 2023).

The systematic process in an entrepreneurship course can teach planning, implementation and evaluation of how entrepreneurship works. This includes the skill of creative thinking to face market challenges. Thus, an entrepreneurial mindset develops among students, which ultimately creates internal motivation (Olawale et al., 2019;

Thepkaew et al., 2024). This finding aligns with self-determination theory, which states that a person's intrinsic motivation can arise from autonomy and relatedness (Ryan & Deci, 2020). An entrepreneurship course can foster creative thinking to meet internal learning needs. In addition, the presence of an entrepreneurship course shapes students' views about having more potential career choices.

In more detail, entrepreneurship courses at Surabaya State University are delivered using various models tailored to specific needs. This accommodates diverse learning methods and student understanding. Conceptual knowledge can be well developed if the learning is relevant. Through entrepreneurship courses, students gain learning experiences that can strengthen positive attitudes towards entrepreneurship and enhance self-efficacy perception. These results align with the Mónico et al., 2021 and Perkasa et al., (2020) research which states that there is a positive and significant relationship between entrepreneurship courses and entrepreneurial motivation.

The Influence of Entrepreneurial Skills on Entrepreneurial Motivation

According to the regression output, entrepreneurial skills have a positive and significant effect on entrepreneurial motivation. This reflects that the higher or better the entrepreneurial skills, the higher the entrepreneurial motivation will be. These results confirm that entrepreneurial skills are a key factor in shaping the internal drive to engage in entrepreneurship among economics students.

Enhancing entrepreneurial skills can strengthen students' motivation to engage in entrepreneurship because they will feel more prepared and confident in facing business challenges (Vera et al., 2024). Skilled students will see opportunities rather than obstacles, thus becoming motivated to innovate and take initiative in entrepreneurship more strongly. Entrepreneurial skills reflect an understanding of theory and the achievement of processes (Almahry et al., 2018). This aspect generates a high internal drive not only in a speculative sense, but also with deep insight into what lies ahead. Based on self-cognitive theory, an individual's belief in their ability to succeed in a task greatly influences the level of motivation and persistence in action.

Students in this research sample already have better entrepreneurial knowledge and skills compared to students who do not come from the faculty of economics. Therefore, their entrepreneurial skills are not an obstacle, but rather a driving factor for better entrepreneurial motivation and consistency. The results of this research are in line with Suratno et al., (2024) which states that entrepreneurial skills have a positive and significant effect on entrepreneurial motivation.

The Influence of Entrepreneurship Courses and Entrepreneurial Skills on Entrepreneurial Motivation

Based on simultaneous testing, it is known that the entrepreneurship course and entrepreneurial skills simultaneously have a significant effect on entrepreneurial motivation in economics students. In other words, when students receive a quality

entrepreneurship course and at the same time possess adequate skills, they will be more motivated to start and develop a business independently.

Students who already possess basic entrepreneurial knowledge at the high school level will gain stronger insights at university regarding entrepreneurial practice (Bazan et al., 2019). The presence of entrepreneurial innovation and the potential presented in the entrepreneurship course can drive entrepreneurial motivation. At the same time, their entrepreneurial skills also increase concurrently, thereby forming a strong internal motivation to enter the world of entrepreneurship.

Entrepreneurship courses provide more detailed direction and goals regarding business fields, products, and market conditions (Tung, 2021). Meanwhile, entrepreneurial skills provide the means and self-confidence to succeed in that world. The combination of both fosters a strong drive in students to achieve success through entrepreneurship because they feel capable and have control over the outcomes they wish to achieve. Supporting skills such as creativity, cost calculation, and business analysis acquired during university studies make it less likely for motivation to pursue entrepreneurship to arise.

CONCLUSION

Fundamental Finding: This study found that entrepreneurship courses and entrepreneurial skills have a positive and significant influence on the entrepreneurial motivation of economics students both partially and simultaneously. **Implication:** Strengthening entrepreneurship courses and entrepreneurial skills are two main aspects in developing entrepreneurial motivation. These aspects must always be considered and developed according to their urgency. Updating the entrepreneurship curriculum and evaluating entrepreneurial skills are necessary to ensure that students' entrepreneurial motivation continues to grow. **Limitation:** This research involved only economics students at a single university, so the generalisability of the findings needs to be further investigated. **Future Research:** Future research is expected to focus on longitudinal and mixed-method studies to ensure the findings have broader implications. In addition, the curriculum update for the entrepreneurship course needs to be conducted routinely, covering aspects such as various learning models, including experiential and project-based learning, as well as collaboration and evaluation, to ensure the programme outcomes run optimally.

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