

Analysis of Factors that Motivate Students to Want to Become Entrepreneurs in Pekanbaru

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ABSTRACT

The purpose of this study was to analyze the effect of success themselves, would risk tolerance, freedom of work, need for achievement, and the readiness of the instrumentation in Pekanbaru against the student wishes to become entrepreneurial. Types of data used is primary data. Methods the research was survey with inductive analysis approach to look at ways that are generally used in a tested factors influencing students ' desire to become entrepreneurs. Method of data collection using the questionnaire with the number of respondents as many as 100 people. Sampling techniques used are simple random techniques (Random Sampling Method). The data is processed and analyzed by using SPSS application assistance. Analytical tools used in this study is testing the validity, reliability, and multiple linear regression. The results of this study indicate that the variable Self Success, freedom of work and the need for achievement is dominant in the variables affect the desire of the Students in Pekanbaru to become Entrepreneurs.

INTRODUCTION

Unemployment in Indonesia is increasing in number over time. Job seekers who have a bachelor's degree or not have to compete to get work in limited jobs. The cause of the problem of educated unemployment is that many scholars aim only to find work, not create jobs. whereas being an entrepreneur is one of the supporters that determines the economic slowdown, because the field of entrepreneurship has the freedom to work and be independent. It is this entrepreneur who is able to create new jobs in order to be able to absorb labor.

The tendency that occurs in students who are in college today is that most of them prefer an established job by getting honorable status and making a lot of income after completing their education. The tendency is that most students, including final year students, as well as graduates who have just graduated, do not have entrepreneurship plans. Generally they prefer to become a worker in large companies and government agencies (become civil servants) in order to guarantee their future. Therefore, university graduates need to be directed and supported to not only be oriented as job seekers but can and are ready to become job creators as well. The main thing that causes someone to do entrepreneurial activities is because of the desire to entrepreneurship.

Adi Susanto (2021) suggests, some of the motivations that can encourage a person to become an entrepreneur are the desire to feel free work, self-success achieved, and tolerance of risk. Tolerance of risk, is how much the ability and creativity of a person in completing the size of a risk taken to get the expected income. In addition, entrepreneurs must be able to determine the amount of capital needed to start a business, an entrepreneur must first determine the minimum amount of each resource needed. Some resources are needed in a higher quantity and quality than compared to others (Susanto, 2023).

The availability of business information is also an important factor that drives one's desire to open a new business and a critical factor for business growth and sustainability (Indarti, 2022). The intervention of others can determine a person's success or failure in the business world. Business relations have the principle of directly proportional, meaning that the more the number of business relationships, the faster someone reaches success in business, and vice versa (Sudjatmoko, 2023).

The availability of capital, the availability of information, and the availability of business relations is called the instrumentation readiness of an entrepreneur (Indarti, 2023). The need for achievement can be interpreted as a unity of character that motivates a person to face challenges to achieve success and excellence. The need for achievement can also encourage the ability to make decisions and the tendency to take risks of an entrepreneur (in Indarti, 2023). Achievement needs affect one's entrepreneurial interest in wanting to achieve the desired career path according to the hard work done.

So that students are motivated and have an entrepreneurial desire it is felt necessary to analyze the factors that can influence students' desires to become entrepreneurs in the hope that it will later become a consideration for universities in developing courses especially in the field of entrepreneurship. These factors are first, self-success, second, risk tolerance, third, freedom of work, fourth, achievement needs, and fifth, instrumentation readiness to be an entrepreneur.

LITERATURE REVIEW

Entrepreneur Motivation.

According to Masrukhin and Waridin (2023) motivation is a psychological factor that shows an individual's interest in work, feeling satisfied and partly

responsible for the activity or work performed. While Yohanas (2022) states motivation is a factor whose presence can lead to job satisfaction and increase productivity or work results and cause a variety of human behavior.

An impetus for entrepreneurship as a career choice.

Gilad and Levine (1986) in (Segal, Borgia and Schoenfeld, 2023) propose two theories that are closely related to motivation to become an entrepreneur. The "push" theory and the "pull" theory. The "push" theory holds that individuals are driven into entrepreneurship by external negative impulses, such as dissatisfaction at work, difficulties in finding work, and unsatisfactory salaries, or inflexible work schedules. The "pull" theory holds that individuals are drawn into activities related to entrepreneurs in the search for freedom, self-fulfillment, welfare, and other desired outcomes.

Entrepreneurial Desire.

According Urdag (1923) intention or desire has the same words with plans, goals, expectations, designs, directions, or objects, where there is a desire to do something through self-expression and with independence. Meanwhile, according to Boyd and Vozikis (2024), desires are needed based on how someone interprets their physical and social environment, as well as how they anticipate future results from their behavior.

Entrepreneurial Characteristics.

According to Izedonmi and Okafor (2022), individuals characterized by entrepreneurship have the ability to identify opportunities and mobilize resources to achieve their goals. According to Koh (1922) as quoted in Izedonmi and Okafor (2024), entrepreneurial characteristics are identified as the main core of the behavior and performance of an entrepreneur. The two experts then noted some of the opinions of previous experts about the characteristics possessed by an entrepreneur, as follows: Achievement (motivation) needs (McClelland, 2022), Focus on control (Rotter, 2023), Risk taking (Brockhaus, 2023), Proactive (Crant, 2022) Tolerance of uncertainty (Betaman and Grant, 2024), Creativity (Drucker, 2022)

According to Suryana (2023) an entrepreneur must be able to take moderate risks, meaning that the risks taken are not too high and not too low. Courage to face risks that are supported by a strong commitment, will encourage an entrepreneur to keep struggling to find opportunities until getting results. According to Yuyun Wirasasmitha (2023) a brave entrepreneur bear the risk is the person who always wants to be a winner and win in a good way.

Self success from entrepreneurship.

Shapero and Kruger (2022) use self-efficacy as a representative of motivation to become entrepreneurs because they believe that people might be motivated to become entrepreneurs if they believe that entrepreneurs are more likely to succeed than work for others to get results valuable. Atkitson (2024) states that one of the important factors and a driving force for someone to become an entrepreneur is his desire to fulfill his needs to succeed and avoid failure. If someone has a high need to succeed, then that person will work hard and study hard. The results of Segal's research, Borgia and Schoenfeld, (2024) prove that self-success significantly influences the desire for entrepreneurship. Adi Tama (2010) also states that self-success has a positive and significant influence on students' desire to become an entrepreneur. Because the higher the confidence of a student on his ability to be able

to try, the greater the desire for entrepreneurship. Thus based on the research findings it is hypothesized that:

H1: Self success has a positive effect on the desire to become an entrepreneur.

Tolerance of risk.

In making a decision, a business person or an entrepreneur should consider the tolerance level of risk. An entrepreneur can be said to be risk averse (avoid risk) where they only want to take opportunities without risk, and an entrepreneur is said to be a risk lover (likes risk) where they take opportunities with a high level of risk. According to Suryana (2023: 14) an entrepreneur must be able to take moderate risks, meaning that the risks taken are not too high and not too low. Courage to face risks that are supported by a strong commitment, will encourage an entrepreneur to keep struggling to find opportunities until getting results. The results must be real or clear, and is feedback for the smooth running of its activities. The willingness and ability to take risks is one of the main values in entrepreneurship. Entrepreneurs who don't want to take risks will find it difficult to start or take the initiative. Whereas Yuyun Wirasasmita (2023) believes that an entrepreneur who is brave to take risks is someone who always wants to be a winner and win in a good way.

Cokorda Wife Sri Widhari and I Ketut Suarta (2022) prove that tolerance of perceived risk significantly influences the desire for entrepreneurship, as well as the results of research by Adi Tama (2023: 106) and Segal, Borgia and Schoenfeld, (2024: 53) in his research also shows that the risk tolerance variable, positively and significantly influences the desires of entrepreneurial students. This is because a person's motivation to become an entrepreneur is influenced by individual characteristics which must have a high sense of responsibility, dare to take risks and like challenges. Thus, it can be hypothesized that:

H2: Tolerance of risk has a positive effect on the desire of students to become entrepreneurs.

The desire to feel freedom at work.

Freedom to run a business is another advantage for an entrepreneur. Some entrepreneurs use their freedom to arrange their personal life and work behavior flexibly. In fact, many entrepreneurs do not prioritize flexibility on one side. However, they value freedom in their entrepreneurial careers, such as doing their own business, collecting their own profits and managing their own schedules (Hendro, 2024).

This is evident from Adeline's research (2021) which shows that there is a positive and significant relationship between the desire to feel freedom in working with the desire to entrepreneurship, someone wants to feel freedom in work or in other words not under supervision. For some people, freedom of work will make people it feels comfortable. With his comfort he will be more creative and more productive than under supervision. Thus, it can be hypothesized that:

H3: The desire to feel freedom in working has a positive effect on the desire of students to become entrepreneurs.

Need for Achievement.

Achievement needs indicate a person's desire to make something or work better, or faster than other people's achievements or past achievements. Wardoyo (2024) argues that the need for achievement associated with brilliance is the achievement to be achieved by someone who is persistent working or trying to achieve the goals set. The need for achievement connects a desire to perfect something that is difficult, to excel, and to do better than others to achieve an awareness of personal

achievement (McClelland, 2022). From the results of Indira's research (2023) show that the need for achievement has the most significant influence so that it together influences the desire of students to become entrepreneurs. Because someone who has a need for achievement will pursue more entrepreneurial work than any other type of work. Thus, it can be hypothesized that:

H4: The need for achievement has a positive effect on the desire of students to become entrepreneurs.

Instrumentation Readiness.

Availability of capital is very important. Likewise, the availability of other resources, including human resources (HR) with appropriate experience and skills, information resources such as data sources, and infrastructure resources such as the right location. Media attention is also important, especially as a means of publishing stories about appropriate role models and stories about success achieved (Susanto, 2024: 11). Instrumentation readiness are the three environmental factors that are believed to influence entrepreneurs namely their access to capital, information and the quality of social networks they have (Indarti, 2023).

Agustina's research results (2022) prove that Readiness Instrumentation has a positive and significant effect on student desires for entrepreneurship. Because good instrument readiness is seen in the availability of capital, social networks, and access to information that supports the entrepreneurial spirit. Thus it can be hypothesized that:

H5: Instrumentation readiness has a positive effect on students' desire to become entrepreneurs.

METHODOLOGY

Sample

The population of this study were all students of four major universities in Pekanbaru, namely Sultan Syarif State Islamic University of Riau (UIN SUSKA Riau), University of Riau (UR), Islamic University of Riau (UIR) and Muhammadiyah University of Riau (UMRI). The number of samples (size of samples) is determined based on calculations from the Slovin formula with a tolerable error rate of 10%, obtained a sample size of 100 respondents. The sampling technique used was cluster random sampling. Cluster random sampling is used to maintain the representation of each existing university with the same proportion.

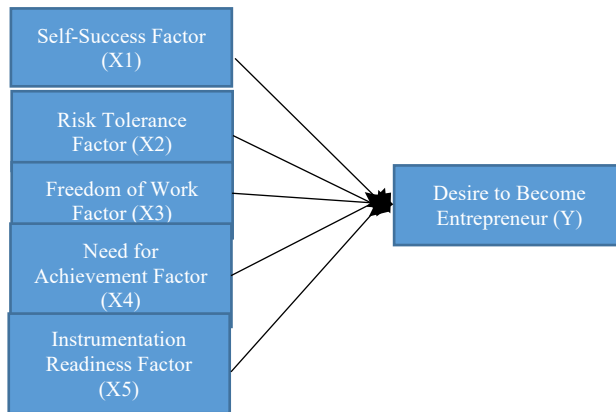
Variables

This research is an explanatory research which will prove the causal relationship between the independent variables, namely the self success factor variable, the risk tolerance variable, and the freedom of work variable; and the dependent variable, which is the desire factor to be an entrepreneur. And correlational research, namely research that seeks to see whether between two or more variables have a relationship or not, and how big the relationship is and how the direction of the relationship. The variables in this study consisted of: Independent Variable (X), namely: Self-Success Factor (X1), Risk Tolerance Factor (X2), Freedom of Work Factor (X3), Need for Achievement Factor (X4), and Instrumentation Readiness Factor (X5). Dependent Variable (Y), which is the Desire to Become Entrepreneur.

Methodologi

From the theoretical basis that has been developed, the model that will be used in this study can be illustrated in Figure 3.1.

Figure 3.1 Schematic Framework for Research Models



Data analysis method used in this research is quantitative analysis method. Where to achieve the first goal which is to analyze the effect of self-success, risk tolerance, and freedom in working towards the desires of entrepreneurial students is to use multiple regression analysis. The relationship model of these variables can be arranged in functions or equations as follows:

$$Y = a + b_1x_1 + b_2x_2 + b_3x_3 + b_4x_4 + b_5x_5 + e$$

Where:

- Y = Desire of entrepreneurial students
- a = Constant
- b = Coefficient of independent variable regression
- X₁ = Self-success
- X₂ = Tolerance for risk
- X₃ = Freedom of work
- X₄ = Need for achievement
- X₅ = Instrumentation readiness
- e = Error

In this study, primary data obtained through direct interviews in the field using a structured research questionnaire, which is divided into 4 parts: self-success factors, risk tolerance factors, freedom of work factors, and the desire to become an entrepreneur. Overall, for self-success factors, risk tolerance factors, freedom of work, and desire to be entrepreneurs, statements are measured using a 5-point Likert scale, where respondents are asked to answer with a choice of numbers between 1-5 (1 = very not agree, and 5 = strongly agree).

RESULTS AND DISCUSSION

Multiple Regression Analysis

Data analysis method used in this research is quantitative analysis method. Where to achieve the first goal which is to analyze the effect of self success, tolerance of risk, freedom of work, the need for achievement, and instrumentation readiness for the desires of entrepreneurial students is to use multiple regression analysis. Regression is performed to determine the extent to which the independent variables affect the dependent variable. Dependent variable is the desire of students to become entrepreneurs, while the independent variable is self-success, risk tolerance, freedom of work, need for achievement, and instrumentation readiness.

The statistical calculation in the multiple linear regression analysis used in this study is to use the SPSS computer program for windows. The results of data processing

using the SPSS program are as follows, the regression equation model that can be written from these results in the form of a regression equation is as follows:

$$Y = 1.488 + 0.602X_1 + 0.211X_2 + 0.306X_3 + 0.399X_4 + 0.053X_5 + e$$

Obtained that the five variables have a regression coefficient with a positive direction. It's just that the variables X_2 and X_5 are risk tolerance variables, and instrumentation readiness has no significant effect. This means that the increase in self-success, the higher the freedom to work, and the higher the need for achievement will increase the soul of an entrepreneur in students.

Simultaneous Significance Test (Test F)

The F test shows whether all independent variables entered into the model have a joint influence on the dependent variable. The test results are based on ANOVA test or F statistical test, the model shows an F value of 21.721 with a probability of 0,000. The significance value is smaller than 0.05. This means that the desire to become an entrepreneur can be explained by the variables of self-success, tolerance of risk, freedom of work, the need for achievement, and instrumentation readiness.

Test of Significance of Partial Influences (t Test)

t test shows how far the influence of one independent variable individually in explaining the variation of the dependent variable. Based on the table coefficients it can be seen that each independent variable of self-success (X_1), freedom of work (X_3), and the need for achievement (X_4) has a significance level of less than 0.05. This means that each independent variable has a positive and significant effect on the dependent variable, but the risk tolerance variable (X_2) and instrumentation readiness (X_5) have a positive but not significant effect, this is because the significance value is still more than 0.05.

Coefficient of Determination (R^2)

The coefficient of determination measures how far the model's ability to explain variations in the dependent variable. The results of the regression calculation can be seen that the coefficient of determination (R Square) obtained is 0.536. This means that 53.6% of the dependent variable that is the desire to be an entrepreneur can be explained by the independent variable, namely self-success, tolerance for the risk of freedom of work, the need for achievement and readiness of the instrumentation. while 46.4% of the desires to become entrepreneurs can be explained by other variables not included in this study.

Discussion of Hypothesis Test Results.

Hypothesis Testing 1.

Based on testing with SPSS obtained the results of testing the effect of self success on the desire to become an entrepreneur showed a t value of 5.249 with a probability of 0.000. The significance value is smaller than 0.050. This means that self-success has a significant positive effect on the desire of students to become an entrepreneur. Means Hypothesis 1 is accepted. The results of this hypothesis are in accordance with previous studies conducted by Segal, Borgia and Schoenfeld, (2005: 53), Adi Tama (2010: 106), Cokorda Sri Widhari's Wife and I Ketut Suarta (2012: 54), and Adeline (2011: 8), based on a standardized regression analysis of the first hypothesis which states there is a significant influence between the variables of self-success on the desire to become entrepreneurs, proven and the hypothesis is accepted. This shows students have a high enthusiasm for working in running their business and have an optimistic spirit for the goals expected for their future.

Hypothesis Testing 2

Based on testing with SPSS obtained the results of testing the influence of Tolerance of the risk of the desire to become entrepreneurs shows a t value of 1.484 with a probability of 0.141. The significance value is greater than 0.050. This means that tolerance of risk does not significantly influence the desire of students to become an entrepreneur, meaning Hypothesis 2 is rejected. The results of this hypothesis are not in accordance with previous studies conducted by Segal, Borgia and Schoenfeld, (2005: 53), Adi Tama (2010: 106), Cokorda Wife Sri Widhari and I Ketut Suarta (2012: 54), and Adeline (2011: 8). Which states that the risk tolerance variable, positively and significantly influences the desires of entrepreneurial students, this is because not all students like the challenges and like to take the opportunities that exist.

Hypothesis Testing 3

Based on testing with SPSS obtained the results of testing the effect of freedom in working on the desire to become entrepreneurs show a t value of 2.576 with a probability of 0.012. The significance value is smaller than 0.050. This means that freedom of work has a significant positive effect on a student's desire to become an entrepreneur. Means Hypothesis 3 is accepted. The results of this hypothesis are in accordance with previous research conducted by Cokorda Wife Sri Widhari and I Ketut Suarta (2012: 54), based on a regression analysis that is standardized in the third hypothesis which states there is a significant influence between the variables of freedom in working towards the desire to become entrepreneurs, proven and hypothesis accepted. With entrepreneurship, students after graduation will be able to create jobs and have the freedom to choose the desired job.

Hypothesis Testing 4.

Based on testing with SPSS, the results of testing the influence of the need for achievement on the desire to become entrepreneurs show a t value of 4.600 with a probability of 0.000. The significance value is smaller than 0.050. This means that the need for achievement has a significant positive effect on a student's desire to become an entrepreneur. Means Hypothesis 4 is accepted. The results of this hypothesis are consistent with previous research conducted by Indira (2008: 68), based on a standardized hypothesis analysis of the fourth hypothesis which states that there is a significant influence between the variable need for achievement on the desire to be an entrepreneur, proven and accepted hypothesis. Because someone who has a need for achievement will pursue more entrepreneurial work than other types of work and tend to do a good job at his job.

Hypothesis Testing 5

Based on testing the effect of instrumentation readiness on the desire to become entrepreneurs show a t value of 0.414 with a probability of 0.680. The significance value is greater than 0.050. This means that instrumentation readiness does not have a significant effect on a student's desire to become an entrepreneur, meaning Hypothesis 5 is rejected. The results of this hypothesis are not in accordance with previous research conducted by Agustina (2011: 71) which states that the Readiness of Instrumentation has a positive and significant effect on the desire of students to become entrepreneurs. This is because not all students feel they have a good instrument readiness, lack of available capital, information and social networks owned by each individual needs to be prepared if they want to become entrepreneurs.

CONCLUSION

The independent variables (self-success, risk tolerance, freedom of work, need for achievement, and instrumentation readiness) together have a positive and significant influence on students' desires to become entrepreneurs.

The independent variable (self-success, freedom of work, and the need for achievement) partially or individually have a positive and significant influence on the desires of students to become entrepreneurs. While the independent variable (risk tolerance, and instrumentation readiness) has no significant effect, this is because there are still many students who have not carried out entrepreneurial activities and tend to avoid risks in decision making, as well as their limited access to capital, known information, and social networks every student has. The Success Factor has the most influence on the Students' Desire to Become Entrepreneurs. This can be seen from the coefficient value of 0.602 greater than the tolerance of risk (0.211) freedom of work (0.306), need for achievement (0.399) and instrument readiness (0.053).

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