

Motivation as a Bridge between Creativity, Environment, and Capital in Shaping Entrepreneurial Interest among Students

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Abstract

This study aims to examine the influence of creativity, environment, and capital on entrepreneurial interest, with motivation acting as a mediating variable among students of the Faculty of Economics and Business at a university. The sampling technique used was proportional random sampling, and data were collected through questionnaires distributed directly to respondents. The population consisted of active students in the faculty, with a total sample of 109 respondents. Data analysis was conducted using simple linear regression with the assistance of SPSS version 26. The results show that motivation has a significant direct effect on entrepreneurial interest and serves as the primary mediating factor in this study. Creativity was found to have a positive and significant influence on motivation and indirectly contributed substantially to entrepreneurial interest through motivation. The environment emerged as the strongest factor affecting both motivation and entrepreneurial interest. In contrast, capital had the weakest influence on entrepreneurial interest compared to the other variables. Overall, the research model explains 99.7% of the variability in students' entrepreneurial interest, emphasizing motivation as the key mediating variable linking creativity, environment, and capital to entrepreneurial aspirations.

Keywords: creativity, environment, capital, entrepreneurial interest, motivation

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1. Introduction

Unemployment in Indonesia continues to be a serious issue, even among university graduates. The intense competition in the globalization era demands that young generations possess practical skills, which unfortunately have not been fully integrated into the education system that tends to emphasize theory. Moreover, many individuals feel hesitant or unsure about starting a business due to various challenges, such as lack of knowledge, skills, and initial capital. However, to become a developed country, a minimum of 4% of the total population needs to be entrepreneurs. Currently, the entrepreneurship ratio in Indonesia is only 3.35% of the total workforce, indicating a gap that needs to be addressed to reach that target. Entrepreneurship is one of the main drivers of a country's economic development. Through entrepreneurial activities, not only are jobs created, but also innovation and higher competitiveness in the global market. In this context, entrepreneurs play a strategic role in accelerating economic growth, reducing unemployment, and improving societal welfare.

However, student interest in entrepreneurship still faces various obstacles. This research is relevant to providing new insights to support human resource development through entrepreneurship. The interest in entrepreneurship has become a highly strategic issue, considering that students as the future generation have great potential to become the main drivers of the creative economy. Students are expected to adapt to the challenges of the times and build sustainable business ecosystems. Increasing interest in entrepreneurship among future generations is not easy. It requires comprehensive strategies to develop entrepreneurial skills, both through formal education and practical training. Thus, the next generation can be better prepared to face challenges and take on roles as job creators in the future. However, encouraging this interest is not straightforward because it is influenced by various factors, including creativity, environment, capital, and personal motivation.

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Creativity plays a crucial role in the success of entrepreneurs. Creativity is an initiative toward creating a beneficial, accurate, appropriate, and valuable product or process. Creativity enables individuals to generate innovative ideas that can add value in market competition (Ernawati, 2021). With creativity, entrepreneurs can adapt to different environmental situations and conditions. An entrepreneur needs to understand sales management, management styles, and functions. Additionally, entrepreneurs must be able to communicate effectively and master various managerial skills, as well as know strategic sales techniques, including product knowledge, product characteristics, and competitive advantages compared to similar products. Creativity is not only a tool for innovation but also a foundation for facing challenges in starting and developing a business. One way to foster entrepreneurial interest is by cultivating entrepreneurial creativity (Fajar et al., 2020). Therefore, it is important to understand how much creativity can influence their interest in entrepreneurship.

Besides creativity, the environment also plays a crucial role in shaping students' entrepreneurial interest, such as family environment, peer influence, education, and the broader community, which can act as motivators or barriers (Baskara, 2018). For example, support from a family with an entrepreneurial background often provides positive encouragement for students to follow similar paths. Similarly, access to mentors and inspiring entrepreneurial communities can motivate students. Moreover, the wider community environment provides support for entrepreneurial interest. When someone has the intention to start a new business, environmental support can turn that interest into reality. Therefore, it is necessary to analyze environmental factors that support entrepreneurial growth.

Starting a business also requires capital. Easier access to capital will increase interest in entrepreneurship because the availability of funds simplifies the process of opening a business. Access to capital is often a main obstacle for students who want to start a business. Both financial and non-financial capital, such as knowledge, networks, and other resources, are essential elements that determine the success of an entrepreneur (Mualifah, 2021). Business capital must be available before someone decides to start a venture. The availability of capital is a crucial factor in business, and access to raw materials, for example, is a primary driver of entrepreneurial interest (Tanusi, 2020). Studying how capital influences entrepreneurial interest among students can provide strategic insights to overcome these barriers.

Individual motivation is equally important in encouraging students' interest in entrepreneurship. Motivation is a drive to work hard to achieve various benefits such as profit, personal freedom, personal dreams, and independence. Motivation can inspire enthusiasm and positive responses to opportunities that provide benefits, making individuals less dependent on others. According to Yuritanto (2021), motivation can originate from various sources, such as the desire for financial independence, realizing creative ideas, or having a positive impact on society. Research on the relationship between motivation and entrepreneurial interest can help understand how to foster entrepreneurial spirit among students.

This study aims to analyze the influence of creativity, environment, and capital on entrepreneurial interest through motivation among students. With this approach, it is hoped that the research results can provide practical recommendations for higher education institutions, government, and other stakeholders to design effective programs to increase entrepreneurial interest among Indonesian students. Consequently, this research is relevant in supporting the economic development agenda based on human resource development.

2. Literature Review

2.1. Creativity

Munandar (2012) states that creativity is the tendency to actualize oneself, realize potential, the drive to develop and mature, and the tendency to express and activate all abilities. Meanwhile, Mauliddiyah (2021) explains that creativity is an initiative towards a product or process that is beneficial, correct, precise, and valuable for a task that is more heuristic, meaning it serves as a guide, instruction, or guideline that is incomplete but will lead us to understand, learn, or discover something new. Creative thinking is directly related to value creation and the pursuit of business opportunities (Ginting, 2020). Based on several previous definitions, it can be concluded that creativity provides the ability to generate ideas, realize potential, and create valuable solutions needed in the world of entrepreneurship. The indicators in this research refer to the book *Entrepreneurship* by Dharmawati (2016), which includes fluency of thinking, flexibility of thinking, the ability to develop ideas, and the ability to generate unique ideas.

2.2. Environment

Rasyid (in Sari and Rahayu, 2020) explains that environment is the atmosphere or state of a place where social interactions occur and influence the mindset and views, both directly and indirectly, towards the development of individual character and attitude. A study by Gnyawali & Fogel states that the environment can support increasing the likelihood of someone becoming an entrepreneur; it is a determining factor in the growth of students' interest in entrepreneurship (Gnyawali & Fogel, 1994; Syarifuddin, 2016). The influence of the environment on entrepreneurial interest shows that environmental factors play an important role. Quoting Ariyani (2023), the determining factors are the environments in which students interact, namely family environment, community environment, and educational environment. According to Nusa Putra (2022), the family environment influences entrepreneurial interest; the more conducive the surrounding family environment, the more it encourages someone to become an entrepreneur. The social environment has a profound influence on individual development (Dewi, 2017). The education environment or entrepreneurship education needs to be provided to instill values of innovation, creativity, skills, and knowledge in entrepreneurship, because interest in entrepreneurship is the initial step in running a business and managing risks. Educational pathways are one of the ways to realize individuals who possess attitudes and skills in entrepreneurship (Sarwoko, 2011; Khairinal, 2022). The relationship between environment and entrepreneurial interest is not always direct; environment only supports increasing motivation to engage in entrepreneurship.

2.3. Capital

Zain (2020) states that business capital is something used to establish or operate a business. Cash capital is usually used to fund various business needs, such as pre-investment costs, licensing, investment costs for purchasing assets, and working capital. Meanwhile, Sirait (2022) explains that capital is a crucial factor needed to run a business, whether in the form of money, goods, or other facilities, which influence the growth and income achievement; sources can come from personal capital, government assistance, or financial institutions such as banks and non-banks. The availability of capital, whether in the form of money, goods, or facilities, provides individuals with a sense of security and confidence to start a business. Capital reduces the fear of failure risks because it can be used to meet initial needs, such as raw material purchases, marketing, or product development. Additionally, having capital also motivates individuals to maximize business opportunities because they feel they have the necessary resources to run and develop their business. This research uses indicators from Ardi Nugroho (in Toni, 2021), including: own capital, borrowed capital, utilization of additional capital, and barriers to accessing external capital.

2.4. Entrepreneurial Interest

According to Mahanani & Sari (2018), entrepreneurial interest is a person's desire to run their own business. Wulandari (2013) states that entrepreneurial interest is a desire, attraction, and willingness to work hard or be highly motivated to strive maximally in fulfilling their needs without fear of potential risks, and with perseverance despite failures; entrepreneurial interest is not just a wish, but also accompanied by concrete actions to participate in entrepreneurial activities (Wulandari, 2013; Mat et al., 2015). It can be concluded that entrepreneurial interest is a person's attraction to entrepreneurial activities, coupled with a desire to be actively involved in entrepreneurial activities. This interest arises after someone gains knowledge and information about entrepreneurship, followed by participation in activities that provide experience. The indicators for this study are adapted from Nurfadhifah (2018), which include feelings of happiness, personal interest, attention, and involvement.

2.5. Motivation

Abdullah and Septiany (2023) mention that motivation is the driving force or impulse to do something. According to Robbins, motivation is the willingness to exert high levels of effort for an organization, conditioned by the individual's ability to meet certain needs; if entrepreneurial motivation is increased, it will boost interest in entrepreneurship (Robbins, 2001; Munawar, 2018). Based on this definition, motivation is the push or driving force that arises from internal or external stimuli, encouraging individuals to take action or change behavior with the aim of achieving something better or fulfilling specific needs (Munawar). The indicators in this research refer to Uno Hamzah (in Yuritanto, 2021), including: the presence of desire and will to succeed, future orientation, needs and drives, appreciation, and an attractive desire to engage in entrepreneurship.

3. Research Method and Materials

3.1. Research Model and Hypotheses

This study uses a quantitative model. Toni (2021) states that a quantitative model is a research method used to study a specific population or sample using units of measurement that can be expressed in numerical form to assess quality or quantity. According to Sugiyono (2018), “the research design must be specific, clear, and detailed, determined firmly from the beginning, serving as a step-by-step guide.” The hypotheses are tested using Path Analysis. Below is the research design.

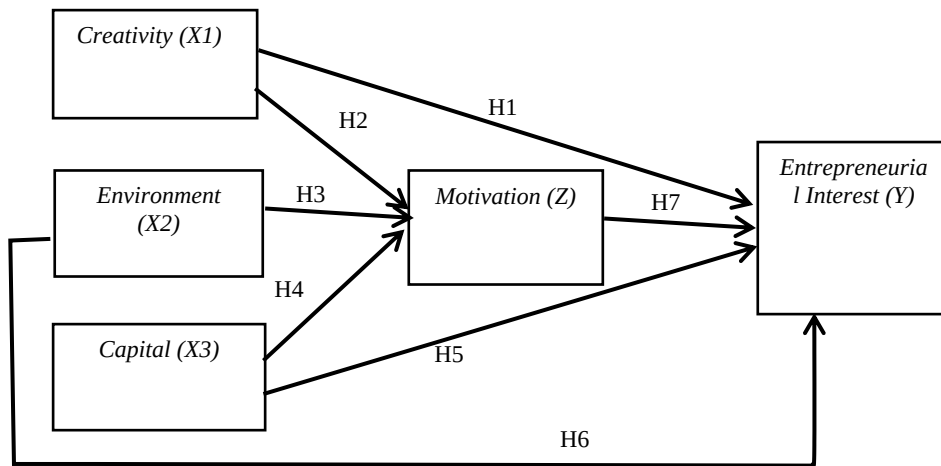


Figure 1. Research Design

Based on the Figure 1, this research is a descriptive explanatory study, meaning that it describes the influence among the variables studied. Descriptive refers to explaining and analyzing the research variables, which include Creativity (X1), Environment (X2), Capital (X3), Entrepreneurial Interest (Y), and Motivation (Z). Explanatory, on the other hand, aims to find causal relationships between variables through hypotheses. The causal influences are direct and indirect effects of Creativity (X1), Environment (X2), and Capital (X3) on Entrepreneurial Interest (Y) mediated by Motivation (Z) among students of the Faculty of Economics and Business at the university.

This research design is based on the COR theory, the JD-R theory, and previous relevant studies. Therefore, the study can examine both direct and indirect effects. A clearer overview can be seen in the Table 1.

Table 1. Hypothesis Summary

Hypotheses	Description
H1	Creativity has a positive and direct effect on entrepreneurial interest
H2	Creativity has a positive and direct effect on motivation
H3	Environment has a positive and direct effect on motivation
H4	Capital has a positive and direct effect on motivation
H5	Capital has a positive and direct effect on entrepreneurial interest
H6	Environment has a positive and direct effect on entrepreneurial interest
H7	Motivation has a positive and direct effect on entrepreneurial interest
H8	Creativity has a positive and indirect effect on entrepreneurial interest through motivation
H9	Environment has a positive and indirect effect on entrepreneurial interest through motivation
H10	Capital has a positive and indirect effect on entrepreneurial interest through motivation

Based on the Table 1, this study proposes 10 hypotheses. These hypotheses will test the direct effect of Creativity (X1) on entrepreneurial interest (Y), the direct effect of Creativity (X1) on motivation (Z), the direct effect of Environment (X2) on motivation (Z), the direct effect of Capital (X3) on motivation (Z), the direct effect of Capital (X3) on entrepreneurial interest (Y), the direct effect of Environment (X2) on entrepreneurial interest (Y), the direct effect of Motivation (Z) on entrepreneurial interest (Y), the indirect effect of Creativity (X1) on entrepreneurial interest (Y) through Motivation (Z), the indirect effect of Environment (X2) on entrepreneurial interest (Y) through Motivation (Z), and the indirect effect of Capital (X3) on entrepreneurial interest (Y) through Motivation (Z).

3.2. Population and Sample

The population in this study consists of all active students of the Faculty of Economics and Business at the university. The sampling technique used is Proportional Random Sampling, calculated using Slovin's formula, resulting in a sample size of 102 respondents or approximately 20% of the total population.

3.3. Data Collection

Data collection was carried out by selecting research subjects, namely all students of the Faculty of Economics and Business at the university, using questionnaires. The questionnaires used are closed-ended and administered digitally via Google Forms, with a Likert scale. The scoring uses a 5-point Likert scale with the following options: Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), and Strongly Agree (5). The data are then analyzed using SPSS version 26 (Statistical Package for the Social Sciences), now more commonly known as IBM SPSS. The data analysis includes descriptive statistics, classical assumption tests, and path analysis.

4. Results and Discussion

4.1. Hypothesis Testing

Hypothesis testing is used to examine the direct and indirect effects of exogenous variables on endogenous variables. The hypotheses are accepted or rejected based on the criteria: if the p-value < 0.05, then H0 is accepted, indicating that the regression coefficient is significant. The results of the direct and indirect effect hypothesis tests can be summarized in the following tables:

Table 2. Results of Indirect Hypothesis Testing

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.814 ^a	.662	.649	1.76885		

	Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
		B	Std. Error	Beta	t	
1	(Constant)	3.696	1.387		2.665	.009
	Kreatifitas	.161	.101	.131	1.592	.114
	Lingkungan	-.039	.137	-.023	-.282	.779
	Modal	.039	.089	.033	.444	.658
	Motivasi	.890	.100	.727	8.899	.000

The influence of the error (e1) is obtained using the formula:

$$e1 = 1 - R^2 = \sqrt{1 - 0.662} = 0.581$$

$$Y = \beta_4 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_7 Z + e_2$$

$$Y = 0.131 X_1 + -0.023 X_2 + 0.033 X_3 + 0.727 Z + 0.581$$

The coefficient of determination (R^2) is 0.581, indicating that the direct influence of Creativity, Environment, Capital, and Motivation on the Y variable, Interest in Entrepreneurship, accounts for 58.1%, while 41.9% is influenced by other variables outside the model or this study.

The influence of the error (e2) is obtained using the formula:

$$e2 = 1 - R^2 = \sqrt{1 - 0.513} = 0.697$$

$$Z = \beta_4 X_1 + \beta_5 X_2 + \beta_6 X_3 + e_1$$

$$Z = 0.326 X_1 + 0.479 X_2 + 0.001 X_3 + 0.697$$

The coefficient of determination (R^2) is 0.697, indicating that the direct influence of Creativity, Environment, and Capital on the variable Interest in Entrepreneurship accounts for 69.7%, while 30.3% is influenced by other variables outside the model or this study. Creativity has a positive and significant effect on Interest in Entrepreneurship through Motivation.

Table 3. Results of Direct Hypothesis Testing

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	.716 ^a	.513	.499	1.72541	

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
(Constant)	3.188	1.316		2.422	.017
Kreatifitas	.327	.093	.326	3.495	.001
Lingkungan	.656	.117	.479	5.591	.000
Modal	.001	.087	.001	.009	.993

Indirect Effects: $= X1 \rightarrow Z \rightarrow Y$
 $= \beta_4 \times \beta_7$
 $= 0.326 \times 0.727$
 $= 0.237$

Environment has a positive and significant effect on Interest in Entrepreneurship through Motivation.

Indirect effect: $= X2 \rightarrow Z \rightarrow Y$
 $= \beta_5 \times \beta_7$
 $= 0.479 \times 0.727$
 $= 0.348$

Capital has a positive and significant effect on Interest in Entrepreneurship through Motivation.

Indirect effect: $= X3 \rightarrow Z \rightarrow Y$
 $= \beta_6 \times \beta_7$
 $= 0.001 \times 0.727$
 $= 0.001$

- H1: The effect of Creativity on Interest in Entrepreneurship, with a significance value of $0.114 < 0.05$ and Beta value of 0.131. Based on these results, H1 is accepted.
- H2: The effect of Creativity on Motivation, with a significance value of $0.001 < 0.05$ and Beta value of 0.326. H2 is accepted.
- H3: The effect of Environment on Motivation, with a significance value of $0.000 < 0.05$ and Beta value of 0.479. H3 is accepted.
- H4: The effect of Capital on Motivation, with a significance value of $0.993 < 0.05$ and Beta value of 0.001. H4 is accepted.
- H5: The effect of Capital on Interest in Entrepreneurship, with a significance value of $0.658 < 0.05$ and Beta value of 0.033. H5 is accepted.
- H6: The effect of Environment on Interest in Entrepreneurship, with a significance value of $0.779 < 0.05$ and Beta value of -0.023. H6 is accepted.
- H7: The effect of Motivation on Interest in Entrepreneurship, with a significance value of $0.000 < 0.05$ and Beta value of 0.727. H7 is accepted.
- H8: The effect of Creativity on Interest in Entrepreneurship through Motivation, with a Beta value of 0.368. H8 is accepted.
- H9: The effect of Environment on Interest in Entrepreneurship through Motivation, with a Beta value of 0.325. H9 is accepted.
- H10: The effect of Capital on Interest in Entrepreneurship through Motivation, with a Beta value of 0.034. H10 is accepted.

4.2. Path Analysis

The interpretation of the path analysis results, which can be seen in Table 4.

Table 4. Path Analysis Results

Inter-variable Influence	Influence		Total Effect
	Direct Effect	Indirect Effect	
Influence X1 → Y	0.131	-	0.131
Influence X2 → Y	-0.023	-	-0.023
Influence X3 → Y	0.033	-	0.033
Influence X1 → Z	0.326	-	0.326
Influence X2 → Z	0.479	-	0.479
Influence X3 → Z	0.001	-	0.001
Influence Z → Y	0.727	-	0.727
Influence X1 → Z → Y	0.131	0.237	0.368.
Influence X2 → Z → Y	-0.023	0.348	0.325
Influence X3 → Z → Y	0.033	0.001	-0.034

Based on the structure of this research model, the empirical equations can be formulated as follows:

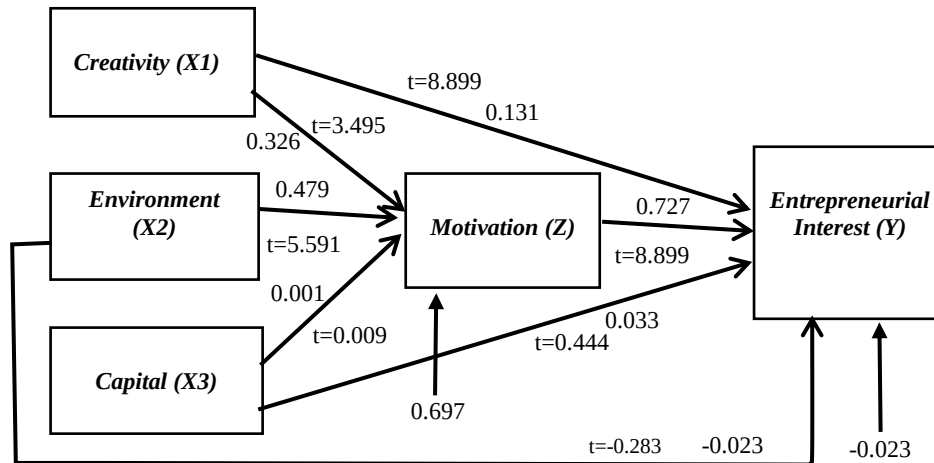
$$Y = \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_7 Z + e_2$$

$$Y = 0.131 X_1 + -0.023 X_2 + 0.033 X_3 + 0.727 Z + 0.581$$

$$Z = \beta_4 X_1 + \beta_5 X_2 + \beta_6 X_3 + e_1$$

$$Z = 0.326 X_1 + 0.479 X_2 + 0.001 X_3 + 0.697$$

The result of the path analysis can be seen on Figure 2.

**Figure 2.** Path Analysis Result Model

In Figure 2, it illustrates the standardized beta coefficients and the magnitude of both indirect and direct effects of each variable.

$$\text{Coefficient of Determination: } R_m^2 = 1 - \text{Pe}_1^2 * \text{Pe}_2^2$$

$$\text{Interpretation of } R_m^2 = 1 - (-0.023^2) (0.697^2) = 1 - 0.003 = 0.997$$

Based on the coefficient of determination above, it shows that the direct and indirect influence accounts for 0.997 or 99.7%, meaning that 99.7% of the information contained in the data is explained by the model. Meanwhile, 0.3% is explained by variables outside the model or this study.

4.3. Discussion

4.3.1. The Influence of Creativity on Students' Interest in Entrepreneurship at the Faculty of Economics and Business at the University

The research results show a value of $0.114 < 0.05$ and a Beta of 0.131, indicating that there is a positive and significant relationship between Creativity and Interest in Entrepreneurship among students of the Faculty of Economics and Business at the University. This aligns with Ginting's (2020) research, which states that creativity

enables individuals to generate innovative ideas that can become a competitive advantage in the business world. However, the direct influence is smaller compared to other variables, suggesting that creativity needs to be supported by strong motivation to effectively encourage entrepreneurial actions. Therefore, universities should develop programs that not only enhance creativity but also boost students' motivation.

4.3.2. The Influence of Creativity on Motivation among Students of the Faculty of Economics and Business at the University

The research shows a value of $0.001 < 0.05$ and a Beta of 0.326, indicating a positive and significant relationship between Creativity and Motivation among students. Creativity also plays a role in increasing student motivation. This finding is supported by Lubis (2021), who states that individuals' internal tendency to create new, innovative ideas planned, risk-taking, and goal-oriented—contributes to motivation. Imelda (2024) adds that such individuals are able to identify opportunities, manage them diligently, and do so with enthusiasm, as interest in entrepreneurship must focus on the future in establishing a business. The researcher's findings suggest that students at the Faculty of Economics and Business can express their creativity, feel more involved and enthusiastic about entrepreneurship. Stimulated creativity can foster a sense of achievement and satisfaction, which in turn increases motivation to continue innovating and striving.

4.3.3. The Influence of Environment on Motivation among Students of the Faculty of Economics and Business at the University

This study states that there is a positive and significant relationship between the Environment and Motivation among students. The significance value of $0.000 < 0.05$ indicates a real relationship, with a Beta of 0.479 indicating a moderate positive relationship. Consistent with Tammie's (2019) research, the environment affects entrepreneurial motivation. A supportive environment—such as mentors, high-achieving peers, and adequate facilities—can increase students' motivation to learn and engage in entrepreneurship. Conversely, negative or unsupportive environments can decrease motivation and spirit.

4.3.4. The Influence of Capital on Motivation among Students of the Faculty of Economics and Business at the University

Empirically, there is a significant relationship between Capital and student motivation. Capital not only serves as a primary resource but also as a confidence booster for students to develop their potential. This is supported by Maslow's theory (as cited in Darmawan, 2019), which states that a sense of safety, including financial stability, can influence motivation to achieve higher goals. Financial capital—such as personal savings, family support, or access to loans—provides a sense of security and confidence to start a business. This aligns with previous research indicating that financial capital offers initial stability in entrepreneurial activities (Brown in Dewi, 2017). Additionally, non-financial capital is also an important factor, including human capital, social capital, intellectual capital, physical capital, reputation, and time. These types of capital significantly influence motivation to start a business.

4.3.5. The Influence of Capital on Entrepreneurial Interest Among Faculty of Economics and Business Students at the University

Empirical results show a significant relationship between Capital and students' interest in entrepreneurship, with a Beta of 0.033. This indicates a weak influence on entrepreneurial interest. The availability of capital is a determining factor that motivates students to start a business. This supports the idea that sufficient financial resources—such as capital boost confidence to take risks and experiment with innovative business ideas. However, these findings should be considered in the context of digital era changes. As Aban (2020) states, strategic locations and physical capital are no longer the main factors influencing entrepreneurial interest due to technological advancements enabling digital marketing that is more flexible and cost-effective. This suggests that universities should provide access to small capital or digital business facilitation for students interested in entrepreneurship, as a way to increase future business success opportunities.

4.3.6. The Influence of Environment on Entrepreneurial Interest Among Faculty of Economics and Business Students at the University

Empirical research shows that there is a significant influence of the environment on the entrepreneurial interest of Faculty of Economics students at Universitas Negeri Makassar. The environment variable affects entrepreneurial interest. The higher the support from parents, relatives, friends, and the university institution, the greater the support, and consequently, the higher the interest in entrepreneurship (Khudzaifah et al., 2024). This is supported by the study conducted by Aini and Oktafani (2020), which indicates that family support influences entrepreneurial interest.

Studies by Yao (2016) and Selcuk (2019) also state that the social environment impacts entrepreneurial interest. Wedayanti & Giantari (2016) found that entrepreneurial education is the most influential variable on students' entrepreneurial intentions. A supportive environment, such as entrepreneurship programs on campus, seminars, and workshops, can increase students' entrepreneurial interest. A positive and inspiring environment can encourage students to explore their entrepreneurial potential and take steps to start a business.

4.3.7. The Influence of Motivation on Entrepreneurial Interest Among Faculty of Economics and Business Students at the University

Based on this research, motivation has a positive and significant effect on entrepreneurial interest among students. The significance value of $0.000 < 0.05$ indicates that the higher a person's motivation, the greater their interest in entrepreneurship. This finding aligns with research conducted by Aqmal et al. (2020), which states that intrinsic and extrinsic motivation can enhance students' interest in entering the entrepreneurial world. Similarly, Mahanani (2018), Nadya (2019), and Tanusi (2020) assert that motivation plays a crucial role as the main driver in decision-making to start a business. Additionally, Wijayangka et al. (2016) add that motivation functions as a mediating factor that connects creativity, environment, and capital factors with entrepreneurial interest. However, the results of this study are not consistent with Rosmiati's (2015) research, which found no significant influence of motivation on entrepreneurial interest. These differing characteristics could be due to variations in respondent backgrounds, educational backgrounds, or the research approaches used. Situationally, motivation is regarded as the driving force behind an individual's actions. In this study, motivation not only functions as a direct influence but also as a mediating variable that strengthens the relationship between external factors and entrepreneurial interest.

4.3.8. The Influence of Creativity on Entrepreneurial Interest Through Motivation Among Faculty of Economics and Business Students at the University

The results show that creativity has a positive influence on entrepreneurial interest through motivation, as indicated by a beta value of 0.368. This beta value suggests a fairly significant relationship between creativity and entrepreneurial interest, with motivation serving as a mediating variable. In other words, the higher the level of creativity possessed by students, the greater their drive to develop an interest in entrepreneurship—provided they are supported by strong motivation. Creativity is one of the key factors in developing innovative ideas necessary in the entrepreneurial world. Similar to Wardani's (2021) research, students with high levels of creativity tend to be more capable of identifying new business opportunities and solving problems effectively. However, creativity alone requires motivation as a driving force to realize entrepreneurial potential. Motivation acts as a bridge connecting creative potential with the tangible desire to start a business. With this beta value, the influence can be considered moderate, meaning that creativity significantly affects entrepreneurial interest, but its effectiveness is still influenced by other factors such as environmental support, access to resources, and entrepreneurship education. This is supported by Junus (2023), who states that besides internal factors, external factors also shape entrepreneurial interest. These findings emphasize the importance of educational programs that not only develop creativity but also foster motivation as a key element in shaping entrepreneurial mindsets among students.

4.3.9. The Influence of Environment on Entrepreneurial Interest Through Motivation Among Faculty of Economics and Business Students at the University

Based on the results, a beta value of 0.325 indicates that the environment has a positive and significant effect on entrepreneurial interest through motivation among students. This beta value suggests a moderate positive relationship. Supporting Tammie's (2019) research, the environment influences entrepreneurial motivation. A conducive environment—such as support from family, access to entrepreneurial communities, and available facilities—can enhance internal motivation in students to pursue entrepreneurial opportunities. Conversely, a negative or less supportive environment can decrease motivation and enthusiasm. This finding underscores the importance of creating a supportive environment to foster students' enthusiasm and desire to engage in entrepreneurship, while also strengthening their motivation as a key factor in the process.

4.3.10. The Influence of Capital on Entrepreneurial Interest Through Motivation Among Faculty of Economics and Business Students at the University

Empirical results show a significant relationship between capital and students' motivation, with a beta value of 0.034, indicating a weak influence. This suggests that capital does impact entrepreneurial interest, but its effect can be significantly strengthened through motivation as a mediating variable. The availability of capital boosts confidence in students to start a business, especially with technological advancements that allow for more flexible and cost-effective management. However, capital alone is not sufficient. Both intrinsic and extrinsic motivation play crucial roles as

primary drivers in optimizing the influence of capital on entrepreneurial interest. Additionally, motivation also enhances the relationship between capital, creativity, and other external factors with entrepreneurial interest. These findings align with Wardani (2021), who states that the availability of capital is important for starting a business, but high motivation can mitigate limitations in capital. Therefore, combining adequate capital provision with increased motivation is an effective strategy to encourage students' entrepreneurial interest.

5. Conclusion

Based on the research results and discussion, it can be concluded that both directly and indirectly, creativity, environment, capital, and motivation significantly influence entrepreneurial interest among students of the Faculty of Economics and Business at the university. Overall, this study shows that the direct and indirect effects amount to 0.997 or 99.7%, which means that 99.7% of the information contained in the data is explained by this research model. The remaining 0.3% is explained by variables outside the model or this study. This indicates that the higher the creativity, environment, and capital of a student, the greater the influence on motivation as an intermediary variable, which in turn shapes the entrepreneurial interest of students at the faculty. Based on the findings of this study, the researcher suggests that this research can serve as a source of information or reference for educators or lecturers to guide and mentor students regarding the development of entrepreneurial skills. Students are expected to deepen their skills related to business management, not only focusing on product creation but also being capable of marketing activities and making business evaluation decisions with the goal of developing their businesses. Finally, for future researchers, it is recommended to further deepen and expand this research, both in terms of variables and research methods, to gain more comprehensive insights.

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