

The Influence Of Knowledge, Skills And Motivation On Interest In Creative Economic Entrepreneurship

Syafrul Antoni¹, M Karim²

¹Kerinci State Islamic Religious Institute / Islamic economics and business / Pendidikan agama islam, Sungai Penuh, Indonesia

²Kerinci State Islamic Religious Institute / Faculty Tarbiyah dan keguruan/ Pendidikan agama islam, Sungai Penuh, Indonesia

Syafrulantoni11@Gmail.com/082287140434

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ABSTRACT



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This research aims to determine the influence of knowledge, skills and motivation on interest in creative economic entrepreneurship among students at the Faculty of Islamic Economics and Business (FEBI) ISLAMIC RELIGION INSTITUTE (IAIN) KERINCI. The type of research used in this research includes quantitative research with the help of a computer system. The sampling technique used in this research is random sampling, which is a technique used to determine a sample from a population that has certain characteristics up to the desired number (quota), namely 50 students. As many as 50 students of the Faculty of Islamic Economics and Business (FEBI) IAIN KERINCI completed the questionnaire in this research. Data analysis in this research used the SPSS version 26 program

Partial findings show that knowledge does not have a significant and positive effect on interest in creative economy entrepreneurship among students of the Faculty of Islamic Economics and Business (FEBI) IAIN KERINCI, skills have a positive and significant effect on interest in creative economy entrepreneurship among students of the Faculty of Islamic Economics and Business (FEBI) IAIN KERINCI, motivation has no significant influence on interest in creative economy entrepreneurship among students at the Faculty of Islamic Economics and Business (FEBI) IAIN KERINCI. This shows that the better the knowledge, skills and motivation, the greater the interest in creative economic entrepreneurship among students at the Faculty of Islamic Economics and Business (FEBI) IAIN KERINCI.

Keywords: Knowledge, Skills, Motivation, Creative Economy Entrepreneurial Interest.

1.Introduction

Indonesia is one of the countries with the fourth most populous population in the world and has a population with quite a large unemployment rate. The problems of unemployment and poverty still occur and are a big problem for the Indonesian government. Every year more and more Indonesians enter the world of work, creating a big challenge for the Indonesian government. On the other hand, the small number of job opportunities cannot accommodate the large number of people who want to work. This is certainly a problem and task that needs to be handled by the Indonesian government. Therefore, the government is expected to be able to provide new employment opportunities so that the job market can absorb the number of job seekers who are increasing every year (Gregorius Sakti, 2017).

In developed countries, entrepreneurial growth has brought extraordinary economic

improvements. These new entrepreneurs have enriched the market with innovative new products. To become a successful entrepreneur, of course you must have the competence to face risks and challenges. Therefore, he must have entrepreneurial competence. As stated by (Michael Harris, 2010), successful entrepreneurs are generally those who have competence, namely those who have the knowledge, skills and individual qualities which include attitudes, motivation, personal values and behavior necessary to carry out work/activities (Suryana, 2011).

With the growth of entrepreneurs among students, this means not only growing the economy but also aiming to increase the ability of local communities to utilize the resources that Indonesia has in general, and the areas where they live in particular. Apart from becoming capable young entrepreneurs, of course this

* Syafrul Antoni

E-mail addresses: Syafrulantoni11@Gmail.com (Kerinci State Islamic Religious Institute)

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nation also needs entrepreneurs who are empathize or have social skills. Entrepreneurs can operate in the social sector as well. Apart from being a financially successful young generation, the nation's young generation is also expected to have social concern for the surrounding environment (Panggabean & Sinaga, 2020).

The development of the creative economy in Indonesia requires the role and support of various parties, including the millennial generation. The millennial generation is also known as generation Y, they were born between 1981–1996. This age range is the productive age so that the millennial generation will become the backbone of the Indonesian economy (Budiati et al., 2018) quoted from (Hapsari & Salima, 2023).

The millennial generation has several advantages. According to Sampoerno & Haryono (2021), the millennial generation moves faster in using technology and the internet. The millennial generation has an open way of thinking because they were born in the information era, so they have a high sense of curiosity and really like openness. The millennial generation interacts a lot with technological developments, including eCommerce. In 2022, the majority of eCommerce business owners aged 35-44 years are 34.47% and aged 25-34 years are 23.37% (BPS, 2022) quoted from (Hapsari & Salima, 2023).

The millennial generation is expected to contribute to creating jobs. This is based on the increasing population in Indonesia which has resulted in an increase in the unemployment rate in the productive age group. This increase will have an impact on narrowing the availability of jobs. Therefore, a solution is needed to overcome this, including entrepreneurship. Entrepreneurship for millennials has great potential considering that this generation is very close to technology and the internet, so it can be used as a business medium as a marketing tool and promote products (Dewi, 2020) quoted from (Hapsari & Salima, 2023).

The creative economy provides great opportunities and opportunities for the millennial generation to be involved and be part of it. However, on the other hand, based on the results of the 2017 BPS survey, it is known that 24.33% of the millennial generation are entrepreneurs, while 52.70% of the millennial generation are working with the status of workers/employees and employees. The low percentage of the millennial generation who become entrepreneurs shows that interest in entrepreneurship is still low due to several factors, including lack of experience and not having the courage to take risks. The millennial generation's entrepreneurial decisions are also often hampered by several things, such as environmental factors, but on the other hand, these obstacles can actually strengthen creativity which is valuable for innovation and as a basis for entrepreneurial desires (Christian, 2017) quoted from (Hapsari & Salima, 2023).

One of the factors that influences creative economy entrepreneurship is entrepreneurial knowledge due to entrepreneurial interest,

namely the individual's ability to create new work and produce innovative product output. With adequate entrepreneurial knowledge, it is easier for someone to innovate the business opportunities around them into new and high-quality results (Rachmawati et al., 2022). Apart from that, entrepreneurial skills also influence entrepreneurial interest because entrepreneurial skills are really needed for the process of managing, developing and establishing entrepreneurial activities so that they can run well, such as practical knowledge and activities that support entrepreneurial activities (Widnyana et al., 2018).

Adequate entrepreneurial motivation will also encourage active behavior in entrepreneurship, but motivation that is too strong can actually have a negative effect on the effectiveness of the business. Motivation also functions to influence interest in entrepreneurship. In this research, what is meant by motivation is the encouragement or desire of students to carry out the entrepreneurial process to achieve goals, for example students starting small businesses within the campus environment (Susanti, 2018). Motivation also functions to influence entrepreneurial interest. A person's interest in an object begins with a person's attention to that object. Interest is something that is very determining in every business, so interest needs to be developed in every entrepreneur (Sabaruddin, 2016).

The focus of this research is that students are expected to be able to form thought patterns, attitudes and behavior to become entrepreneurs, thereby directing them to choose entrepreneurship as a career choice. So the author is interested in conducting research by making several of the problems that have been described into a thesis research topic with "**The Influence of Knowledge, Skills and Motivation on the Creative Economy Entrepreneurial Interest of Students of the Faculty of Islamic Economics and Business (FEBI) at the State Islamic Institute (IAIN) Kerinci**".

The theoretical thinking of this research is presented in the figure as following:

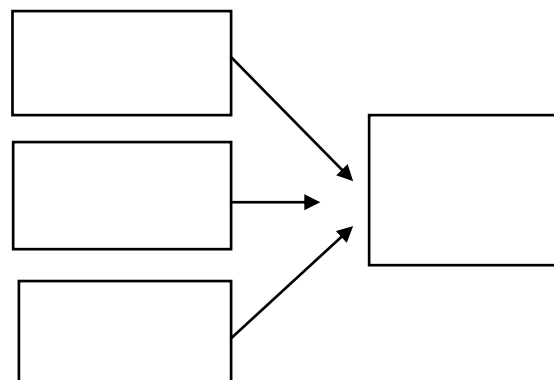


Figure 2. 8

conceptual framework

2. Research Methods

This research is causal associative research using a quantitative approach. Causal associative research is research that aims to determine the influence between variables, using a quantitative

Variable	Sig.	><	A
Knowledge (X1)	0.583		
Skills (X2)	0.398	>	0.05
Motivation (X3)	0.463		

approach because the data that will be used to analyze relationships is presented in the form of numbers (Fahmi & Amanda, 2017).

In this research, we analyze the influence of knowledge and skills on the entrepreneurial interest of students at the Faculty of Islamic Economics and Business (FEBI) of the State Islamic Institute (IAIN) Kerinci.

The population in this study were students of the Faculty of Economics and Islamic Business (FEBI) and the population size for random use cannot be known because the population is not fixed. In this research, the sampling technique used is probability sampling, which is a technique or method of sampling that provides equal opportunities for each member of the population to be drawn as a sample (Pasalong, 2016). The nonprobability sampling method used is a random sampling technique. The sample was determined by the researcher as 50 people and chosen randomly.

$Y = \alpha + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + e$
 Information :
 Y = interest in entrepreneurship
 α = Constant
 X1 = Knowledge
 X2 = Skills
 X3 = Motivation
 $\beta_1-\beta_3$ = Regression coefficient
 e = error

Results and Discussion
 3.1 Results of Analysis of Respondents Characteristics

1. Normality Test Results

The normality test results for the convenience (X1), Satisfaction (X2) and Customer Decision (Y) indicators can be presented in table 4.13 as follows:

Variable	Sig.	><	A	Information
Knowledge (X1)				Normally Distributed Data
Skills (X2)	0.0	>	0.05	
Motivation (X3)	52			

Source: data processed with SPSS.26,2024

The results of the One Sample Kolmogrov-Smirnov test in table 4.13 above show the Sig value. Unstandardized Residual is 0.052, which means the value is greater than 0.05. Therefore, it can be concluded that the residual values of variable X and variable Y are normally distributed and meet the requirements of the normality test.

2. Heteroscedasticity Test Results

The results of the heteroscedasticity test in this research can be presented in table 4.14 as follows:

Based on the data in table 4.14 above, the Glejser test results show that the significance value (sig.) of the four X variables is knowledge (X1) with a significance value (sig.) of 0.583> 0.05. Skill (X2) with a significance value (sig.) of 0.398> 0.05. Motivation (X3) with a significance value (sig.) of 0.463> 0.05. So it can be concluded that in the regression model there are no symptoms of heteroscedasticity because each variable X is > 0.05.

3. Multicollinearity Test Results

The results of the multicollinearity test in this study can be presented in table 4.15 as follows:

Variable	Tolerance	VIF
Knowledge (X1)	0.233	4,284
Skills (X2)	0.1 31	7,631
Motivation (X3)	0.229	4,375

Based on the data in table 4.15 above, the results of the multicollinearity test show that the tolerance value and VIF value of the four X variables is Knowledge (X1) with a tolerance value of 0.233> 0.10 and VIF 4,284 < 10.00. Skill (X2) with a tolerance value of 0.131> 0.10 and VIF 7.631 < 10.00. Motivation (X3) with a tolerance value of 0.229> 0.10 and VIF 4.375 < 10.00.

So it can be concluded that the regression model does not have multicollinearity. Because the tolerance value of each variable X is > 0.10 and the VIF value of each variable X is < 10.00.

Hypothesis Test Results
 Partial Test Results (t-Test)

The t-test is used to determine the level of influence or relationship between independent and dependent variables, where one of the independent variables is fixed or controlled (Sugiyono, 2019).

Source: data processed with SPSS.26,2024

1. The tcount value is 0.951, where this value is smaller than the ttable value, namely 2.01290, with a significance value of 0.347 which is greater than alpha 0.05. So it can be concluded that Ha1 is rejected and H01 is accepted, meaning that there is no significant influence between Knowledge (X1) on Creative Economy Entrepreneurial Interest (Y) in Students of the Faculty of Islamic Economics and Business (FEBI) IAIN Kerinci.
2. The tcount value is 3.505, where this value is greater than the ttable value, namely 2.01290, with a significance value of 0.001 which is smaller than alpha 0.05. So it can be concluded that Ha1 is accepted and H01 is rejected, meaning that there is a positive and significant influence between Skills (X2) on Creative Economy Entrepreneurial Interest (Y) among students at the Faculty of Islamic Economics and Business (FEBI) IAIN Kerinci.
3. The tcount value is 0.487, where this value is smaller than the ttable value, namely 2.01290, with a significance value of 0.629 which is greater than alpha 0.05. So it can be concluded that Ha1 is rejected and H01 is accepted, meaning that there is no significant influence between Motivation (X3) on Creative Economy Entrepreneurial Interest (Y) among students at the Faculty of Islamic Economics and Business (FEBI) IAIN Kerinci.

Simultaneous Test Results (F Test)

Model	Sig.	><	A	F cou nt	> <	F ta- ble	Not e
Knowle dge (X1)							H _{a4}
Skills (X2)	0,000	<	0.05	50,819	>	2.81	ac- cept ed
Motiva- tion (X3)							

Based on table 4.19 above, it can be seen that the Fcount value is greater than the Ftable value (50.819 > 2.81) with a significance value of 0.000 which is smaller than alpha 0.05. So Ha4 is accepted and H04 is rejected, meaning that together (simultaneously) there is an influence of Knowledge (X1), Skills (X2), and Motivation (X3) on Interest in Creative Economy

Varia- ble	t _{count}	t _{table}	Sig.	Al- pha	Infor- matio n
Knowle dge (X1)	0.951		0.347		H _{a1} is re- jected
Skills (X2)	3,505	2.0129	0.001	0.05	H _{a2} ac- cepte d
Motiva- tion (X3)	0.487		0.629		H _{a3} is reject ed

Entrepreneurship (Y) among students at the Faculty of Islamic Economics and Business (FEBI) IAIN Kerinci.

Test Results of the Coefficient

Determination (R2)

Simanungkalit et al. (2023) Explain that the coefficient of determination (R2) is used to measure the extent to which the model's ability to explain variations in the dependent variable

Model	Adjusted R Square	Std. Error of the Estimate
Knowledge (X1)		
Skills (X2)	0.753	642.34431
Motivation (X3)		

Based on table 4.18 above, it is known that the Adjusted R square value is 0.753. This value shows the magnitude of the influence of Knowledge (X1), Skills (X2) and Motivation (X3) on Creative Economy Entrepreneurial Interest (Y) among students at the Faculty of Islamic Economics and Business (FEBI) IAIN Kerinci, namely 75.30% (0.753 x 100 %).

1. The Influence of Knowledge (X1) on Interest in Creative Economy Entrepreneurship (Y) among students at the Faculty of Islamic Economics and Business (FEBI) IAIN Kerinci.

Based on the results of multiple linear regression analysis and the results of the t test, it is known that partially there is no significant influence from Knowledge (X1) on Creative Economy Entrepreneurial Interest (Y) among students at the Faculty of Islamic Economics and Business (FEBI) IAIN Kerinci. This is proven by obtaining a tcount value that is smaller than the ttable value and with a significance value that is greater than alpha.

Meanwhile, according to the Theory of Planned Behavior, this is in contrast to students' knowledge of interest in creative economy

entrepreneurship, because students have knowledge but lack the courage and intention within themselves, so these students are less interested in creative economy entrepreneurship. These results indicate that with every decrease in Knowledge, Interest in Creative Economy Entrepreneurship will also decrease. Therefore, lecturers/parents should continue to evaluate students to create knowledge in creative economic entrepreneurship interests.

However, the results of this research are contradictory to the results of research conducted by Vyna & Tri (2021), where according to the results of this research it is stated that there is an influence between Knowledge on Entrepreneurial Interest and the research results of Antonius & Nuncio (2022), which are contradictory to this research because According to the results of this research, it is stated that there is an influence between knowledge and entrepreneurial interest, but it is not significant for entrepreneurial interest. Meanwhile, this research is in line with the results of research conducted by Flora Puspitaningsih (2014), where according to the results of this research it is stated that there is no influence between knowledge on entrepreneurial interest and the research results of Fanny Paramitasari & Muhyadi (2016), in line with this research because there is no influence between knowledge and entrepreneurial interest.

2. The Influence of Skills (X2) on Interest in Creative Economy Entrepreneurship (Y) among students at the Faculty of Islamic Economics and Business (FEBI) IAIN Kerinci.

Based on the results of multiple linear regression analysis and the results of the t test, it is known that partially there is a positive and significant influence of Skills (X2) on Creative Economy Entrepreneurial Interest (Y) among students at the Faculty of Islamic Economics and Business (FEBI) IAIN Kerinci. This is proven by obtaining a tcount value that is greater than the ttable value and with a significance value that is smaller than alpha.

With the Theory of Planned Behavior, students tend to be interested in pursuing creative economic entrepreneurship, driven by the students' skills, such as applying the entrepreneurship knowledge they have, whether obtained from entrepreneurship courses or seminars or webinars on campus, into the business that the student wants to do.

These results indicate that with every increase in skills, interest in creative economy entrepreneurship will also increase. Therefore, lecturers/parents should continue to evaluate students to create skills in creative economic entrepreneurship.

However, the results of this research are in line with the results of research conducted by Faizul Aziz Patni & Susanti (2019), where according to the results of the research it is stated that there is an influence between Skills on Entrepreneurial Interest and the research results of Adhis

Darussalaman Pamungkas & Ahmad Fahrudin (2022), which are in line with This research, according to the results of the research, states that there is an influence between skills and entrepreneurial interest.

Meanwhile, the results of this research contradict research conducted by Zaenal Arifin & Sukirman (2022), stating that this research has no influence between skills on entrepreneurial interest and the results of this research also contradict research conducted by Wida Robin Mustofa (2021), stated that in this research there was no influence between skills and entrepreneurial interest.

3. The Influence of Motivation (X3) on Interest in Creative Economy Entrepreneurship (Y) among students at the Faculty of Islamic Economics and Business (FEBI) IAIN Kerinci.

Based on the results of multiple linear regression analysis and the results of the t test, it is known that partially there is no significant influence from Motivation (X3) on Creative Economy Entrepreneurial Interest (Y) among students at the Faculty of Islamic Economics and Business (FEBI) IAIN Kerinci. This is proven by obtaining a tcount value that is smaller than the ttable value and with a significance value that is greater than alpha.

So the knowledge, skills and courage that exist in the student but the student's motivation to enter creative economy entrepreneurship is not there, so there must be encouragement for students to carry out entrepreneurship in the creative economy because motivation is a very influential factor in a person to determine what they want to do. become his desires and efforts.

These results indicate that with every decrease in motivation, interest in creative economy entrepreneurship will also decrease. Therefore, lecturers/parents should continue to evaluate students to create motivation in their interest in creative economy entrepreneurship.

However, the results of this research are in contrast to the results of research conducted by Ahmad Faisol (2018), where according to the results of the study it is stated that there is an influence between motivation on entrepreneurial interest and the research results of Nalon Siagian & Darma (2021), which are in contrast to this research where According to the results of this research, it is stated that there is an influence between motivation and entrepreneurial interest.

Meanwhile, this research is in line with research conducted by Tri Cahyani Leres (2018), stating that this research has no influence between motivation on entrepreneurial interest and the results of this research are also in line with research conducted by Josia Sanchaya Hendrawan & Hani Sirine (2017), stating that in this research there is no influence between motivation and entrepreneurial interest.

4. The Influence of Knowledge (X1), Skills (X2) and Motivation (X3) on Interest in Creative Economy Entrepreneurship (Y) among students

at the Faculty of Islamic Economics and Business (FEBI) IAIN Kerinci.

Simultaneously, it is known that Knowledge (X1), Skills (X2) and Motivation (X3) have a positive and significant effect on the Interest in Creative Economy Entrepreneurship among students at the Faculty of Islamic Economics and Business (FEBI) IAIN Kerinci, where this is proven by the results of the F test which has been done previously, namely by obtaining a Fcount value that is greater than Ftable, and with a significance value smaller than alpha of.

That one of the factors that influences entrepreneurial interest is the personal characteristics, skills and abilities possessed by students in fostering interest in creative economy entrepreneurship. Therefore, knowledge, skills and motivation greatly determine students' entrepreneurial interest in the creative economy. Thus, lecturers and parents should continue to increase Knowledge, Skills and Motivation to increase Creative Economy Entrepreneurial Interest in students at the Faculty of Islamic Economics and Business (FEBI) IAIN Kerinci. This follows the results of the influence of the three variables being obtained, while the coefficient of determination test results have an R Square of 0.753. This means 75.30%, while the remaining 24.70% is influenced by other variables that were not examined in this research.

Conclusion

Based on the results of research and discussion regarding the influence of knowledge, skills and motivation on interest in creative economy entrepreneurship, it can be concluded as follows:

1. Partially there is no positive and significant influence from Knowledge (X1) on Creative Economy Entrepreneurial Interest (Y) among Students at the Faculty of Islamic Economics and Business (FEBI) IAIN Kerinci. The magnitude of the influence of Knowledge (X1) on Interest in Creative Economy Entrepreneurship (Y) among Students at the Faculty of Islamic Economics and Business (FEBI) IAIN Kerinci is 63.50% while the remaining 36.50% is influenced by other independent variables.
2. Partially there is a positive and significant influence from Skills (X2) on Creative Economy Entrepreneurial Interest (Y) among Students at the Faculty of Islamic Economics and Business (FEBI) IAIN Kerinci. The magnitude of the influence of Skills (X2) on Interest in Creative Economy Entrepreneurship (Y) among Students at the Faculty of Islamic Economics and Business (FEBI) IAIN Kerinci is 76.21% while the remaining 23.79% is influenced by other independent variables.
3. Partially there is no positive and significant influence from Motivation (X3) on Creative Economy Entrepreneurial Interest (Y) among Students at the Faculty of Islamic Economics and

Business (FEBI) IAIN Kerinci. The magnitude of the influence of Motivation (X3) on Interest in Creative Economy Entrepreneurship (Y) among Students at the Faculty of Islamic Economics and Business (FEBI) IAIN Kerinci is 61.46% while the remaining 38.54% is influenced by other independent variables.

4. Simultaneously, it is known that Knowledge (X1), Skills (X2) and Motivation (X3) have a positive and significant effect on Creative Economy Entrepreneurial Interest among students at the Faculty of Islamic Economics and Business (FEBI) IAIN Kerinci. The magnitude of the influence of Knowledge (X1), Skills (X2) and Motivation (X3) has a positive and significant effect on Creative Economy Entrepreneurial Interest among students at the Faculty of Islamic Economics and Business (FEBI) IAIN Kerinci, namely 75.30% while the remaining 24.70%

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