



The Effect of Self Efficacy, Emotional Intelligence, and Entrepreneurial Motivation on Entrepreneurship Interest: Case Study of FEBI UINSU Students

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ABSTRACT

The purpose of this research is to examine the influence of self-efficacy, emotional intelligence, and entrepreneurial motivation on FEBI UINSU students' entrepreneurial interest, both partially and simultaneously. This research uses quantitative methods. The population is 4,523 FEBI UINSU students, with a sample size of 100 FEBI UINSU students class of 2020 and 2021. Data was collected through interviews, documentation studies, observations and questionnaires. Data analysis techniques use Multiple Linear Regression Analysis Test, Hypothesis Testing (t Test and F Test), and Coefficient of Determination. Data were analyzed using SPSS (Statistical Package for the Social Sciences) software version 29.00. Partially the variables self-efficacy, interest in entrepreneurship, and emotional intelligence influence interest in entrepreneurship. Simultaneously, the variables Self-Efficacy, Emotional Intelligence and Entrepreneurial Motivation have a significant effect on Entrepreneurial Interest.

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INTRODUCTION

Unemployment is a problem for a country. The discussion of this issue not only covers social dimensions, but also extends to economic aspects. Unemployment not only creates social challenges, but also has a considerable impact on the rate of economic growth, especially in developing countries such as Indonesia. According to data obtained by the Central Statistics Agency (BPS), the overall open unemployment rate (TPT) in August 2023 for university graduates reached 871,860, while in 2022 it was 753,732. This shows that the TPT for university graduates has increased from 4.80% in 2022 to 5.18% in 2023 (Indonesia, 2021).

Entrepreneurship is one of the solutions worth considering by students to overcome unemployment and poverty in Indonesia. Through entrepreneurship, students have the potential to create new jobs. Today, the main focus is no longer just on finding a job, but also on building a business that can create jobs. One of the characteristics of a developed country is that its people have a soaring level of education. Therefore, students are asked to participate directly, encouraging and developing entrepreneurship. In the national economy, entrepreneurial activities play an important role, one of which is its ability to create new jobs, which contributes to the decline in unemployment (Kintoko, S.Pd et al., 2023). As the unemployment rate decreases, the per capita income and purchasing power of the people also increase (Budiono, 2018).

Efforts to reduce unemployment can be done by creating new jobs, one of which is through increasing the entrepreneurial spirit that can be developed in the university environment (Aisyah et al., 2023). Universities have a vital role in educating students and encouraging them to take steps to become entrepreneurs. However, as institutions that provide various facilities to support entrepreneurship, universities will not succeed in producing graduates who become entrepreneurs without a strong desire for their students. Therefore, the main challenge for public universities is to encourage entrepreneurship among students, so that many choose the entrepreneurial path after completing their education (Aghniya & Subroto, 2021). As revealed in a study by Putricia et al. (2023), universities play a major role in fostering entrepreneurial interest by introducing entrepreneurial knowledge. In addition, universities have also integrated entrepreneurship courses in the independent curriculum as an effort to prepare students for the business world (Putricia et al., 2023).

The world of education is now also increasingly aware of the importance of entrepreneurship, so entrepreneurship has been integrated into the curriculum in many types of education levels, starting from the basic level of education on a campus. This curriculum is created not to create new entrepreneurs but also to foster the desire and intention of entrepreneurship among students (Hafsah et al., 2023). One example is UINSU, which integrates entrepreneurship courses in its learning curriculum through FEBI. The faculty has a vision to excel in the fusion of Islamic and Indonesian-based economics and business science, with the aim of realizing a learning society in Southeast Asia by 2039. However, most FEBI graduates do not have a strong desire to become entrepreneurs. Based on a pre-survey conducted on 100 FEBI UINSU students in the 7th and 8th semester, 60 people answered that they did not want to be entrepreneurs and wanted to be workers, 30 people spontaneously answered that they wanted to be entrepreneurs and 10 more people who wanted to be workers while having a side business. Based on this, researchers suspect that many prospective graduates in FEBI are not interested in becoming entrepreneurs due to several factors.

In the previous article, it is known that the triggers that can encourage students' interest in entrepreneurship include *self-efficacy*, *emotional intelligence* and *entrepreneurial motivation* (Qadisyah & Tambunan, 2024). According to Albert Bandura (1998), Self-efficacy refers to an individual's view of his or her ability to perform effectively in a variety of settings. It has to do with a person's belief in his or her capacity to carry out a desired task (Albert Bandura, 1998). *Self-efficacy* reflects the extent to which a person feels confident in completing tasks appropriately, correctly, and in accordance with the required expectations. Gaddam (2008) identified several reference points used in assessing *self-efficacy*, includes confidence in managing a company, HR leadership, mental resilience in dealing with business, and confidence in starting a business (Yanti, 2019). Research conducted by Prilivia Artha Shilma, Murwaningsih Tri, and Akbarini Rahmi Nur (2023) found that there is a significant positive relationship between *self-efficacy* and entrepreneurial interest (Prilivia et al., 2023). This finding is in line with the research of Andini Putri Dara and Engriani Yunita (2019), which also shows that *self-efficacy* significantly affects entrepreneurial interest (Andini & Engriani, 2019). Furthermore, individuals who have a *high* level of *self-efficacy* tend to have a greater chance of entering the world of entrepreneurship, compared to those with *low self-efficacy* (Rahmi Puteri Rahayu & Daim Harahap, 2022).

Goleman describes emotional intelligence as a person's ability to manage their emotions well, maintain a balance between feelings and expressions, and develop skills such as self-awareness, emotional control, motivation, empathy, and adaptability in social relationships (Hak et al., 2021). Salovey Goleman, (2003) further explains that the main indicators of emotional intelligence include: 1) understanding emotional self-control, 2) regulating emotions, 3) providing self-support, 4) understanding other people's emotions, and 5) expertise in seeing healthy relationships (Melisa & Megawati, 2023). Research conducted by Jamil Azizah Nurul and Suwarsi Sri (2020) found that intelligence to regulate emotions has an influence on individual entrepreneurial interest (Jamil & Suwarsi, 2020). This finding is in line with research by Siagian Florida Nancy (2023), which also identified a positive relationship between emotional intelligence and entrepreneurial interest among university students (Siagian, 2023). Similar research was also conducted by Djamilah Siti and Utama Ributiati Widya (2020), which showed that emotional intelligence has a significant influence on entrepreneurial interest (Djamilah & Utama, 2020). According to Wanto (2014) in Yurianto & Armansyah (2021), entrepreneurial motivation is an internal drive that encourages a person to take the actions needed to achieve the goal of becoming an entrepreneur (Yurianto & Armansyah, 2021). Sakti Fajar W (2014) in Hasniati & Syahrudin (2022) states that entrepreneurial motivation consists of a number of indicators, such as the need to achieve achievement, the ability to take risks, tolerance for uncertainty, self-confidence, trust in others, independence, strong determination, and creativity (Hasniati & Syahrudin, 2022). Research by Andayanti Westri and Harie Subhan (2020) found that entrepreneurial motivation has a significant positive effect on entrepreneurial interest among students (Andayanti & Harie, 2020). This finding is in line with research conducted by Sulastri Nimas Aprilia and Pangestu R. Erry (2023), which also found a significant relationship between entrepreneurial motivation and entrepreneurial interest in students (Sulastri & Erry R. Pangestu, 2023) Similar research conducted by Siti Aisyah, Ahmadi Bi Rahmani, and Salmiah

Hasibuan (2023) also revealed that entrepreneurial motivation has a significant impact on entrepreneurial interest (Aisyah et al., 2023).

Entrepreneurial interest refers to a person's focus on the world of entrepreneurship that arises from a sense of interest, accompanied by a passion for learning and exploring entrepreneurship. Such interest usually develops from the knowledge and information gained about entrepreneurship. Although students' interest in entrepreneurship is quite high, several factors such as limited capital, fear of failure, and potential risk of loss can hinder their intention to start a business (Marfua, 2021). Indicators that reflect entrepreneurial interest include enthusiasm for entrepreneurial activities, tendency to choose entrepreneurship as a major career choice, high interest in the business world, active involvement in various entrepreneurial activities, and constant attention to matters related to entrepreneurship (Sari et al., 2022).

Departing from the problems and phenomena that have been written above, researchers want to conduct research with the title "The Influence of Self-Efficacy, Emotional Intelligence, and Entrepreneurial Motivation on Entrepreneurial Interest: Case Study of FEBI UINSU Students". The purpose of this study is to determine how these factors impact the desire for entrepreneurship among FEBI UINSU students. The results of this study are able to generate further knowledge in contributing to entrepreneurial interest and provide input for FEBI in designing programs that can encourage students to be more interested and participate in entrepreneurial activities.

RESEARCH METHOD

In addition to one dependent variable, entrepreneurial interest (Y), this study includes three independent variables: self-efficacy (X1), emotional intelligence (X2), and entrepreneurial motivation. (X3). This research utilizes an exploratory quantitative mixed method approach that combines primary and secondary data. Most of the data sources can be through questionnaires that have been distributed, and Likert scales are used for analysis. All 4,523 FEBI students form the population, and the respondents in this survey are students of the class of 2020 and 2021 (febi.uinsu.ac.id).

Sugiyono (2014) emphasizes that the sample comes from a population with similar characteristics. Researchers may select a sample from the current population when the population is too large and it is impossible to examine individual individuals due to lack of funds, time, or resources. A probability sampling strategy, which gives every opportunity to each population to be used as a research sample will be used (Sugiyono, 2014). The Slovin formula which can be explained as follows is used to determine how many samples need to be collected:

$$n = N / (1 + \frac{1}{Ne})$$

Information:

n = ukuran
Sampel N :

ukuran populasi
e: Presisi (10% = 0,1

$$n = \frac{10.118}{1 + 10.118(0,1)^2}$$

$$n = \frac{10.118}{1 + 10.118(0,01)}$$

$$n = \frac{10.118}{102,18}$$

$$n = 99$$

$$n = 100 \text{ responden}$$

The following example can be searched using this formula:

This study uses quantitative data analysis as its analysis approach. Juliandi (2015) states that statistical techniques are used to analyze data in quantitative research. The conclusion of this test is reached after a series of tests, including the Classical Assumption Test, which includes the Normality Test, Multicollinearity Test, and Heteroskedacity Test, as well as the Data Quality Test/Data Validity Test, which includes the Validity Test and Reliability Test. In addition, Multiple Linear Regression Statistical Tests were conducted, including Simultaneous Test with f test, Partial Test with t test, and Determination Test (R-square). SPSS (Statistical Package for Social Sciences) software, version 29.00, was used in the data processing procedures of this study.

RESULTS AND DISCUSSION

Data Quality Test

3.1. Validity Test

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Table 1. Results of the Validity Test of the Self-Efficacy Variable Instrument (X1)

Questionnaire for Variable X1			
Question No.	Sig. < 0.05	R-count	Ket.
P1	.001	.721	Valid
P2	.001	.748	Valid
P3	.001	.658	Valid
P4	.001	.725	Valid
P5	.001	.603	Valid
P6	.001	.806	Valid
Page7	.001	.831	Valid
P8	.001	.628	Valid

Source: Data processed, 2024

Table 2. Results of the Validity Test of the *Emotional Intelligence Variable* Instrument (X2)

Question list for variable X2

Question No.	Sig. < 0.05	R count	Ket.
P1	.001	.543	Valid
P2	.001	.621	Valid
P3	.001	.698	Valid
P4	.001	.749	Valid
P5	.001	.671	Valid
P6	.001	.702	Valid
Page7	.001	.726	Valid
P8	.001	.738	Valid

Source: Data processed, 2024

Table 3. Results of the Validity Test of the *Entrepreneurial Motivation Variable* Instrument (X3)

Question list for variable X3			
Question No.	Sig. < 0.05	R-count	Ket.
P1	.001	.778	Valid
P2	.001	.737	Valid
P3	.001	.7886	Valid
P4	.001	.781	Valid
P5	.001	.822	Valid
P6	.001	.809	Valid
Page7	.001	.818	Valid
P8	.001	.715	Valid

Source: Data processed, 2024

Entrepreneurial Interest Variable Instrument (Y)

Table 4. Validity Test Results

Y variable questionnaire			
Question No.	Sig. < 0.05	R-count	Ket.
P1	.001	.810	Valid
P2	.001	.834	Valid
P3	.001	.702	Valid
P4	.001	.720	Valid
P5	.001	.722	Valid
P6	.001	.882	Valid
Page7	.001	.816	Valid
P8	.001	.750	Valid

Source: Data processed, 2024

3.2. Reliability Test

Table 5. Reality Test

Variables	Cronbach Alpha	N items	Information
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<i>Self-efficacy (X1)</i>	0,858 > 0,06	Eight	Reliable
<i>Emotional Intelligence (X2)</i>	0,833 > 0,06	Eight	Reliable
<i>Entrepreneurial Motivation (X3)</i>	0,897 > 0,06	Eight	Reliable
<i>Entrepreneurship Interest (Y)</i>	0,898 > 0,06	Eight	Reliable

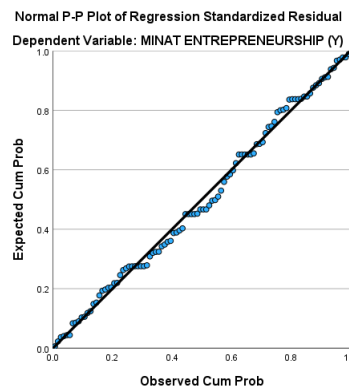
Source: Data processed, 2024

3.3. Classical Assumption Test

a. Data Normality Test

Santoso in (Endarwita, 2021) explained it is used in determining and seeing if the data used is normally distributed (Endarwita, 2021). Normality of data is very important as it is considered a good representation of the population if it is regularly distributed.

Figure 1 Normality Test



Source: Data processed, 2024

It is clear from Figure 1, which shows a normal probability plot, that the data points are scattered around the diagonal line and follow the path. The regression model meets the normality assumption as this condition indicates that the residuals have a normal distribution.

b. Multicollinearity Test

It is used to determine multicollinearity between the x and y variables in regression testing. There is no multicollinearity, as indicated by $VIF < 10$ and tolerance > 0.10 , which are often used as boundary parameters to identify multicollinearity. Based on the SPSS results, the VIF and Tolerance values are shown in Table 4 attached.

Table 4. Viv value

Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	10.885	2.023		5.382	<.001		
	SELF-EFFICACY (X1)	.048	.023	.103	2.105	.038	.891	1.122
	EMOTIONAL INTELLIGENCE (X2)	.294	.076	.233	3.855	<.001	.579	1.727
	ENTREPRENEURIAL MOTIVATION (X3)	.589	.048	.712	12.333	<.001	.634	1.576

a. Dependent Variable: MINAT ENTREPRENEURSHIP (Y)

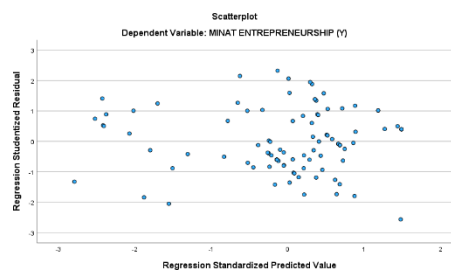
Source: Data processed, 2024

Through table 4. It can be seen that there are no symptoms of multicollinearity, with the value of the x variable having a tolerance value > 0.10 and a VIF value < 10. That is, it can be said that this regression model shows no signs of multicollinearity.

C. Heteroscedasticity Test

The purpose of the heteroscedasticity test, according to Ghazali in (Putry et al., 2020), is used to determine whether there is a gap in residual values with two observations. If the regression model shows no signs of heteroscedasticity, the regression model is declared good (Putry et al., 2020). On the other hand, a qualified model is one that shows homoscedasticity, or the similarity of residual variances between data. Based on the output from SPSS, the scatter diagram in Figure 2 below displays the findings of the test.

Figure 2 Heteroskedasticity test



Source: Data processed, 2024

It is clear through Figure 2 that the test results on the graph do not have a clear pattern or structure and are randomly scattered between zero and the y variable. This indicates that the assumptions of the heteroscedasticity test are met, meaning that no symptoms of heteroscedasticity occur in the data.

Simple Linear Regression

The relationship between variables x and y was examined using a basic linear regression analysis model. The impact of self-efficacy on the dependent variable, emotional intelligence, and entrepreneurial motivation on entrepreneurial interest of FEBI UINSU students was assessed in this study using simple linear regression analysis.

$$Y = a + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon$$

Information:

Y = Entrepreneurial interest/desire

A= Constant

B= Regression Coefficient x1= Public perception x2= Public perception x3= Public perception
= Standard Error ε

Ket:

Y = *Entrepreneurship* Interest

Table 5. Simple Linear Regression Test

Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	10.885	2.023		5.382	<.001		
	SELF-EFFICACY (X1)	.048	.023	.103	2.105	.038	.891	1.122
	EMOTIONAL INTELLIGENCE (X2)	.294	.076	.233	3.855	<.001	.579	1.727
	ENTREPRENEURIAL MOTIVATION (X3)	.589	.048	.712	12.333	<.001	.634	1.576

a. Dependent Variable: MINAT ENTREPRENEURSHIP (Y)

Source: Data processed, 2024

Based on the available table, the regression equation can be determined by using column B which contains the regression coefficient for each variable. Therefore, the regression equation obtained is as follows:

$$\text{Entrepreneurial Interest} = 10.885 + 0.048 (\text{Self-Efficacy}) + 0.294 (\text{Emotional Intelligence}) + 0.589 (\text{Entrepreneurial Motivation}) + \epsilon$$

Therefore, it can be interpreted in the regression equation as follows:

- It is known that Constanta with a value of 10,885 indicates that if the value of Self-Efficacy, Emotional Intelligence, and Entrepreneurial Motivation does not change (or is considered zero), then Entrepreneurial Interest will be worth 10,885.
- Assuming all other independent variables remain constant, the positive Self-Efficacy coefficient of 0.048 means that any increase in Self-Efficacy increases Entrepreneurial Interest of 0.048.
- The coefficient of 0.294 in the positive direction indicates that, assuming all other independent variables remain constant, any increase in Emotional Intelligence will result in an increase in Entrepreneurial Interest of 0.294.

Positive direction of the Entrepreneurial Motivation Coefficient with a value of 0.589. This means that if all x3 variables remain the same, any increase in Entrepreneurial Motivation will be followed by an increase in Entrepreneurial Interest of 0.589.

3.4. Hypothesis Test

1. Partial Test (t-Test)

The impact of the independent factors on the dependent variable is examined independently using a partial t-test. Assessing how much of a factor variable x is to y is the purpose of this test. 0.05, or 5%, is the significance threshold often used in t-tests. Here are some t-test criteria:

- The hypothesis is accepted if the estimated t-number > t-table and sig. <0.05, which indicates that variable x has an influence on variable y.
- The hypothesis is rejected, sig value > 0.05 and calculated t-value < table, then variable x is rejected because it has no effect on variable y.

Based on SPSS 29 output, the t-test results can be seen in Table 6 below:

Table 6 t test

Coefficients ^a								
		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
Model		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	10.885	2.023		5.382	<.001		
	SELF-EFFICACY (X1)	.048	.023	.103	2.105	.038	.891	1.122
	EMOTIONAL INTELLIGENCE (X2)	.294	.076	.233	3.855	<.001	.579	1.727
	ENTREPRENEURIAL MOTIVATION (X3)	.589	.048	.712	12.333	<.001	.634	1.576

a. Dependent Variable: MINAT ENTREPRENEURSHIP (Y)

Source: Data processed, 2024

• The Effect of Self-Efficacy on Entrepreneurial Interest Preference

To determine whether Self-Efficacy has a positive (partial) individual influence on entrepreneurial desire, the t-test was used. These are the t-test values in the data processing statistical test in SPSS version 29:

tcount=2.105

ttabel=1.664

The tcount value obtained from the partial t-test for the relationship between self-efficacy and entrepreneurial interest is 2.105, and the ttabel value at $\alpha = 5\%$ is 1.664. It can be concluded that self-efficacy significantly and favorably affects entrepreneurial interest because the significance value (0.038) is less than 0.05 and the tcount value (2.105) is higher than the ttabel. (1.664).

- **The Influence of *Emotional Intelligence on Entrepreneurial Interest Preferences***

To determine whether emotional intelligence has a significant relationship with entrepreneurial interest and individual (partial) influence, the t-test was used. The following are the findings of the t-test based on data analysis using SPSS version 29: Ttable = 1.664 Tcal = 3.855 The tcount value for the emotional intelligence variable is 3.855, and the ttabel value at the $\alpha = 5\%$ significance level is 1.664, according to the partial t-test findings for the relationship between emotional intelligence and entrepreneurial interest.

Since the significance value (0.001) is less than 0.05 and the count value (3.855) is higher than the t table (1.664), it can be said that emotional intelligence significantly and favorably affects entrepreneurial interest.

- **Effect of *Entrepreneurial Motivation on Entrepreneurial Interest Preference***

To determine whether entrepreneurial motivation has a substantial relationship with entrepreneurial interest and influence independently (partially), t-test was used. The following are the t-test findings based on data processing with SPSS version 29: tcal = 12.333

The tcount value for the Entrepreneurial Motivation variable is 12.333, and the ttabel value with $\alpha = 5\%$ is 1.664. Ttable = 1.664 partial t for the effect of Entrepreneurial Motivation on Entrepreneurial Interest. Given that the significance value (0.001) is less than 0.05 and the count value (12.333) is higher than the count (1.664), this states that entrepreneurial motivation has a significant effect on entrepreneurial interest.

3.5. F Test (Simultaneous)

The purpose of the simultaneous test is to determine the simultaneous effect of the three variables X1, X2, X3 on variable Y. The SPSS output, shown in Table 7 below, contains the results of the F test.

Table 7. F test

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2171.315	3	723.772	125.674	<.001 ^b
	Residual	552.875	96	5.759		
	Total	2724.190	99			

a. Dependent Variable: MINAT ENTREPRENEURSHIP (Y)

b. Predictors: (Constant), ENTREPRENEURIAL MOTIVATION (X3), SELF-EFFICACY (X1), EMOTIONAL INTELLIGENCE (X2)

With a significance level of 0.001, an Fcal value of 125.674 was determined based on the findings of the ANOVA test or F test. This indicates that the factors of self-efficacy, emotional intelligence, and entrepreneurial motivation all significantly affect entrepreneurial interest at the same time.

Test Coefficient of Determination (R-Square)

The extent to which the independent factors can explain the observed variance in the dependent variable is measured by the coefficient of determination (R²) (Telaumbanua,

2023). In general, R^2 indicates the percentage of influence of variables x_1 , x_2 and x_3 on variable y . The ability of a linear regression model to predict the value of the dependent variable based on the contribution of the independent variables (X) is also evaluated using this coefficient. Table 8 below shows the coefficient of determination values based on SPSS output findings.

Table 8. R-value
Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.893 ^a	.797	.791	2.400	1.723

a. Predictors: (Constant), ENTREPRENEURIAL MOTIVATION (X3), SELF-EFFICACY (X1), EMOTIONAL INTELLIGENCE (X2)

b. Dependent Variable: MINAT ENTREPRENEURSHIP (Y)

Source: SPSS Data Processing 29.00 (2024)

The variables studied have a significant association, as shown by the R value in Table 8 of 0.893 and Adjusted R Square of 0.791. This shows that independent factors such as self-efficacy, emotional intelligence, and entrepreneurial motivation account for 79.1% of the variation in the dependent variable, namely entrepreneurial interest. Therefore, it can be said that the three independent variables account for 79.1% of the influence on entrepreneurial interest, with other factors not included in this research model accounting for the remaining 20.9%.

DISCUSSION

This study examines the effect of self-efficacy, emotional intelligence, and entrepreneurial motivation on entrepreneurial interest among FEBI UINSU students, in accordance with the hypothesis that has been determined. The following is an explanation of the influence of each variable in this study.

The Effect of Self-Efficacy on Entrepreneurial Interest

According to the partial test findings, the t_{count} value of the Self-Efficacy variable is 2.105, and the t_{table} value at the $\alpha = 5\%$ significance level is 1.664. Self-efficacy and Entrepreneurial Interest of FEBI UINSU students are positively and significantly correlated, indicated by a t_{count} value greater than the t_{table} ($2.105 > 1.664$) and a significance value of 0.038 which is less than 0.05. These results indicate that individuals' interest in entering the field of entrepreneurship increases along with their level of confidence in their capacity to become an entrepreneur.

Therefore, especially in an academic environment such as FEBI UINSU, initiatives to improve students' self-efficacy can be a useful tactic to increase their entrepreneurial motivation, creativity, and independence. These results are consistent with research by Safitri et al. (2024), who also found a strong and positive correlation between entrepreneurial desire and self-efficacy (Safitri et al., 2024). Directly comparable to the research results, the findings of Nugroho & Sulistyowati (2020), who found that self-efficacy affects the desire for entrepreneurship (Nugroho & Sulistyowati, 2020). A study by Afniati & W. Jabid (2023) also revealed similar results, explaining that self-efficacy has a positive and significant influence on entrepreneurial desire (Afniati & W. Jabid, 2023).

The Effect of Emotional Intelligence on Entrepreneurial Interest

The count value for the emotional intelligence variable is 3.855, and the count with $\alpha = 5\%$ is 1.664, according to the findings of the partial test of the relationship between emotional intelligence and entrepreneurial interest. Since the count is higher than the

count ($3.855 > 1.664$) and the significance value is $0.001 < 0.05$, it can be said that FEBI UINSU students' interest in entrepreneurship is positively and significantly influenced by their emotional intelligence. This finding shows that people's motivation in entrepreneurship is significantly influenced by their ability to know, understand, and control their own emotions as well as the emotions of others. This finding is consistent with the findings of Subagya & Mahmud (2022) who said that interest in entrepreneurship is influenced by emotional intelligence (Subagya & Mahmud, 2022). Supported by the findings of Maharani et al (2023), the existence of emotional intelligence affects students' interest in entrepreneurship at the State University of Jakarta (Maharani et al., 2023).

The Effect of *Entrepreneurial Motivation* on *Entrepreneurial Interest*

According to the findings of the partial test of the relationship between entrepreneurial motivation and entrepreneurial interest, the tcount value is 12.333 and the ttable value is 1.664 at $\alpha = 5\%$. Given that the tcount value is above the table ($12.333 > 1.664$) and the significance value of 0.001 is less than 0.05, it can be said that among FEBI UINSU students, entrepreneurial motivation significantly and favorably affects their interest in entrepreneurship. Motivation to start a business is not only influenced by confidence in the possibility of success, but also by the ability to identify business opportunities and interest in entrepreneurship. Entrepreneurial motivation arises from the need and desire to achieve certain goals, with various factors that can influence the development of entrepreneurial interest.

The findings of this study are consistent with Susanti Agus' research (2021), which found that students' interest in entrepreneurship is strongly influenced by their entrepreneurial desire (Agus Susanti, S.E.M.M, 2021). Amalia et al (2023) revealed that entrepreneurial drive significantly affects the increase in entrepreneurial interest among UNISMA students which is supported by other studies (Amalia et al., 2023). These findings indicate that motivational factors are very important in shaping entrepreneurial interest, especially among students.

The Effect of *Self-Efficacy*, *Emotional Intelligence* and *Entrepreneurial Motivation* on *Entrepreneurial Interest*

With a significance threshold of 0.001, the ANOVA or F-test results revealed an Fcal value of 125.674, which is higher than Ftable 2.70. This indicates that self-efficacy, emotional intelligence and entrepreneurial motivation all significantly influence entrepreneurial interest at the same time.

Conclusion

The conclusions from this research are Individually, the Self-Efficacy variable has a significant influence on Entrepreneurial Interest. Partially, the Emotional Intelligence variable has a significant influence on Entrepreneurial Interest. Partially, the Entrepreneurial Motivation variable has a significant influence on Entrepreneurial Interest. Simultaneously, the variables of Self-Efficacy, Emotional Intelligence, and Entrepreneurial Motivation have a significant influence on Entrepreneurial Interest.

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