



THE INFLUENCE OF SELF-EFFICACY AND ENTREPRENEURIAL MOTIVATION ON ENTREPRENEURIAL INTENTION AMONG UNDERGRADUATE MANAGEMENT STUDENTS AT UNIVERSITAS MUHAMMADIYAH CIREBON

Firda Fibriani¹⁾, Wiwi Hartati²⁾, Sylvani³⁾

^{1,2,3} Economics and Business, University of Muhammadiyah Cirebon, Cirebon

^{1,2,3)} firdafibriani21@gmail.com (*), wiwihar3@gmail.com, sylvani@umc.ac.id

ARTICLE HISTORY

Received:

July 17, 2025

Revised

August 1, 2025

Accepted:

August 2, 2025

Online available:

August 08, 2025

Keywords:

Self-Efficacy, Entrepreneurial Motivation, Entrepreneurial Intention

*Correspondence:

Name: Firda Fibriani

E-mail: firdafibriani21@gmail.com

Editorial Office

Ambon State Polytechnic
Centre for Research and
Community Service
Ir. M. Putuhena Street, Wailela-
Rumahtiga, Ambon
Maluku, Indonesia
Postal Code: 97234

ABSTRACT

Introduction: This study examines the impact of self-efficacy and entrepreneurial motivation on the entrepreneurial interest of undergraduate students in the Management Study Program at University of Muhammadiyah Cirebon. The research is grounded in the observed low levels of entrepreneurial interest among students, which are often attributed to psychological insecurity and a lack of motivational drive. The primary objective of this study is to empirically test whether self-efficacy and entrepreneurial motivation significantly predict students' interest in entrepreneurship

Methods: This research employs a quantitative approach using survey data from 92 students who had completed entrepreneurship courses. Multiple linear regression analysis was used to assess the partial and simultaneous effects of self-efficacy and entrepreneurial motivation on entrepreneurial interest.

Results: The findings indicate that both self-efficacy and entrepreneurial motivation exert a positive and statistically significant influence on students' entrepreneurial interest, both independently and in combination. These results affirm the critical role of internal psychological factors confidence and motivation in shaping entrepreneurial intention among university students.

INTRODUCTION

National economic development is inextricably linked to the strategic role of high quality, creative, and competitive human resources. In this context, Human Resource Management (HRM) plays a crucial role, not only in optimizing individuals' potential as employees but also in fostering them as job creators. The development of entrepreneurial spirit among the youth represents a tangible form of human capital advancement, driving innovation, job creation, and economic growth. Entrepreneurship serves as a fundamental pillar for inclusive and sustainable economic progress, empowering local resources and communities while simultaneously addressing challenges such as unemployment and regional disparities.

The urgency of strengthening the entrepreneurial role in economic development becomes more apparent when examined in conjunction with current labor market conditions. According to Statistics Indonesia (BPS, 2025), the national open unemployment rate (TPT) in 2024 stood at 5.25%, marking a slight increase from 5.18% in the previous year. Although unemployment has generally declined since the peak of the COVID-19 pandemic, this increase highlights ongoing structural imbalances in the national labor market. This phenomenon underscores a persistent gap between the number of job seekers and the availability of suitable formal employment opportunities in terms of competencies, job interests, and industrial absorption capacity. in conjunction with

Given these conditions, it is imperative to explore alternative solutions beyond reliance on the formal sector. This imbalance not only reflects systemic issues in employment but also reinforces the urgency of entrepreneurial approaches as viable alternatives. Amid the limitations of conventional job markets, cultivating an entrepreneurial mindset and spirit becomes a strategic approach to fostering independent job creation. This is particularly relevant for university graduates, for whom cultivating entrepreneurial interest and readiness is a concrete response to the increasingly competitive and uncertain labor landscape.

However, empirical realities indicate that the entrepreneurial potential among university students remains underdeveloped. Observational data from students of the Management Study Program, Faculty of Economics and Business, University of Muhammadiyah Cirebon, reveals that only 3.02% have initiated business ventures. The majority exhibit hesitation concerning their preparedness, self-confidence, and motivation to start a business. This is concerning, given that university students are a strategic demographic expected to act as key drivers of economic growth through knowledge- and technology-based entrepreneurship.

The low level of entrepreneurial interest can be further examined through internal psychological factors that influence individual behavior. One of the most critical internal determinants of entrepreneurial interest is self-efficacy, defined as an individual's belief in their capacity to face challenges and manage a business. Students with high self-efficacy are typically more confident in taking risks and overcoming business obstacles. In contrast, low self-efficacy may lead to fear of failure and reluctance to initiate ventures. Observations show that many students express pessimism, a tendency to give up when facing failure, and a lack of initiative in identifying business opportunities.

In addition to self-efficacy, motivation is another crucial factor shaping entrepreneurial interest. Entrepreneurial motivation refers to the internal and external drives that encourage individuals to engage in business activities. These motivations encompass the ambition to achieve independence, self-actualization, and the desire to address economic challenges. Initial observations suggest that students are hindered by fear of risk, insufficient social support, and limited access to capital and mentorship, all of which indirectly reduce their motivation to become entrepreneurs.

The relationship between these psychological factors and entrepreneurial interest has been substantiated by various previous studies. Research findings have consistently shown that both self-efficacy and entrepreneurial motivation exert a positive influence on students' entrepreneurial interest (Sulastri & Pangestu, 2023; Syifana & Rochmatullah, 2024). These findings demonstrate that enhancing self-confidence and motivational drive simultaneously can significantly strengthen students' intentions to initiate and develop entrepreneurial ventures.

Considering the critical role of these two variables, higher education institutions are expected to play an active role in fostering students' entrepreneurial character. Universities particularly the Faculty of Economics and Business at University of Muhammadiyah Cirebon hold a pivotal position in cultivating a supportive entrepreneurial

climate. Through curriculum enhancement, training programs, and business incubation, the institution aims to develop students with high self-efficacy and strong entrepreneurial motivation. This study aims to empirically examine the influence of self-efficacy and entrepreneurial motivation on the entrepreneurial interest of students in the Management Study Program. Understanding this relationship will enable universities to design more targeted and sustainable entrepreneurship development strategies.

LITERATURE REVIEW

Entrepreneurial Intention

Entrepreneurial interest is broadly recognized as a psychological tendency that drives individuals to engage in entrepreneurial activities by identifying opportunities and managing potential risks (Zimmerer, 2020). This interest plays a fundamental role in the entrepreneurial process and is conceptually grounded in frameworks such as the Theory of Planned Behavior (TPB) and the Entrepreneurial Event Model. According to TPB, entrepreneurial interest is shaped by attitude, subjective norms, and perceived behavioral control, whereas the Entrepreneurial Event Model highlights perceived desirability and feasibility as core triggers. However, empirical findings vary regarding which factor most strongly predicts entrepreneurial interest. Some scholars emphasize psychological readiness (Sulastri & Erry R. Pangestu, 2023). While others prioritize external motivational cues such as social support and access to capital (Syifana & Rochmatullah, 2024; Wang et al., 2023). This debate reflects a broader tension in entrepreneurship research regarding the relative influence of internal attributes versus contextual enablers.

The Entrepreneurial Interest Model proposed by Nurhayati & Lestari, (2022) posits that individuals' intentions to start a business are influenced by their personal attitudes toward entrepreneurship, perceived social norms, and their confidence in their entrepreneurial capabilities (i.e., self-efficacy). In operational terms, Darajat, (2018) identifies six measurable dimensions of entrepreneurial interest: (1) desire, reflected in aspirations to become an entrepreneur; (2) willingness, indicated by the readiness to invest time and effort in business ventures; (3) confidence, tied to self-efficacy or belief in one's ability to manage a business; (4) motivation, driven by internal goals such as financial independence or external stimuli; (5) determination, marked by resilience and long-term commitment; and (6) risk-taking ability, demonstrated by a willingness to operate under uncertainty. These dimensions provide a robust framework for assessing entrepreneurial interest among university students. However, empirical literature lacks consensus on which dimension is most influential, particularly within non-Western Islamic university contexts highlighting a critical research gap. This study seeks to address this gap by examining how self-efficacy and entrepreneurial motivation two central yet contested constructs simultaneously predict entrepreneurial interest in the cultural and educational setting University of Muhammadiyah Cirebon.

Self-Efficacy

Self-efficacy, introduced by Albert Bandura, refers to an individual's belief in their ability to organize and execute the actions necessary to achieve desired outcomes (Bandura, 2006). In the entrepreneurial context, it pertains to one's confidence in initiating and sustaining business activities (Jaya & Seminari, 2016). Bandura identified four main sources of self-efficacy: mastery experiences, vicarious experiences, social persuasion, and physiological and emotional states. These elements contribute to a dynamic belief system that influences how individuals respond to entrepreneurial challenges. Scholarly debates continue regarding the most influential source of self-efficacy. For instance, Feist dan Gregory, (2010) emphasize the role of mastery experiences, while also recognizing emotional regulation as critical for navigating entrepreneurial uncertainty. Other researchers argue that social persuasion especially feedback from peers and mentors plays a greater role in collectivist cultures like Indonesia, where social influence tends to shape self-perceptions more than personal experiences.

Operationally, self-efficacy comprises three core dimensions: magnitude, strength, and generality (Bandura, 1997). *Magnitude* refers to an individual's perceived ability to perform tasks of varying difficulty, often reflected in their belief in overcoming barriers despite limited support. *Strength* captures the intensity of belief and persistence, such as enthusiasm in facing challenges and recognition that entrepreneurial success involves incremental effort. *Generality* assesses the breadth of contexts in which one feels efficacious, as shown by attempts to improve after setbacks or missed goals. Empirical studies remain divided on which dimension best predicts entrepreneurial behavior.

Some scholars highlight *strength* as a predictor of perseverance among novice entrepreneurs, while others argue that *generality* is more critical for long-term adaptability across diverse business settings. These insights underscore the need for context-specific analysis to determine which aspects of self-efficacy most significantly drive entrepreneurial motivation in university students particularly within higher education environments that emphasize character development and innovation.

Entrepreneurial Motivation

Entrepreneurial motivation is defined as a psychological driver that encourages individuals to initiate and sustain business ventures, shaped by both intrinsic desires and extrinsic stimuli Santoso & Dewi, (2021) derived from the Latin *movere*, meaning “to move,” motivation represents internal and external forces that stimulate goal-directed behavior (Sutrisno, 2016). According to Self-Determination Theory (Ryan & Deci, 2000), intrinsic motivations such as autonomy, purpose, and self-expression are more enduring and strongly correlated with long-term entrepreneurial intent compared to extrinsic motivators like financial gain or social recognition. Nevertheless, empirical findings are mixed. Heriyanto & Ie, (2024) argue that the interplay between intrinsic ambition and external needs jointly shapes entrepreneurial behavior among students. Conversely, Wang et al., (2023) suggest that contextual “push” factors such as job scarcity or economic instability serve as more immediate catalysts, particularly in developing countries. These contrasting views highlight the importance of culturally and situationally specific assessments of motivation in entrepreneurship research.

To measure entrepreneurial motivation, Heriyanto & Ie, (2024) propose three key dimensions: *freedom ambition*, *self-realization*, and *push factors*. *Freedom ambition* captures the drive for autonomy and flexible decision-making, often reflected in perseverance and high enthusiasm. *Self-realization* relates to the fulfillment of personal goals and creative potential, indicated by strong work ethic and long-term commitment. *Push factors* represent external pressures such as job dissatisfaction or financial need, expressed through resilience and externally driven motivation. While these dimensions are interrelated, their predictive power varies across demographics. Some studies identify *self-realization* as the dominant motivator among privileged university populations, while others find *push factors* more prominent among students facing economic hardship. This indicates that entrepreneurial motivation is a multilayered construct that requires context-sensitive measurement and interpretation.

Previous Study and Hypothesis

With the research results above, the conceptual framework is as follows:

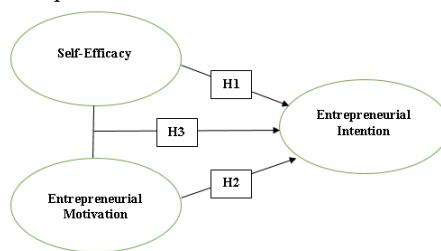


Figure 1 The research paradigms
Source: Data Processed, 2025

From this framework, a hypothesis can be formulated:

The Influence of Self-Efficacy on Entrepreneurial Intention

Numerous empirical studies have consistently affirmed a positive relationship between self-efficacy and entrepreneurial intention. For instance, Marlina et al., (2023) emphasized that individuals with higher levels of self-efficacy are more likely to demonstrate strong entrepreneurial intentions, as they possess greater confidence in their ability to handle risks and navigate the inherent uncertainties of entrepreneurship. Similarly, Sulastri & Pangestu, (2023) identified self-efficacy as a critical internal psychological factor that encourages individuals to initiate and sustain entrepreneurial endeavors. These findings support the theoretical proposition that self-efficacy enhances psychological readiness, risk tolerance, and persistence attributes essential for entrepreneurial action. However, some

scholars argue that the impact of self-efficacy may be moderated by contextual factors such as access to resources, quality of mentorship, or socio economic conditions.

H₁ : Self-efficacy has a positive influence on entrepreneurial intention.

The Influence of Entrepreneurial Motivation on Entrepreneurial Intention

Entrepreneurial motivation has also been empirically validated as a key predictor of entrepreneurial intention across diverse populations. For example, Sulastri & Pangestu, (2023) reported that students with strong internal motivations such as the desire for autonomy, financial independence, and personal fulfillment exhibited higher levels of entrepreneurial intention. Motivation functions as an internal catalyst, energizing individuals with the enthusiasm and resolve needed to initiate a business. This psychological drive plays a pivotal role in translating latent entrepreneurial potential into actual behavior. Nonetheless, some studies contend that motivation alone may not suffice unless supported by conducive environments, such as access to entrepreneurship education and institutional support. Despite these caveats, the preponderance of evidence underscores motivation as a core determinant of entrepreneurial intention.

H₂ : Entrepreneurial motivation has a positive influence on entrepreneurial intention.

The Influence of Self-Efficacy and Entrepreneurial Motivation on Entrepreneurial Intention

Integrated research, such as that conducted by Sulastri & Pangestu, (2023), suggests that the combination of self-efficacy and entrepreneurial motivation exerts a more robust influence on entrepreneurial intention than either factor alone. Self-efficacy reinforces an individual's belief in their ability to manage risk and uncertainty, while motivation fuels the drive and commitment to initiate entrepreneurial action. These constructs interact synergistically self-efficacy bolsters resilience, and motivation sustains engagement—together forming a strong psychological foundation for entrepreneurial behavior. However, the effectiveness of this interplay may be contingent upon external factors, including institutional support systems, cultural context, and economic background. Despite these moderating variables, existing empirical evidence supports the assertion that the joint influence of self-efficacy and motivation significantly enhances students' entrepreneurial intention.

H₃ : Self-efficacy and entrepreneurial motivation have a positive influence on entrepreneurial intention.

RESEARCH METHODS

This research employed a quantitative approach grounded in the positivist paradigm, aiming to examine the relationship between the independent variables self-efficacy (X1) and entrepreneurial motivation (X2) and the dependent variable, entrepreneurial interest (Y). The study was conducted within the Management Study Program of the Faculty of Economics and Business at University of Muhammadiyah Cirebon. The population consisted of 120 undergraduate students from the 2021 cohort who had completed all entrepreneurship courses. Using Slovin's formula at a 5% margin of error, a sample of 92 students was determined through proportional stratified random sampling across six class groups. The research was carried out during the even semester of the 2024/2025 academic year, from May to June 2025.

Primary data were collected through questionnaires, observations, and preliminary interviews. The main instrument was a structured Likert-scale questionnaire ranging from 1 (strongly disagree) to 5 (strongly agree), constructed based on validated indicators for each variable. Observations were conducted to contextualize behavioral indicators of entrepreneurial interest, while exploratory interviews helped identify initial patterns and student perspectives. The questionnaire distribution was done both offline and online to ensure comprehensive coverage of the selected sample. Each respondent was required to read introductory guidance, fill in personal data, and answer the questions thoughtfully.

The data analysis process consisted of several stages: (1) Instrument testing through validity and reliability analysis using Pearson Product-Moment correlation and Cronbach's Alpha respectively; (2) Classical assumption tests including normality, multicollinearity, heteroskedasticity, linearity, and autocorrelation; and (3) Multiple linear regression analysis to determine the simultaneous and partial influence of the independent variables on entrepreneurial interest. The hypothesis testing employed t-tests (partial effect) and F-tests (simultaneous effect), with a significance

level of 0.05. The coefficient of determination (R^2) was also calculated to assess the explanatory power of the model. All statistical analyses were performed using SPSS software to ensure robustness and replicability of the findings.

Table 1 Measurement Indicators

Variables	Item Number	Statement	Source
Self-Efficacy	SE1	I believe I can solve difficult challenges in entrepreneurship if I try hard.	Riangga Novrianto, Anggia Kargentti Evanurul Marettih, (2019)
	SE2	It is easy for me to stay focused on my business goals and achieve them.	
	SE3	I can solve various problems in business activities if I take them seriously.	
	SE4	Strength I am confident that I can act well in unexpected situations.	
	SE5	Thanks to my skills, I know how to deal with unexpected situations.	
	SE6	I can stay calm when facing difficulties because I can rely on my ability to overcome them.	
	SE7	Whatever happens, I will be able to cope well.	
	SE8	I am able to find a way to solve the problem if something hinders my efforts.	
	SE9	When facing problems in entrepreneurship, I have many ideas to overcome them.	
	SE10	When I am in a difficult situation in my business, I can find a way out to deal with it.	
Entrepreneurial Motivation	EM1	Entrepreneurship teaches me about never giving up to achieve success.	Heriyanto & Ie, (2024)
	EM2	Being a successful entrepreneur must have a high level of passion.	
	EM3	Self-realization I assume that the higher the work enthusiasm, the higher the chance of success.	
	EM4	Pushing factors I have a high commitment to achieve the success of a business.	
	EM5	Being a successful entrepreneur must have thoughts about never giving up.	
	EM6	Some people are motivated by seeing people who work hard.	
Entrepreneurial Intention	EI1	I already have a high desire for entrepreneurship.	Darajat, (2018)
	EI2	Willpower I have a strong will to be an entrepreneur.	
	EI3	Confidence I have high confidence in entrepreneurship.	
	EI4	Dororngan I have a high drive/motivation for entrepreneurship.	
	EI5	Stand I have a strong stand for entrepreneurship.	
	EI6	Risk Taking Ability I have the ability to take risks in entrepreneurship.	

Source: Data Processed, 2025

RESULT AND ANALYSIS

Respondent Characteristics

This study raises Entrepreneurial Interest in Management Study Program Students, Faculty of Economics and Business, University of Muhammadiyah Cirebon Class of 2021 which includes Self Efficacy and Entrepreneurial Motivation to Entrepreneurial Interest. To see the results of this study, 92 respondents were taken as students of the Management Study Program, Faculty of Economics and Business, University of Muhammadiyah Cirebon, Class of 2021.

Table 2 Description of Respondent Characteristics

Category	Description	Frequency	Percentage (%)
Gender	Female	55	60
	Male	37	40
	Amount	92	100
Age	20 – 22 years	68	73.9
	>23 years	24	26.1
	Amount	92	100
Class (Study Program)	Human Resource Management	55	59.8
	Marketing Management	29	31.5
	Financial Management	8	8.7
	Amount	92	100

Source: Data Processed, 2025

The demographic analysis of respondents from the Management Study Program, Faculty of Economics and Business, University of Muhammadiyah Cirebon (Class of 2021), reveals a majority of female participants and a concentration within the 20-22 age range. Specifically, 60% of the 92 respondents are female, and 73.9% fall into the 20-22 age bracket, indicating a sample primarily composed of young adult women. Furthermore, the Human Resource Management class represents the largest group among the respondents, comprising 59.8%. This demographic profile is typical for management programs, which often attract more female students due to perceived alignments with communication, management, administrative, and teamwork skills. The predominance of respondents in their early productive years (20-22) makes them suitable for research on topics such as entrepreneurial interest, self-efficacy, or motivation, as this age group is crucial for developing critical thinking and decision-making abilities.

Validity Test and Reliability Test

The research methodology employed rigorous psychometric evaluations to ensure the quality of the data collection instrument. Validity was established through an item-total correlation analysis, where individual questionnaire items were deemed valid if their correlation coefficient surpassed a critical r-value of 0.205, determined at a significance level of alpha = 0.05 with 90 degrees of freedom. This threshold ensured that only statistically robust items, significantly contributing to their respective constructs, were retained for subsequent analysis. Complementing the validity assessment, a reliability test was conducted using Cronbach's Alpha coefficient to ascertain the internal consistency of the instrument. A Cronbach's Alpha value exceeding 0.60 was set as the benchmark for reliability, signifying that the questionnaire consistently and dependably measured the intended constructs, thus providing stable and trustworthy data.

Table 3 Validity and Reliability Test Results

Variables	Items	Corrected Correlation	Item-Total	r-table	Cronbach's Alpha
Self-Efficacy	SE1	0,857		0,205	0,973

	SE2	0,919	0,205	
	SE3	0,800	0,205	
	SE4	0,930	0,205	
	SE5	0,823	0,205	
	SE6	0,938	0,205	
	SE7	0,922	0,205	
	SE8	0,922	0,205	
	SE9	0,920	0,205	
	SE10	0944	0,205	
Entrepreneurial Motivation	EM1	0,768	0,205	0,890
	EM2	0,702	0,205	
	EM3	0,893	0,205	
	EM4	0,749	0,205	
	EM5	0,782	0,205	
	EM6	0,925	0,205	
Entrepreneurial Intention	EI1	0,941	0,205	0,978
	EI2	0,955	0,205	
	EI3	0,944	0,205	
	EI4	0,963	0,205	
	EI5	0,943	0,205	
	EI6	0,946	0,205	

Source: Data Processed, 2025

Based on table 3, the reliability analysis of the measurement scales for Self-Efficacy, Entrepreneurial Motivation, and Entrepreneurial Intention demonstrates excellent internal consistency, as indicated by Cronbach's alpha values of 0.973, 0.890, and 0.978 respectively. Each item within these constructs shows strong corrected item-total correlations well above the critical r-table value of 0.205, confirming that all items contribute positively to their respective scales.

Classical Assumption Test

Table 4 Classical Assumption Testing Results

Assumption Test	Test Method	Criteria for Decision	Results
Normality Test	One-Sample Kolmogorov-Smirnov Test	Significance (p) > 0.05 = Normal distribution	p = 0.200
Multicolinearity Test	Tolerance and Variance Inflantion Factor (VIF)	Tolerance > 0.10 and VIF < 10 = No multicollinearity	Tolerance = 0.275; VIF = 3.635
Heteroscedastisity Test	Glejser (Sig. values)	Significance (p) > 0.05 = No heteroscedasticity	Self-Efficacy p = 0.698; Entrepreneurial Motivation p = 0.424
Linearity Test	Scatter Plot Analysis	Regression line trending upward from left to right = Linear relationship	Scatter plots show upward trend for both variables
Autocorrelation Test	Run Test	Asymp. Sig (2-tailed) > 0.05 = No autocorrelation	p = 0.210

Source: Data Processed from SPSS 25 Output Result, 2025

Based on table 4, the results of the classical assumption tests indicate that the regression model used in this study satisfies all essential criteria for valid statistical inference. The normality test using the One-Sample Kolmogorov-Smirnov method yielded a significance value of 0.200, which is greater than the 0.05 threshold, confirming that the residuals are normally distributed. Multicollinearity was assessed through tolerance and Variance Inflation Factor (VIF) values, with tolerance at 0.275 and VIF at 3.635, both within acceptable limits, indicating no multicollinearity among the independent variables. The heteroscedasticity test showed significance values of 0.698 for Self-Efficacy and 0.424 for Entrepreneurial Motivation, both exceeding 0.05, thus confirming homoscedasticity in the model. Linearity was verified through scatter plot analysis, where the regression lines displayed an upward trend, affirming a linear relationship between the independent and dependent variables. Finally, the Runs Test for autocorrelation produced a significance value of 0.210, indicating that residuals are independent and free from autocorrelation. Collectively, these findings validate the appropriateness and robustness of the regression model for further analysis.

Hypothesis Test

Table 5 Direct Hypothesis Testing Result

Hypothesis	Test Type	Coefficient (B)	t/F value	p-value	Decision Criteria
Self-Efficacy → Entrepreneurial Intention	t-test (partial)	0.664	25.371	0.000	$t > t\text{-table (0.206)}$; $p < 0.05$
Motivation → Entrepreneurial Intention	t-test (partial)	1.069	15.354	0.000	$t > t\text{-table (0.206)}$; $p < 0.05$
Self-Efficacy & Motivation → Entrepreneurial Intention	F-test (simultaneous)	-	351.492	0.000	$F > F\text{-table (3.099)}$; $p < 0.05$

Source: Data Processed from SPSS 25 Output Result, 2025

Based on table 5, the hypothesis testing results indicate that both Self-Efficacy and Motivation have a significant positive effect on Entrepreneurial Interest among the respondents. The partial t-tests show that Self-Efficacy ($B = 0.664$, $t = 25.371$, $p = 0.000$) and Motivation ($B = 1.069$, $t = 15.354$, $p = 0.000$) each individually influence Entrepreneurial Interest significantly, as their t-values exceed the critical t-table value of 0.206 and their p-values are below the 0.05 threshold. Furthermore, the simultaneous F-test confirms that together, Self-Efficacy and Motivation significantly impact Entrepreneurial Interest ($F = 351.492$, $p = 0.000$), with the F-value surpassing the critical F-table value of 3.099. These findings validate the proposed model, demonstrating that both variables are important predictors of entrepreneurial intention in the study population.

H₁: Self-Efficacy has a positive influence on Entrepreneurial Intention

The findings of this study indicate that self-efficacy has a positive and significant influence on students' entrepreneurial intention. This result aligns with Bandura, (2006) theory, which defines self-efficacy as an individual's belief in their ability to complete tasks and overcome challenges. Students with high levels of self-efficacy tend to exhibit greater confidence in facing risks, persistence in running a business, and readiness to take concrete entrepreneurial actions. Descriptive analysis revealed that students' self-efficacy levels fall into the "fairly good" category, particularly in terms of work enthusiasm and perseverance. However, weaknesses were identified in areas such as cognitive flexibility and initiative-taking, which are crucial in navigating the dynamic nature of entrepreneurial environments. Observational and interview data reinforced these findings: students with high self-efficacy were more proactive in managing their ventures despite challenges, while those with low self-efficacy demonstrated hesitation and fear in starting a business. There ahead, enhancing self-efficacy must go beyond motivational components and include the development of adaptive strategies and initiative skills. Support programs such as practical training, case-based learning, mentorship, and entrepreneurship communities on campus are essential to strengthen students' readiness to engage in entrepreneurial activities.

H₂ : Entrepreneurial Motivation has a positive influence on Entrepreneurial Intention

The study further confirms that entrepreneurial motivation positively and significantly affects entrepreneurial intention among students in the Management Study Program, Faculty of Economics and Business, University of Muhammadiyah Cirebon. This supports McClelland, (1987) theory, which defines entrepreneurial motivation as a combination of internal and external drives that push individuals toward entrepreneurship. Descriptively, student motivation is largely driven by intrinsic factors, such as the desire for autonomy (ambition for freedom) and self-actualization, rather than extrinsic rewards. Empirically, students with high entrepreneurial motivation expressed strong interest in establishing their own businesses to achieve financial independence and personal fulfillment. However, several barriers hinder the realization of this motivation, including fear of failure, lack of familial support, and uncertainty about their business ideas. This suggests that motivation alone is insufficient to drive entrepreneurial action without accompanying mental readiness, social support, and practical skills. Consequently, interventions such as entrepreneurship training, mentoring programs, and the creation of supportive learning environments are critical to maximizing the impact of motivation on entrepreneurial intention. These findings are consistent with (Syifana & Rochmatullah, 2024), who emphasized that practical experiences, such as internships, can strengthen the link between motivation and entrepreneurial behavior. Thus, while motivation forms a crucial foundation, it must be supported systemically to translate into actionable entrepreneurial intent.

H₃ : Self-Efficacy and Entrepreneurial Motivation has a positive influence on Entrepreneurial Intention

Simultaneous testing results indicate that self-efficacy and entrepreneurial motivation together exert a positive and significant influence on students' entrepreneurial intention. This finding aligns with Social Cognitive Theory, which posits that entrepreneurial behavior results from the interaction between self-belief (self-efficacy), motivational drivers, and environmental factors. Descriptively, students demonstrated relatively strong levels of self-efficacy and entrepreneurial motivation, especially in the dimensions of strength, generality, ambition for freedom, and self-realization. These reflect students' confidence and drive to live independently, achieve success, and build their own ventures. However, challenges such as fear of failure, limited familial encouragement, and uncertainty regarding business concepts continue to pose obstacles in converting entrepreneurial interest into real action. Hence, self-efficacy and entrepreneurial motivation are proven to be complementary factors in fostering entrepreneurial interest. To fully realize this potential, it is crucial to implement targeted interventions such as practical workshops, mentoring programs, and the establishment of a campus-based entrepreneurial ecosystem. Such initiatives will enhance students' mental, emotional, and technical preparedness for starting and sustaining entrepreneurial ventures. Figures, tables, and diagram should be editable ones, table don't using picture

CONCLUSION

Based on the findings, this study concludes that self-efficacy and entrepreneurial motivation both have a positive and significant influence on students' entrepreneurial interest, both partially and simultaneously. Self-efficacy, as theorized by Bandura, enables students to believe in their ability to manage risks and solve problems in entrepreneurial contexts, thereby increasing their likelihood of pursuing entrepreneurial activities. Entrepreneurial motivation, on the other hand, acts as a psychological drive that not only initiates but also sustains persistence throughout the entrepreneurial process. The simultaneous impact of these two factors demonstrates that neither self-efficacy nor motivation alone is sufficient both must be present and developed together to meaningfully enhance entrepreneurial intention among students. These findings support prior empirical studies and fill an important research gap by emphasizing the synergistic effect of psychological confidence and motivational drive within the setting of an Islamic higher education institution. As an implication, universities particularly those with entrepreneurship-oriented missions should design holistic entrepreneurship education that integrates skill-building with psychological empowerment and motivational support to foster future job creators instead of job seekers. It is recommended that future research extend this model by including environmental and experiential learning variables to further contextualize and optimize entrepreneurial development among students in diverse educational settings.

REFERENCES

Bandaru, A. (1997). *Self-Efficacy: The Exercise of Control*. W.H. Freeman and Company.

Bandura, A. (2006). Guide to the construction of self-efficacy scales. *Self-Efficacy Beliefs of Adolescents*, 307–337.

Darajat, A. (2018). Perancangan Instrumen Pengukuran Minat Wirausaha. *Prosiding Festival Lmiah Manajemen & Akuntansi*, 339–350.

Heriyanto, H., & Ie, M. (2024). Peran Pengetahuan Kewirausahaan, Motivasi Wirausaha dan Karakteristik Wirausaha terhadap Keberhasilan Berwirausaha. *Jurnal Manajerial Dan Kewirausahaan*, 6(1), 260–269. <https://doi.org/10.24912/jmk.v6i1.28601>

Jaya, I., & Seminari, N. (2016). Pengaruh Norma Subjektif, Efikasi Diri, Dan Sikap Terhadap Intensi Berwirausaha Siswa Smkn Di Denpasar. *None*, 5(3), 255356.

Jess Feist dan Gregory. (2010). *Teori Kepribadian*. Salemba Empat.

Marlina, E., Gusteti, Y., & Putri, D. E. (2023). Analisis Pengaruh Pengetahuan Kewirausahaan, Self Efficacy dan Karakter Wirausaha Terhadap Minat Berwirausaha (Studi Kasus Mahasiswa Universitas Dharmas Indonesia). *Jurnal Bisnis, Manajemen, Dan Ekonomi*, 4(3), 296–309. <https://doi.org/10.47747/jbme.v4i3.1319>

McClelland, D. C. (1987). *Human motivation*. Cambridge University Press: New York.

Nurhayati, D., & Lestari, N. S. (2022). Peran Digital Entrepreneurial Learning dan Entrepreneurial Orientation Sebagai Moderasi Pengaruh ICT Self-Efficacy terhadap Digital Entrepreneurial Intention Mahasiswa. *Jurnal Wacana Ekonomi*, 22(1), 86–97. <https://doi.org/10.52434/jwe.v22i1.2558>

Riangga Novrianto, Anggia Kargentii Evanurul Maretih, H. W. (2019). Validitas Konstruk Instrumen General Self Efficacy Scale Versi Indonesia. *Jurnal Psikologi*, 15(1), 1–9.

Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68–78. <https://doi.org/10.1037/0003-066X.55.1.68>

Santoso, S., & Dewi, N. K. S. (2021). Indonesian Learning Through WhatsApp Group To Create Interactive Learning Conditions. *Journal of Digital Learning and Education*, 1(01), 22–32. <https://doi.org/10.52562/jdle.v1i01.27>

Sulastri, A. N., & Erry R. Pangestu. (2023). Pengaruh Efikasi Diri Dan Motivasi Berwirausaha Terhadap Minat Wirausaha Mahasiswa. *Brainy: Jurnal Riset Mahasiswa*, 3(2), 43–50. <https://doi.org/10.23969/brainy.v3i2.66>

Sutrisno, E. (2016). *Manajemen Sumber Daya Manusia*. Prenamedia Group.

Syifana, A., & Rochmatullah, M. R. (2024). Pengaruh Magang Wirausaha Merdeka, Motivasi, Penggunaan Media Sosial Dan Self-Efficacy Dalam Meningkatkan Minat Berwirausaha Mahasiswa. *Journal of Economic, Business and Accounting (COSTING)*, 7(4), 7397–7412. <https://doi.org/10.31539/costing.v7i4.10037>

Wang, X. H., You, X., Wang, H. P., Wang, B., Lai, W. Y., & Su, N. (2023). El Efecto de la Educación Emprendedora en la Intención Emprendedora: Mediación de la autoeficacia empresarial y modelo moderador del capital psicológico. *Sustainability (Switzerland)*, 15(3).

Zimmerer, T. W. dan N. M. S. (2020). *Kewirausahaan dan Manajemen Bisnis Kecil*. Jakarta: Penerbit Indeks.