The Relationship between Learning Motivation and Self-Confidence with Entrepreneurial Interest in UNIMED Culinary Education Students

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ABSTRACT

Interest in entrepreneurship among students is an important indicator of the success of entrepreneurship education in higher education. This research aims to analyze the relationship between learning motivation, self-confidence, and interest in entrepreneurship among Medan State University Culinary Education students using a quantitative survey method. The research sample consisted of 91 respondents from a total population of 91 culinary education students at Medan State University Stambuk 2022, using a total sampling technique. The data processing method is descriptive statistical analysis and Pearson correlation test. Interest in entrepreneurship among students is an indicator of the success of entrepreneurship education in higher education. This research analyzes the relationship between learning motivation, self-confidence and interest in entrepreneurship in 91 Culinary Education students at Medan State University using a quantitative approach with a questionnaire survey. The results of descriptive analysis show an average of Learning Motivation 35.72 (76.0%), Self-Confidence 34.78 (73.9%), and Entrepreneurial Interest 36.42 (77.5%). Motivation to learn and interest in entrepreneurship are relatively high and consistent, while self-confidence varies more.

Keywords: *Learning Motivation; Self-Confidence; Entrepreneurial Interest*

INTRODUCTION

Entrepreneurial interest serves as an essential indicator of the effectiveness of entrepreneurship education implemented in higher education. This education aims not only to produce graduates ready for the workforce but also to encourage the emergence of new entrepreneurs capable of creating business opportunities. Learning motivation and self-confidence are two factors influencing students' entrepreneurial interest. Learning motivation drives individuals to persist in achieving goals, while self-confidence provides the assurance to take risks and manage businesses (Suryani & Prihatini, 2020).

The importance of self-confidence in fostering entrepreneurial interest is supported by previous findings, showing its significant contribution to the development of entrepreneurial intentions (Sari & Nugroho, 2021). Furthermore, high learning motivation can influence students' attitudes and entrepreneurial intentions (Susanti, 2020). However, low perceptions of entrepreneurship as a profession among students present a challenge that needs to be addressed through effective educational approaches (Wahyuni, 2019).

This research aims to analyze the relationship between learning motivation, self-confidence, and entrepreneurial interest among Culinary Education students at Universitas Negeri Medan. It is expected to enrich the literature on the impact of internal factors on students' entrepreneurial interest.

METHOD

This research uses quantitative techniques using Likert scale instruments and the sample used is total sampling. Sugiyono (2020) explains that the total sampling technique is a sampling method where all members of the population are used as research samples. This technique is often used if the population is relatively small or if the researcher wants to obtain more representative data without ignoring certain members of the population. The population in this study were all students of the 2022 Medan Stambuk State University Culinary Education Study Program, with a total of 91 students. From this population, samples were taken of 91 students.

Data were analyzed using descriptive statistics to describe data distribution, such as mean, median, standard deviation, and minimum and maximum values of each variable. The Pearson correlation test was used to test the relationship between the variables Learning Motivation, Self-Confidence, and Entrepreneurial Interest. This test was chosen because it is suitable for data on an interval scale that has a normal distribution, as recommended by Sugiyono (2020).

RESULT AND DISCUSSION

1) Frequency Distribution Table of Variables X1 (Learning Motivation), X2 (Self-Confidence), and Y (Entrepreneurial Interest)

Statistics		Learning Motivation	Self-Confidence	Entrepreneurial Interest
N	Valid	91	91	91
	Missing	0	0	0
Mean		35,7200	34,7800	36,4200
Median		37,0000	36,0000	37,0000
Std. Deviation		4,95712	5,27331	4,10122
Minimum		26,00	24,00	28,00
Maximum		47,00	47,00	47,00

The descriptive statistical analysis results illustrate data from 91 respondents regarding the three primary variables: Learning Motivation, Self-Confidence, and Entrepreneurial Interest. The average Learning Motivation score is 35.72, with a median of 37.00 and a standard deviation of 4.96. The minimum and maximum values are 26 and 47, respectively. The relatively small variability in Learning Motivation indicates that respondents' perceptions of this variable are fairly homogeneous, with most values close to the mean and median.

For the Self-Confidence variable, the average score is 34.78, with a median of 36.00 and a standard deviation of 5.27. The minimum value of 24 and the maximum of 47 show a broader range of perceptions compared to Learning Motivation. This indicates greater variation in self-confidence levels among respondents, even though the majority fall within a range near the median.

For the Entrepreneurial Interest variable, the average score is 36.42, with a median of 37.00 and a standard deviation of 4.10. The range of values between 28 and 47 shows that most respondents have a relatively high interest in entrepreneurship, with less variation compared to Self-Confidence. This reflects a consistent perception among respondents regarding entrepreneurial interest, which tends to be at a fairly high level.Uji Normalitas variabel X_1 (Motivasi Belajar), X_2 (Kepercayaan Diri), dan Y (Minat Berwirausaha)

2) Normality Test of Variables X1 (Learning Motivation), X2 (Self-Confidence), and Y (Entrepreneurial Interest)

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Motivasi Belajar	,122	91	,061	,967	91	,173
Kepercayaan Diri	,123	91	,056	,976	91	,402
Minat Berwirausaha	,116	91	,089	,979	91	,503
a. Lilliefors Significance Correction						

The results show that all variables have significance values greater than 0.05. For Learning Motivation, the Kolmogorov-Smirnov significance value is 0.061, while for Self-Confidence, the value is 0.056. Meanwhile, Entrepreneurial Interest has a significance value of 0.089 under the Kolmogorov-Smirnov test.

Thus, all variables can be considered to have a normal distribution, enabling the use of parametric analysis such as Pearson correlation and multiple linear regression for analyzing the relationships among variables.

3) Pearson Correlation Test of Variables X1 (Learning Motivation), X2 (Self-Confidence), and Y (Entrepreneurial Interest)

Correlations

		Learning Motivation	Self-Confidence	Entrepreneurial Interest
Learning Motivation	Pearson Correlation	1	,642**	,414**
	Sig. (2-tailed)		,000	,003
	N	91	91	91
Self-Confidence	Pearson Correlation	,642**	1	,573**
	Sig. (2-tailed)	,000		,000
	N	91	91	91
Entrepreneurial Interest	Pearson Correlation	,414**	,573**	1
	Sig. (2-tailed)	,003	,000	
	N	91	91	91
**. Correlation is significant at the 0.01 level (2-tailed).				

The Pearson correlation analysis shows significant relationships among the three variables:

- Learning Motivation and Self-Confidence have a correlation coefficient of 0.642 with a p-value of 0.000, indicating a significant positive relationship.
- Learning Motivation and Entrepreneurial Interest have a correlation coefficient of 0.414 with a p-value of 0.003, indicating a significant positive relationship at the 99% confidence level.
- Self-Confidence and Entrepreneurial Interest have a correlation coefficient of 0.573 with a p-value of 0.000, indicating a strong and significant positive relationship.

4) Multiple Linear Regression Test of Variables X1 (Learning Motivation), X2 (Self-Confidence), and Y (Entrepreneurial Interest)

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	19,946	3,771		5,290	,000
	Learning Motivation	,065	,129	,079	,509	,613
	Self-Confidence	,406	,121	,523	3,363	,002

a. The multiple linear regression analysis produces the following model:

Entrepreneurial Interest = 19.946 + 0.065 (Learning Motivation) + 0.406 (Self-Confidence)

- The constant (19.946) indicates the baseline value of **Entrepreneurial Interest** when Learning Motivation and Self-Confidence are zero.
- **Learning Motivation** has a coefficient of 0.065 with a p-value of 0.613, indicating that its effect is not statistically significant on Entrepreneurial Interest in this model.
- **Self-Confidence** has a coefficient of 0.406 with a p-value of 0.002, indicating a significant positive effect on Entrepreneurial Interest at the 99% confidence level.

These results suggest that Self-Confidence has a stronger and more significant impact on Entrepreneurial Interest compared to Learning Motivation, although both variables show positive relationships. Analisis regresi linear berganda menghasilkan model berikut:

CONCLUSION

Overall, the results of the study show that both Learning Motivation and Self-Confidence have significant relationships with Entrepreneurial Interest. However, in regression analysis, only Self-Confidence has a significant effect on Entrepreneurial Interest. This indicates that Self-Confidence plays a vital role in building one's interest in entrepreneurship.

Learning Motivation has a positive relationship with both Self-Confidence and Entrepreneurial Interest, but its direct influence on Entrepreneurial Interest is not strong enough to be considered significant. This study emphasizes the importance of developing self-confidence among individuals interested in entrepreneurship, as this variable has proven to significantly contribute to enhancing entrepreneurial interest.

The study provides a comprehensive conclusion about the relationship between learning motivation and self-confidence with entrepreneurial interest. The main findings indicate a positive correlation between the two independent variables and students' entrepreneurial interest. This aligns with Kuratko's (2019) perspective, which emphasizes the importance of psychological factors in fostering entrepreneurial spirit.

Practical recommendations include the development of integrated entrepreneurship curricula, the organization of mentoring programs, and intensive training to enhance students' self-confidence. Gibb (2016) highlights the importance of experiential learning approaches in entrepreneurship education, enabling students to experience the process and challenges of entrepreneurship directly.

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