

The Influence of Entrepreneurship Education, Creativity, and Entrepreneurial Motivation on Entrepreneurial Interest in the Millennial Generation in Makassar City

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Abstract: This study aims to determine the effect of entrepreneurship education, creativity and entrepreneurial motivation on interest in entrepreneurship in the millennial generation in Makassar City. The research method used is a quantitative method with data collection methods, namely through observation, questionnaires or questionnaires and documentation. The number of samples in this study were 224 respondents and then analyzed based on multiple linear regression analysis. Results Based on the research, it shows that the tests carried out on the millennial generation in Makassar City simultaneously have three variables (X) have a significant influence together on the interest in entrepreneurship in the millennial generation in Makassar City (Y). However, based on a partially significant test, the entrepreneurship education variable (X1) does not have a significant effect on entrepreneurial interest (Y). While the creativity variable (X2) and the entrepreneurial motivation variable (X3) have a significant influence on the millennial generation's entrepreneurial interest (Y).

Introduction

Unemployment is a major obstacle and concern in any developing country, including Indonesia, and is still a complicated problem to solve (Ahmad, 2017). This is because the population and population growth is high and continues to increase without increasing employment opportunities (Purwasih & Soesatyo, 2017). According to (Agusmiati & Wahyudin, 2019), there are several factors that trigger unemployment, including the availability of jobs that require certain abilities, lack of motivation to work, economic development, and reaching a dead end in the job search. Unemployment reduction measures taken by the government also failed to significantly reduce unemployment. According to (Budy, 2017), it is feared that the unemployment rate for educated graduates will continue to increase if universities as institutions that produce graduates are unable to guide students and alumni in creating job opportunities after they graduate. Furthermore, the majority of people in Indonesia believe that the aim of continuing their education at university is to become a servant of the State, not to become someone who has an entrepreneurial attitude and mentality (Syam & Sudarmi, 2019), This is exacerbated by the lack of enthusiasm among young people for entrepreneurship, this raises critical issues for various stakeholders, including government, education, society and the industrial world (Nugrahaningsih, 2016).

This tendency adds to the government's burden in minimizing unemployment (Putri, 2019). In addition, according to BPS data, the unemployment rate in Indonesia increased from February 2020 to February 2021. According to the data, the number of unemployed in Indonesia rose by 1.82 million, bringing the total to 8.75 million. According to the Head of BPS Suhariyanto, the increase in Indonesia's unemployment rate was caused by the Covid-19 experienced by Indonesia (Isma, 2021). According to (Wijaya, 2021) and (Syam et al., 2021), one strategy that can be implemented to minimize unemployment is creating entrepreneurship. According to international standards, a country is prosperous if at least 4% of its population is involved in entrepreneurial activities. Entrepreneurship can help the government create jobs and reduce the unemployment rate. Entrepreneurs also contribute to the economy by paying taxes (Budy, 2017). This is in accordance with the assertion of (Savitri, 2018), that entrepreneurship plays an important role in the country's economy by opening up jobs, reducing unemployment, increasing economic growth, and improving technology. The growth of entrepreneurship in Indonesia when compared with the growth of entrepreneurship in the major ASEAN member countries, the growth rate of Indonesian entrepreneurship is still low. For example, Singapore has an entrepreneurial ratio of 8.7%, Malaysia 4.7%, and Thailand 4.2%, while Indonesia has an entrepreneurial ratio of 3.74%. This figure illustrates that Indonesia is still far from international standards with a minimum ratio of 4%. Furthermore, this figure lags far behind neighboring countries. Entrepreneurship is a person's attempt to generate income by starting a business or creating new things that are beneficial for individuals and other people (Hutagalung et al., 2017). According (Hasan et al., 2021), is someone who can identify opportunities and build an organization to take advantage of them. Creativity is something that helps a company grow. Because entrepreneurship contributes to a country's economy, it can be said that entrepreneurial behavior economic

grow (Saragih, 2017) and (Harini & Yulianeu, 2018), increasing the number of entrepreneurs will produce more job opportunities. The government cannot focus on all aspects of development because it requires large amounts of funds, staff and supervision (Isma, 2021). The unemployment problem in Indonesia can be resolved if the younger generation, namely the millennial generation, has the confidence to start a new company or become an entrepreneur. Therefore, the millennial generation must lead the nation's growth through entrepreneurial efforts. According to (Widiati, 2021), the increasing use of appropriate technology is one of the characteristics of the millennial generation; Therefore, this generation has a creative, innovative and enthusiastic nature, as well as modern and productive skills. The attitudes of the millennial generation are different from previous generations. Where the millennial generation was born and raised during a time of economic, social and political upheaval in Indonesia. The echo of change has the potential to have a big influence on the millennial generation. So this generation is raised to be critical, open-minded and brave. The rapid progress of technology triggers young people's desire to be creative. As a result, it is not surprising that the millennial generation is characterized as a generation that thinks creative (Widiati, 2021).

The millennial generation is full of courage and self-confidence. They can argue openly and freely about what they think and believe, so that the beliefs of the millennial generation are reflected in real attitudes, such as those who believe in their interests and abilities and have the courage to face life's problems in real life. Acceptance is being able to manage oneself wisely, having clear aims and objectives, being strong, and not know in air (Widiati, 2021). The millennial generation can be creative in any way they want. Becoming an entrepreneur in the millennial era is simple because they are surrounded by modern technology and can market their business through that, (Christian, 2017), believes that the millennial generation is studying openly or using social media to open up employment opportunities, meaning that the millennial generation has a lot of entrepreneurial potential. However, before increasing total entrepreneurship and reducing unemployment in Indonesia, the younger generation must be made aware of the need to foster interest in business. Interest can be defined as a feeling of interest or pleasure in something. Entrepreneurship is an effective medicine for the problem of unennial era (Osakede et al., 2017). With an interest in entrepreneurship, the possibility of starting entrepreneurial activities can be anticipated. Therefore, the enthusiasm of millennial children for entrepreneurship (Wardani et al., 2021).

Interest in entrepreneurship according to (Fajar et al., 2020), is an individual's interest, availability and desire through thought and innovation to work to meet their needs without fear of the risks they face, be able to face difficulties, be creative, self-confident, creative and imaginative, and work hard to meet their needs. According to (Oktiena & Dewi, 2021), Entrepreneurial interest is a person's interest in the business sector, which is proven by his attention and readiness to learn as well participate in the activities of a business. Entrepreneurship education is one of the variables that contributes to the growth of entrepreneurship in a country. Entrepreneurship education is very important in creating encouragement, enthusiasm and entrepreneurial behavior. Entrepreneurship education

offered at universities can start this process, but it will be more effective if entrepreneurship education is also taught in families, communities and educational institutions. Entrepreneurship education is intended to prepare students to become independent, creative, and contribute to national economic progress (Budy, 2017).

Entrepreneurship education is also intended to develop innovative entrepreneurs who are able to create employment opportunities and can help reduce long-term unemployment (Perkasa et al., 2020). Entrepreneurship education not only integrates academic foundations about entrepreneurship, but also builds attitudes, cognition, and behavior of entrepreneurs and directs them to choose entrepreneurship as an alternative.

Entrepreneurial creativity is seen as very important in addition to entrepreneurial education because business operations require innovative people who quickly adapt to any developments. Creativity according to (Sumara et al., 2019), is the tendency to actualize oneself and achieve one's potential, the desire to grow and develop, and the tendency to express and utilize all one's talents. Entrepreneurial creativity is used to solve every challenge faced in the company without depending on other people.

Entrepreneurial motivation is another component that drives entrepreneurial interest, because entrepreneurial interest without encouragement will not go hand in hand with entrepreneurial talent. Intrinsic and extrinsic variables can equally encourage entrepreneurial interest in a person. Intrinsic elements arise from within a person's hopes, attitudes, aspirations, and emerging needs. Extrinsic factors, on the other hand, are influenced by other people or the environment which influence a person's soul. Every entrepreneur is motivated, although in different ways. Referring to this background, the importance of entrepreneurship education, a person's creativity and motivation in entrepreneurship is one of the efforts to increase interest in entrepreneurship. The main point of this finding is that the millennial generation is expected to be able to form the mindset, behavior and attitudes needed to become entrepreneurs, thereby reducing unemployment and helping the government in creating jobs.

Research Method

This study uses a quantitative approach. Quantitative research is research that uses data analysis in the form of numeric/numbers to determine the results of the research being studied. The research location was carried out in Makassar City. Administratively, the city of Makassar consists of 15 sub-districts, namely the sub-districts of Tamalanrea, Bringkanaya, Manggala, Panakkukang, Tallo, Ujung Tanah, Bontoala, Wajo, Ujung Pandang, Makassar, Rappocini, Tamalate, Mamajang, Mariso, and Kep. Sangkarrang. The sample size in this study refers to the population and sample table conducted by Isaac and Michael. Then a sample of 224 respondents was found. The sampling method in this research used the Purposive Sampling technique. The following criteria were used in taking the research sample, namely: a) being born in 1981-2003, b) having an interest in entrepreneurship and c) domiciled in Makassar City.

Result and Discussion

a. Classic Assumption Test

The prerequisite test is used to evaluate the normality of the relationship between the independent variable and the dependent variable. Data is considered normal if the value on Asymp. Sig > 0.05. However, if the sig value shows a value below 0.05, then the data is said to be not normally distributed.

Table 1. Normality Test Results

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		224
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	2.74727125
Most Extreme Differences	Absolute	.059
	Positive	.038
	Negative	-.059
Test Statistic		.059
Asymp. Sig. (2-tailed)		.059 ^c
a. Test distribution is Normal.		

Source: Data Processing Results, (2022)

Based on Table 1, normality test with *Asymp. Sig* level. Is 0,059 > 0,05, shows the regression approach of this study is considered to meet the normality assumption test.

The linearity test was conducted to assess whether each independent variable had a linear relationship with the dependent variable or not. the data is considered linear if the value is significant > taraf sig 0,05. The data is considered linear if the significant value > sig 0.05 level.

Table 2. Linearity Test Results

No.	Variable	Sig Value	Sig Level	Description
1.	Entrepreneurship Education for Entrepreneurial Interests	0,049	0,05	Not Linear
2.	Creativity towards Entrepreneurial Interest	0,564	0,05	Linear
3	Entrepreneurial Motivation towards Entrepreneurial Interest	0,659	0,05	Linear

Source: Data Processing Results, (2022)

Based on table 2, concluded that the two independent variables, namely creativity and entrepreneurial motivation, had a significant value > sig 0.05 level on the dependent variable, meaning that the two independent variables, namely creativity and entrepreneurial motivation, were linear with the dependent variable. While the entrepreneurship education variable is not linear with the dependent variable because it has a sig value < 0.05.

Multicollinearity test is used to test whether all independent variables have a strong correlation or relationship. The test criteria are as follows:

- 1) If the VIF value < 10, it does not show signs of multicollinearity
If the VIF value > 10, it indicates the presence of multicollinearity
- 2) If the tolerance value is > 0.1, it does not show symptoms of multicollinearity
If the tolerance value is < 0.1, it shows symptoms of multicollinearity

Table 3. Multicolonearity Test Results

No.	Variable	Tolerance	VIF	Description
1.	Entrepreneurship Education	0,559	1,790	Not occur Multicolonearity
2.	Creativity	0,527	1,899	Not occur Multicolonearity
3.	Entrepreneurial Motivation	0,663	1,509	Not occur Multicolonearity

Source: Data Processing Results (2022)

The results of the multicollinearity test are in table 3, tolerance shows the value of the independent variable with a tolerance value > 0.1, this indicates that there is no relationship between the independent variable entrepreneurship education (X1) with a value of 0.559, creativity (X2) which has a value of 0.527, and entrepreneurial motivation (X3) which has a value of 0.663. The calculation of VIF produces the same value for the independent variable, which has VIF < 10. Thus, there is no evidence of multicollinearity between the independent variables in the regression model.

b. Multiple Linear Regression Test

Multiple linear regression is a technique to determine the degree of relationship between the independent and dependent variables.

Table 4. Multiple Linear Regression Analysis Test Results

No	Variable	Coefficient Value B
1	Constant	3,154
2	Entrepreneurship Education	0,113
3	Creativity	0,216
4	Entrepreneurial Motivation	0,351

Source: Data Processing Results (2022)

Based on table 5, the value of a (constant) is 3.154, the coefficient of variable X1 is 0.113, variable X2 is 0.216 and the coefficient of variable X3 is 0.351 so that when the following equation is placed into the regression equation, then:

$$Y = 3,154 + 0,113X1 + 0,216X2 + 0,351X3 + \epsilon$$

This can be explained by using the above equation: (1) The constant value of 3.154 means that if the variables of entrepreneurship education, creativity, and entrepreneurial motivation are assumed to be constant or unchanged, then there is a change in the millennial generation's entrepreneurial interest of 3.154. (2) Each increase in the Entrepreneurship Education unit with a positive beta coefficient of 0.113 increases the influence of Entrepreneurial Interest by 0.113. (3) Creativity has a positive beta coefficient with a score of 0.216, indicating that each increase in the unit of creativity increases Entrepreneurial Interest by 0.216. (4) Based on the regression coefficient of 0.351, each increase in the unit of Entrepreneurial Motivation increases Entrepreneurial Interest by 0.351.

c. The Results of T Test

T-test is used to determine whether the independent and dependent variables have a significant relationship. The t-value is calculated by comparing the t-table value with the t-count value in the table below at a significant level $\alpha/2 = 5\%/2 = 0.025$ and degrees of freedom

(df) = $n-k-1 = 224 - 3 - 1 = 220$. With the following conditions: if the value of sig is 0.05 or t count > t table, then the X variable affects the Y variable; if the value of sig > 0.05 or t count < t table, then the variable X has no effect on the variable Y.

Table 5. Partial Significance Test Results (T-test)

No.	Variable	t-count	t-table	Sig Value
1.	Entrepreneurship Education	1,621	1,970	0,106
2.	Creativity	4,458	1,970	0,000
3.	Entrepreneurial Motivation	8,585	1,970	0,000

Source: Data Processing Results (2022)

Based on the results of research and testing by researchers, it shows: (1) there is no effect of X1 on Y in this case entrepreneurship education with millennial generation entrepreneurship interest in the city of Makassar. Based on the SPSS output, the value of t count (1.621) < t table (1.970) and the value (0.106) > 0.05 means that H1 is rejected and H0 is accepted. (2) there is an influence of X2 on Y in this case creativity with millennial generation entrepreneurship interest in Makassar city. Based on the SPSS output, the value of t count (4.458) > t table (1.970) and the value of sig (0.000) < 0.05 then H2 is accepted and H0 is rejected. (3) there is an effect of X3 on Y in this case the motivation for entrepreneurship with the millennial generation's interest in entrepreneurship in the city of Makassar. Based on the SPSS output, the value of t-count (8.585) > t table (1.970) and the value of sig (0.000) < 0.05 then H3 is accepted and H0 is rejected.

d. The Results of F Test

The F or simultaneous test aims to assess whether the independent variable has a significant effect on the dependent variable simultaneously or not by looking at the F value.

Table 6. Simultaneous Significance Test Results (F-test)

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2021.461	3	673.820	88.076	.000 ^b
	Residual	1683.092	220	7.650		
	Total	3704.554	223			

a. Dependent Variable: Entrepreneurial Interest
b. Predictors: (Constant), Entrepreneurial Motivation, Entrepreneurship Education, Creativity

Source: Data Processing Results (2022)

Based on the table above, it shows the calculated F value is 88,076 and the sig value is 0.000. So to determine whether H4 is accepted or H0 is rejected, first determine the F-table that will be used. By determining the 5% sig level and F-table = $F(k; n-k) = F(3; 221)$, so that the F-table is 2.645. The calculation results obtained a significant value that is 0.000 smaller than 0.05 as well as F-count 88,076 > F-table 2.654 so that it is explained that H0 is rejected and H4 is accepted. It can be concluded that entrepreneurship education, creativity, and entrepreneurial motivation simultaneously have a significant effect on interest in entrepreneurship (Y).

e. Coefficient of Determination Results (R^2)

Coefficient of Determination (R^2) aims to measure the extent to which the independent variable affects the dependent variable. If the value is greater or closer to one, then the independent variable has a significant effect on the dependent variable.

Table 7. Coefficient of Determination Results

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.739 ^a	.546	.539	2.766

a. Predictors: (Constant), Entrepreneurial Motivation, Entrepreneurship Education, Creativity

Source: Data Processing Results (2022)

The correlation coefficient (R) is 0.739, meaning that the level of relationship between the variables of entrepreneurship education (X_1), Creativity (X_2), and Entrepreneurial Motivation (X_3) and the Entrepreneurial Interest variable (Y) has a strong relationship. While the coefficient of determination R^2 (R Square) is 0.546, so it can be seen that the contribution of the X and Y variables is 54.6%, with 46.1% influenced by factors not examined or outside of this study.

Based on the research results, the simultaneous significance test shows that entrepreneurship education, creativity and entrepreneurial motivation simultaneously have a significant influence on the dependent variable, namely interest in entrepreneurship, so that H_0 is rejected. H_4 is accepted. The results of this research mean that entrepreneurship education, creativity and entrepreneurial motivation have a role in the interest in entrepreneurship in the millennial generation. The results of this research are in line with research (Nurikasari et al., 2016), which states that entrepreneurship education, creativity and entrepreneurial motivation have a positive and significant influence on interest in entrepreneurship among economic education students at Kanjuruhan University, Malang.

The millennial generation's interest in entrepreneurship can help overcome the problem of unemployment in Indonesia which is caused by the large number and growth of the population without an increase in job opportunities. This is in accordance with (Wijaya, 2021) which says that one solution that can be used in Indonesia to overcome unemployment is creating entrepreneurship.

According to international standards, a country can be said to be prosperous if there is at least 4% entrepreneurship from its population. Meanwhile in Indonesia the growth rate of entrepreneurship is still low, namely having an entrepreneurial ratio of 3.74%. This figure shows that Indonesia is still below international standards, namely a minimum ratio of 4%. In addition, this figure is still far behind neighboring countries. According to (Saragih, 2017), Entrepreneurship plays a role in a country's economy, so it can be said that entrepreneurial behavior is a driving factor for economic growth. An increase in the number of entrepreneurs will result in more job opportunities (Harini & Yulianeu, 2018). According to (Isma, 2021), development will be more successful if it is supported by entrepreneurs who are able to create jobs because the government's capacity is limited. The government will not be able to work on all elements of development because it requires a lot of funds, personnel and supervision.

According to (Widiati, 2021), the millennial generation is a generation where every young person can be creative according to what they want. Becoming an entrepreneur in the

millennial generation is very easy because it is accompanied by quite sophisticated technology and can promote their business through online media.

This research is in line with research conducted by Widiati & Fitriani (2021), stating that entrepreneurship is the most suitable career for young people or the current generation, because entrepreneurship can reduce unemployment, be independent and have minimal work pressure, unlimited income, and being an innovative individual and by being an entrepreneur can gain profits not only in the temporary period but entrepreneurship has long-term benefits so that it can minimize the occurrence of unemployment at a young age.

According to (Effendy et al., 2021), the Theory of Planned Behavior cannot be separated from entrepreneurial intentions, because in this theory it is stated that the formation of entrepreneurial behavior is based on beliefs and evaluations to foster attitudes (attitude towards), subjective norms, and appropriate behavioral control. felt. A person who has a positive perception and belief in the world of entrepreneurship will have high entrepreneurial intentions and enthusiasm. On the other hand, when someone has a negative perception about entrepreneurship, it will encourage that person to dislike and be less likely to want to become an entrepreneur. From this explanation, we can understand that entrepreneurship education, creativity and entrepreneurial motivation can foster interest in entrepreneurship in the millennial generation. The interest in entrepreneurship among the millennial generation in Makassar City can encourage economic growth, open up employment opportunities thereby reducing unemployment, apart from that it can also contribute to increasing the entrepreneurship ratio in Indonesia, especially in the city of Makassar.

Conclusion

The following conclusions can be drawn based on the results and data analysis that has been carried out:

1. Partially, the entrepreneurship education variable has no positive and significant effect on the interest in entrepreneurship in the millennial generation in Makassar City.
2. Partially, the creativity variable has a positive and significant effect on the interest in entrepreneurship in the millennial generation in Makassar City.
3. Partially, the entrepreneurial motivation variable has a positive and significant effect on the interest in entrepreneurship in the millennial generation in Makassar City.

Simultaneously entrepreneurship education, creativity and entrepreneurial motivation have a significant influence on entrepreneurial interest in the millennial generation in Makassar City.

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