

Big 5 Personality (Ocean Model), Knowledge, and Motivation as Factors Influencing Entrepreneurial Interest Among Students

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Abstract

Big five personality and entrepreneurial knowledge have an influence in increasing entrepreneurial motivation and entrepreneurial interest among students. Entrepreneurial interest among students is not only influenced by individual personality but also by the breadth of entrepreneurial insight that students have, which ultimately makes students have the drive and interest to become entrepreneurs. The purpose of this study was to examine the influence of big five personality and entrepreneurial knowledge on entrepreneurial motivation and entrepreneurial interest among students. The purposive sampling technique was based on the criteria of individuals who received entrepreneurial knowledge at school or college, and who were born between 2000 and 2005. Based on these criteria, there were 264 people who could be used as research samples. Quantitative analysis in this study used IBM AMOS 26. In this study, big five personality was able to positively influence entrepreneurial motivation and entrepreneurial interest of students. In addition, entrepreneurial knowledge also positively influenced entrepreneurial motivation and entrepreneurial interest of students. The better the big five personality and entrepreneurial knowledge possessed by students, the greater the entrepreneurial motivation and interest of students to become entrepreneurs. The good big five personality and the amount of entrepreneurial knowledge possessed by students will direct their behavior to develop creativity, dare to take risks and be able to turn their ideas into real actions.

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INTRODUCTION

Students are people who study at a college, either at a university, institute, or academy (Mahdi and Sakapurnama, 2019). This definition established, students are positioned as adults who have self-awareness in developing their potential to become intellectuals, scientists, practitioners, or professionals increased numbers of Indonesian college graduates are expected to mitigate the nation's unemployment challenges (Kusumojanto et al., 2020).

Based on data from the Ministry of Manpower in 2023, the government noted that only twenty-seven percent of the population in Indonesia had the opportunity to receive higher education. Furthermore, according to BPS data, the open unemployment rate in February 2024 was still at 4.82%, this figure has decreased compared to the previous year. Based on research conducted by Kusumojanto et al., (2020), one way to reduce the open unemployment rate of higher education graduates is to foster an interest in entrepreneurship among students. Interest in entrepreneurship is defined as the desire, interest, and courage of individuals to take risks by creating new products through existing business opportunities (Overwein et al., 2024; Otache et al., 2024; Navaro et al., 2024; Nabila et al., 2024). Interest in entrepreneurship is believed to be able to reduce the open unemployment rate of higher education graduates in Indonesia (Kusumojanto et al., 2020).

Zhang et al., (2022) identify three key factors that influence entrepreneurial interest among students, namely big five personality trait (OCEAN Model), knowledge, and entrepreneurial motivation possessed by an individual. Comprehending the Big Five (OCEAN) personality model is crucial for identifying factors influencing entrepreneurial interest. Personality traits are behaviors or attitudes inherent in an individual in managing their business to achieve the desired goals (Bergner et al., 2023). Individuals with high personality traits have behavioral habits and a high willingness or drive towards openness to new experiences. The Big Five personality traits (OCEAN MODEL)—extraversion, agreeableness, conscientiousness, neuroticism, and openness to experience—represent individual characteristics that significantly impact behavior, emotional responses, and situational awareness. These individual characteristics are predictive of entrepreneurial interest among students.

Several empirical studies have shown the importance of big five personality trait (OCEAN MODEL) as a factor that can increase motivation and interest in entrepreneurship among students (Ayob et al., 2024). The characteristics of individuals with high big five personality traits (OCEAN MODEL) are reflected in the individual's ability to visualize things that have never been seen (imaginative), the individual ability to generate new ideas, the individual's ability to think critically, the individual's ability to accept differences, and the individual has a high sense of curiosity (Bras et al., 2024; Duy, 2024; Elrayah et al., 2024; Hosain et al., 2024; Juares et al., 2024).

Furthermore, entrepreneurial motivation also influences entrepreneurial interest among students (Bhatta et al., 2024; Karan et al., 2024; Lukovszki et al., 2024). Entrepreneurial motivation is a condition that encourages, drives, and directs an individual's desire to actualize their potential to always think creatively and innovatively to create new products and provide added value (Zarnade et al., 2022). This is in line with the results of research by Ayob et al., (2024) explaining that motivation is a process that explains the intensity, direction and persistence of efforts to achieve a goal. So that with motivation, individuals will try more enthusiastically to try without any coercion from any party. Then another factor that influences entrepreneurial interest among students is entrepreneurship education (Perez et al., 2024; Overwein et al., 2024; Otache et al., 2024; Navaro et al., 2024; Nabila et al., 2024). Entrepreneurship education is a person's understanding of entrepreneurship with various positive, creative, and innovative characters in developing business opportunities into profitable business opportunities or to become successful entrepreneurs (Tsaknis et al., 2022). This is in line with research conducted by Biswas and Verna (2022) which states that entrepreneurial interest can be fostered through entrepreneurship education. Entrepreneurship education must be specifically designed to facilitate entrepreneurial learning at a young age.

However, the phenomenon that occurs in the field shows that the interest in entrepreneurship among students is still relatively low. Researchers have conducted a preliminary survey of 40 student Management Study Program students born in 2000 to 2005 at Private Universities in Semarang, it was seen that only 15 percent of students had an interest in entrepreneurship in the high category, then 45 percent of students had an interest in entrepreneurship classified as moderate, and 40 percent of students in the low category of interest in entrepreneurship. Based on

the results of the pre-survey, several reasons often arise related to the low interest in entrepreneurship among students, including: lack of student motivation to become entrepreneurs.

This lack of motivation is influenced by the low knowledge of entrepreneurship that they have, and students who do not have an entrepreneurial spirit. This is because many students still think that being a worker is easier than being an entrepreneur. To overcome the above problems, it is necessary to implement an entrepreneurship education learning model that can foster interest in entrepreneurship among students. With deficiencies potentially including a lack of innovative spirit and intellectual curiosity (essential for identifying business opportunities), insufficient drive and energy for entrepreneurial pursuits, and limited collaborative aptitude. Furthermore, survey data reveal a current knowledge gap among students regarding business opportunities, roles, capabilities, and entrepreneurial risks.

In addition to the results of the pre-survey, there are also several differences in the results of research conducted by Tung et al., (2015) and Koe (2016) stated that personality traits do not affect entrepreneurial intentions. In addition, Aima et al., (2020) stated that learning motivation does not affect entrepreneurial intentions positively and significantly. Zhang et al., (2014) and Morales et al. (2020) stated that entrepreneurship education does not affect entrepreneurial intentions positively and significantly. Referring to the background explanation above, a comprehensive study is needed with the title "Big five personality ocean model, knowledge and motivation as factors influencing entrepreneurial intentions among students".

METHOD

The research method that will be used in this study is quantitative. Quantitative method is a research method that uses numbers and statistics in collecting and analyzing measurable data. Quantitative method is a manifestation of deductive thinking paradigm (general to specific) where researchers try to find new knowledge or test the validity of existing knowledge on empirical phenomena that researchers observe.

In this study, data analysis was carried out using SPSS tools. Quantitative analysis tools used to test the data in this study are validity, reliability, normality, classical assumptions and Structural Equation Model (SEM) tests.

The sample in this study was 264 students. The sampling technique used was purposive sampling technique, which is based on the criteria of individuals who received entrepreneurship education at college, and were born in the range of 2000 to 2005.

The data collection method uses primary data (in the form of questionnaires and interviews). The questionnaire was conducted by distributing a number of written questions to respondents selected as research samples to obtain data in the form of respondents' responses to the research variables. In this study, interviews were conducted by visiting and conducting Q&A with respondents to obtain data or information needed to support the research. The scale used in this study is a continuous rating scale in the range of 1 to 10 with 20 research instruments.

The dependent variable used in this study is entrepreneurial interest. While the intervening variable used is entrepreneurial motivation and the independent variables used in this study include: Big five personality and entrepreneurial knowledge.

Entrepreneurial interest is defined as the desire, interest, and courage of individuals to take risks by creating new products through existing business opportunities. Indicators of entrepreneurial interest variables include (Overwein et al., 2024): future orientation, daring to take risks, being responsible, diligent in trying, and creative thinking

Entrepreneurial motivation is a condition that encourages, moves, and directs an individual's desire to actualize their potential so that they always think creatively and innovatively to create new products and provide added value. Indicators of entrepreneurial motivation variables include (Zarnade et al., 2022): Freedom, economic opportunity, responsibility, involvement, and career advancement.

Big five personality is a behavior or attitude that is inherent in an individual in managing their business to achieve the expected goals. Indicators of the big five personality variables include (Bergner et al., 2023): openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism.

Entrepreneurial knowledge is a person's understanding of entrepreneurship with various positive, creative, and innovative characters in developing business opportunities into profitable business opportunities or to become a successful entrepreneur. Indicators of entrepreneurial knowledge variables include (Overwein et al., 2024): Knowledge of the business to be pioneered, Knowledge of roles and responsibilities, Knowledge of personality and self-abilities, Knowledge of management and organization, and Knowledge of risk

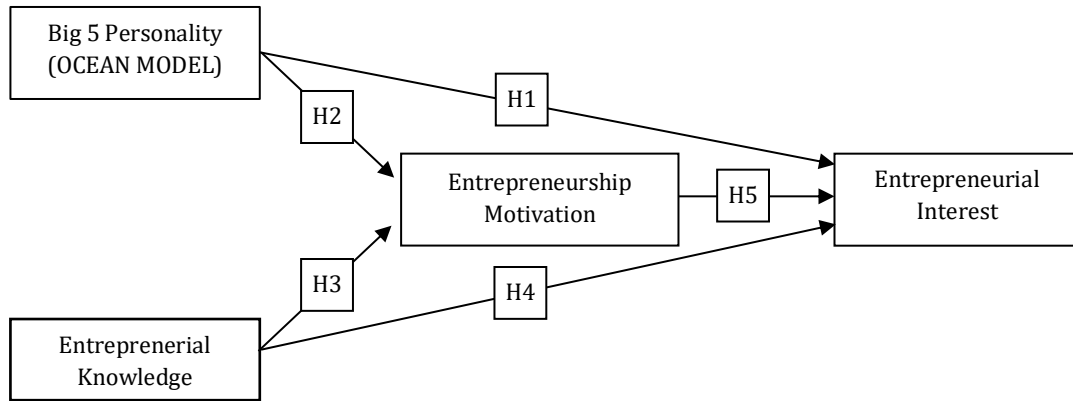


Figure 1. Empirical research model

RESULT AND DISCUSSION

The qualitative analysis of respondents based on gender shows that respondents are dominated by women (99 respondents). Thus, it can be understood that women are interested in entrepreneurship. Based on age characteristics, 15 respondents were aged between 18-19 years, 59 respondents were aged between 20-21 years, 62 respondents were aged between 22-23 years, and 28 respondents were aged between 24-25 years. A summary of respondent characteristics is presented in Table 1.

Tabel 1. Characteristics of respondent

Characteristics	Number	%
Gender		
Male	65	39,6
Female	99	60,4
Age		
19	28	17
20-21	59	36
22-23	62	38
24	15	9

Source: internal data, processed, 2024

The results of data reliability and validity testing show a fairly good level of consistency and accuracy. Testing the validity of the data homogeneity test with the correlation test between the scores of each item and the total score (Pearson correlation) shows a positive correlation and a significant level at the 0.01 level. The factor analysis test was carried out on the value of each variable with varimax rotation and the Kaiser MSA value showed a value > 0.50, meaning that the validity of each variable was quite valid.

The results of the validity and reliability tests showed that all questionnaire instruments were valid and reliable because the correlation value $r_{count} > 0.196$. The results of the reliability calculations above indicate that the construct reliability of all latent variables meets the criteria for the cut off value > 0.70. Likewise, the extract variance value meets the cut-off value > 0.50, so it can

be concluded that each latent variable meets the reliability criteria. The results of the validity and reliability test are shown in table2.

Table 2. Validity and Reliability of Measurement Items

Variables and Indicators	Factor Loading Reliability	
Big Five Personality		
1. Openness to experience	0.82	0.860
2. Conscientiousness	0.77	
3. Extraversion	0.61	
4. Agreeableness	0.76	
5. Neuroticism	0.82	
Entrepreneurial Knowledge		
1. Knowledge about the business that will be opened	0.83	0.893
2. Knowledge about roles		
3. Knowledge about self-abilities	0.82	
4. Knowledge about business management organization	0.78	
5. Knowledge about risk	0.79	
	0.74	
Entrepreneurship Motivation		
1. Freedom	0.88	0.918
2. Economic opportunities	0.86	
3. Responsibility	0.76	
4. Involvement	0.83	
5. Career advancement	0.77	
Entrepreneurial Interest		
1. Future orientation	0.75	0.908
2. Dare to take risks	0.64	
3. Be responsibilities	0.75	
4. Be diligent in trying	0.81	
5. Creative thinking	0.79	

Source: internal data, processed, 2024

The normality test shows that the data is normally distributed by paying attention to the value of c.r, skewness and kurtosis not exceeding the absolute price of 2.58, which is 1.900. Before testing the hypothesis, it is necessary to test the goodness of fit model. From the results of data analysis, it is known that all indicators of the goodness of fit model in this study are met. The result of the goodness of fit model analysis are summarized in table 3.

Table 3. Goodness of fit test result

Goodness of fit index	Cut off value	Value of data processing result	Note
Chi-square	Expected to be small	275.065	Fit
CMIN	< 2.00	1.667	Fit
RMSEA	< 0.08	0.050	Fit
GFI	> 0.90	0.913	Fit
AGFI	> 0.90	0.890	Fit
TLI	> 0.95	0.964	Fit
CFI	> 0.95	0.969	Fit

Source: internal data, processed, 2024

Based on the output regression weight in the complete model, there are five causal relationships. The five relationships have a CR value > 2.00 and significance < 0.05 so that the relationship has a positive and significant effect, so that the hypothesis developed can be accepted. The results of statistical testing on hypothesis 1 show that the estimated parameter is 0.216 which indicates that big five personality has a positive effect on entrepreneurial interest because the CR value is 5,087 and the significance value is 0.001. Hypothesis 2 shows that the estimated parameter value of 0.200 indicates a positive relationship and has a significant effect because the CR value is 2.683 and the significance value is 0.008. Hypothesis 3 shows that the estimated parameter value of 0.583 indicates a positive relationship and has a significant effect because the CR value is 6.662 and the significance value is 0.001. Hypothesis 4 shows that the estimated parameter value of 0.607 indicates a positive relationship and has a significant effect because the CR value is 9.186 and the significance value is 0.001. Hypothesis 5 shows that the parameter estimate value of 0.200 indicates a positive relationship and has a significant effect because the CR value is 4.948 and the significance value is 0.001. The result of the regression weight full model are summarized in table 4.

Table 4. Regression Weight Full Model

			Estimate	S.E.	C.R.	P	Note
Entrepreneurial Interest	<-- -	Big five personality	.216	.042	5.087	.001	Supported
Entrepreneurship Motivation	<-- -	Big Five personality	.200	.075	2.662	.008	Supported
Entrepreneurship Motivation	<-- -	Knowledge	.583	0.88	6.662	.001	Supported
Entrepreneurial Interest	<-- -	Entrepreneurial Knowledge	.607	.066	9.186	.001	Supported
Entrepreneurial Interest	<-- -	Entrepreneurship Motivation	.200	.040	4.948	.001	Supported

Source: internal data, processed, 2024

Influence of Big Five Personality on Interest in Entrepreneurship

Analysis reveals a significant positive correlation between the Big Five personality traits (OCEAN MODEL) and entrepreneurial interest among students. The results of the hypothesis test with the t-test on regression model, obtained a significance value of big five personality traits of $0.000 < 0.05$. This means that big five personality traits has a positive and significant effect on entrepreneurial interest so that H1 is accepted. The results of the study showed that there was an influence of the ocean model big five personality dimensions on entrepreneurial interest. The five dimensions include: openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism (Maheshwari, 2024; Mathushan and Gamage, 2022; Pandey et al., 2023). In this study, the openness to experience big five personality had a high score. This big five personality is indicated by creative and innovative individuals, they will seek new and different experiences for themselves. According to Elshaer and Sobaih (2023) individuals with a tendency towards an openness to experience big five personality are not afraid of challenges and they often display high creativity. This big five personality is very much needed by an entrepreneur in starting a business and in order to be able to survive in the competition of the entrepreneurial world. Several studies that have been conducted by Juhari et al., (2023) state that individuals with an openness to experience big five personality have a positive effect on entrepreneurial interest.

In the conscientiousness big five personality dimension, this big five personality is indicated by hard-working individuals, with these characteristics it is hoped that individuals can run entrepreneurship well. The results of the study conducted by Rohman (2020) state that entrepreneurs with a conscientiousness big five personality will positively influence the survival of the business being run. Several studies conducted by Ahmed et al., (2022) and Alghazali et al., (2022)

state that individuals with conscientiousness big five personality will positively influence entrepreneurial interest (Ketut and Dwi, 2021; Khoshmaram et al., 2024).

The next big five personality dimension is extraversion and agreeableness. According to Ye and Yer (2023) individuals with extraversion personality are individuals who are easy to get along with have positive and optimistic emotions. The results of research conducted by Tsaknis et al., (2022) state that extraversion personality has a positive effect on entrepreneurial interest. Then several studies conducted by Li et al., (2022) and Luc (2022) state that individuals who have extraversion personality have a positive relationship with entrepreneurial interest. Meanwhile, individuals with agreeableness personality tend to have good interpersonal relationships (Chen and Lai, 2019). With this behavior, cooperation established with fellow entrepreneurs will run well (Bazkiaei et al., 2020). Individuals with agreeableness personality will prevent the emergence of a conflict because individuals with agreeableness personality tend to be flexible, so that it will facilitate cooperative relationships, and the relationships established will last a long time (Biswas and Verna, 2022). Several studies conducted by Kristanto and Pratama (2020) and Laouiti et al., (2022) reveal that individuals with agreeableness personality have a positive effect on entrepreneurial interest.

In the neuroticism personality dimension, it shows a positive influence on entrepreneurial interest, which means that the higher the neuroticism personality owned by the individual, the higher the entrepreneurial interest in the individual (Alhamadi et al., 2021; Awwad and Alaseer, 2021; Celik et al., 2021). In the personality dimension of neuroticism, individuals have the ability to withstand pressure or stress. Individuals have good emotional stability, so that individuals with stable emotions tend to be calm when facing problems, and are confident, so that it will have a positive effect on entrepreneurial interest (Sahinidis et al., 2020; Saptadjaya and Gunawan, 2020).

The Influence of Big Five Personality on Entrepreneurship Motivation

Analysis reveals a significant positive correlation between the Big Five personality traits (OCEAN MODEL) and entrepreneurial motivation among students. The results of the hypothesis test with the t-test on regression model, obtained a significance value of big five personality of $0.000 < 0.05$. This means that big five personality has a positive and significant effect on entrepreneurship motivation so that H2 is accepted. The openness to experience personality dimension has an effect on entrepreneurial motivation. This is in accordance with the research hypothesis which states that there is an influence of the big five personality ocean model personality on entrepreneurial motivation (Rosvold and Rosvold, 2022). The results of this study are reinforced by those found by Munir (2016) who found a positive relationship between the openness to experience dimension and entrepreneurial motivation. People with an openness to experience personality can be described as creative and imaginative people, and have a greater tendency to become entrepreneurs than others (Mahdi and Sakapurnama, 2019; Sabiu and Abdullah, 2015).

In the conscientiousness personality dimension, it has a positive influence on entrepreneurial motivation. The results of this study indicate positive behavior possessed by individuals in this dimension, namely hard workers and having high discipline (Lather et al., 2016). So this is related to the characteristics of having integrity in pursuing opportunities, taking the best opportunities, and being action oriented. Individuals with this personality will succeed in entrepreneurship (Cheng, 2019).

In the next dimension, extraversion has a positive influence on entrepreneurial motivation. This is in accordance with the research hypothesis which states that there is an influence of the big five personality on entrepreneurial motivation. This result is supported by Ayob et al., (2024) which states that people who score low on extraversion may be less likely to become entrepreneurs compared to people who score high on extraversion. This is in accordance with the theory Lukovszki et al., (2024) that individuals with extraversion personalities tend to be more social and can establish relationships that will be very important for the survival and growth of a business (Zhang et al., 2022).

Furthermore, in the last two dimensions, namely the dimensions of agreeableness and neuroticism. The agreeableness dimension is shown by the ability to establish relationships with others (Ayob et al., 2024). This behavior can increase motivation in entrepreneurship, because in entrepreneurship individuals must be able to work together and establish good relationships with other parties so that in running their business operations they can run smoothly. Furthermore, in the neuroticism dimension, it is seen that individuals are able to maintain emotions or these individuals are able to maintain their emotional stability. This is in line with several studies

conducted by Zarnade et al., (2022) which state that agreeableness and neuroticism personalities can influence entrepreneurial motivation. These two personalities are very much needed in running a business that is full of pressure, so that individuals with this personality are calmer when faced with a problem (Rosvold and Rosvold, 2022).

The Influence of Entrepreneurial Knowledge on Entrepreneurship Motivation

The results of the study indicate that entrepreneurial knowledge has a positive and significant influence on entrepreneurship motivation among students. The results of the hypothesis test with the t-test on regression model, obtained a significance value of entrepreneurial knowledge of $0.000 < 0.05$. This means that entrepreneurial knowledge has a positive and significant effect on entrepreneurship motivation so that H3 is accepted. The main purpose of providing entrepreneurship education to students is so that students gain special skills and knowledge needed to develop their business with the hope of involving the potential for digitalization in entrepreneurship (Tsaknis et al., 2022). The broader a student's knowledge of entrepreneurship, the easier it will be for students to be interested in entrepreneurship. Entrepreneurship education provided to students starts from the concept of entrepreneurship and is then directed at the student mindset for entrepreneurship, so that the student is motivated to become an entrepreneur (Perez et al., 2024; Bazkiaei et al., 2020).

One of the desired outcomes in entrepreneurship education is that students are motivated to become entrepreneurs (Zhang et al., 2022). Success in conveying entrepreneurial knowledge is in line with the high motivation of students to become entrepreneurs, therefore the high or low motivation of students to become entrepreneurs is strongly supported by the knowledge of entrepreneurship possessed by students (Overwein et al., 2024). From the results of testing this hypothesis, it was found that entrepreneurship education is a learning process to increase students' knowledge in entrepreneurship, so that students are able to know have an idea of how to start and manage a business, be able to face risks, and have high self-confidence. An entrepreneurship education process cannot be said to be successful if it is only limited to mastering concepts, but must also be directed at forming behavior or attitudes that will motivate students to pursue a career as an entrepreneur (Biswas and Verna, 2022).

According to Otache et al., (2024) the success of entrepreneurship education in motivating students to become entrepreneurs refers to the attitude: risk taking ability and self-confidence. Thus the researcher concludes that entrepreneurship education plays a role in motivating students to become successful entrepreneurs with high work and creativity, especially in the development of the business world. Several previous studies also have similarities with the results of this study Navaro et al., (2024) briefly explaining that entrepreneurship education will be able to form a positive and significant influence on entrepreneurial motivation. In increasing entrepreneurial motivation, entrepreneurship education is needed as capital to bring out creativity so that business ideas can be developed according to expectations (Nabila et al., 2024)

The Influence of Entrepreneurial Knowledge on Interest in Entrepreneurship

The results of the study indicate that entrepreneurial knowledge has a positive and significant influence on entrepreneurial interest among students. The results of the hypothesis test with the t-test on regression model, obtained a significance value of entrepreneurial knowledge of $0.000 < 0.05$. This means that entrepreneurial knowledge has a positive and significant effect on entrepreneurial interest so that H4 is accepted. Entrepreneurship education is basic knowledge or understanding of entrepreneurship that can be used as important capital for a student to start a business (Biswas and Verna, 2022). In this case, entrepreneurship education is not only obtained by students during lectures, but entrepreneurial knowledge can be obtained from family and the surrounding environment as well as existing entrepreneurship training.

Entrepreneurship education that has been obtained can be used as capital to choose a career as an entrepreneur (Nabila et al., 2024). The results of the study explain that there is an influence between entrepreneurship education and students interest in entrepreneurship, so it can be explained that the higher the entrepreneurship education students have, the higher the interest in entrepreneurship (Bazkiaei et al., 2020).

Basically, education is something very important that has become a necessity today. With education, a person becomes aware and understands something. So that it can make it easier to achieve the goals to be achieved (Tsaknis et al., 2022). With this entrepreneurship education, it can

be easier for someone to know and understand the theories of entrepreneurship which can later be used if they have the desire to open a business (Perez et al., 2024).

From the calculation of the descriptive analysis of each indicator in the entrepreneurship education variable, it strengthens the assumption that the entrepreneurship education obtained has an effect on the interest in entrepreneurship among students. This is in line with the objectives of entrepreneurship education provided, namely to produce individuals who have high creativity in carrying out business activities (Tsaknis et al., 2022). So it can be concluded that entrepreneurship education is needed by prospective entrepreneurs in their businesses. The opinion put forward by Navaro et al., (2024) which states that entrepreneurship education is one of the factors that supports start-up businesses, with the assumption that better education will provide better knowledge in managing a business. Thus, the entrepreneurship education received is expected to trigger entrepreneurial interest among students. The results of this study are in line with the results of previous research conducted by Overwein et al., (2024) it was found that entrepreneurship education has a significant effect on entrepreneurial interest among students. Then reinforced by research Otache et al., (2024) and Biswas and Verna (2022) which shows that entrepreneurship education seen from intrinsic and extrinsic factors, overall, it is able to influence students' interest in becoming entrepreneurs.

The Influence of Entrepreneurship Motivation on Interest in Entrepreneurship

The results of the study indicate that entrepreneurial motivation has a positive and significant influence on entrepreneurial interest among students. The results of the hypothesis test with the t-test on regression model, obtained a significance value of entrepreneurial motivation of $0.000 < 0.05$. This means that entrepreneurial motivation has a positive and significant effect on entrepreneurial interest so that H5 is accepted. This means that if the entrepreneurial motivation of students is high, the interest in entrepreneurship is also high and vice versa if the entrepreneurial motivation of students is low, the interest in entrepreneurship will also be low (Zarnade et al., 2022).

Descriptive statistical analysis shows that the average entrepreneurial motivation of students is included in the high criteria. This means that entrepreneurial motivation has a role or influence in encouraging someone to have an interest in entrepreneurship (Rosvold and Rosvold, 2022). So the higher the entrepreneurial motivation in a person, the higher the interest in entrepreneurship (Ayob et al., 2024).

The results of this study are in accordance with the research Bhatta et al., (2024) and Karan et al., (2024) that one of the components that influences entrepreneurial interest is entrepreneurial motivation. Entrepreneurial motivation is a stimulus or encouragement that influences someone to carry out a behavior, namely entrepreneurship. So someone who has high entrepreneurial motivation will be more easily interested in entrepreneurship so that they can increase their interest in entrepreneurship (Munir, 2016). This study is also supported by previous research, Lukovszki et al., (2024) showing that entrepreneurial motivation affects entrepreneurial intention (interest). Entrepreneurial motivation becomes a strength, energy or power, or a complex state and readiness within an individual to become an entrepreneur. Individuals with high entrepreneurial motivation will have the drive and desire to know information, understanding, opinions, skills, and attitudes to create value through recognizing business opportunities, proper risk-taking management, and through communication and management skills to mobilize people, money, and raw materials or other resources needed to produce projects so that they are implemented properly (Mahdi and Sakapurnama, 2019; Lather et al., 2016; Cheng, 2019).

CONCLUSION AND RECOMMENDATION

This study reveals several findings. The results of the study indicate that there are five out of five relationships between variables in hypotheses 1, 2, 3, 4, and 5 that have a positive and significant effect so that the hypothesis developed can be accepted. The stronger the personality traits possessed by an individual to become an entrepreneur, the greater the motivation and interest in entrepreneurship. An individual who has a personality has the ability and courage to create, organize, develop, bear risks, and learn from the failure of the business or business he founded. Where this ability will increase his motivation and interest in establishing a new business or business, by always trying to find and serve more and better customers, as well as creating and providing more useful products. In addition to the personality traits, entrepreneurial knowledge will

also increase the entrepreneurship motivation and interest of an individual to become an entrepreneur. The more entrepreneurial knowledge an individual has, the greater the entrepreneurship motivation and interest of an individual to become an entrepreneur. The amount of entrepreneurial knowledge possessed by an individual will direct his behavior to develop creativity, dare to take risks and be able to turn his ideas into real actions.

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