INFLUENCE MOTIVATION ACHIEVMENT AGAINST MINDSET ENTREPRENEURSHIP IN STUDENTS MAKASSAR STATE UNIVERSITY FACULTY OF ECONOMICS

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ABSTRACT

The purpose of this study is to ascertain how accomplishment motivation affects students at Makassar State University's Faculty of Economics with regard to their entrepreneurial attitude. A sample of one hundred students was taken using the Probability Sampling approach. Primary data, or information obtained directly from respondents via surveys, and secondary data were the methods used to acquire the data. A questionnaire was employed in the data-gathering process. Simple regression analysis was conducted using SPSS as the data analysis tool. The study's findings indicate that accomplishment motivation had a direct, favorable, and significant impact on the entrepreneurial attitude.

Keywords: Achievement Motivation, Entrepreneurial Mindset, Makassar State University, Quantitative Research, Students

INTRODUCTION

As competition entrepreneurship develops and rapidly increases, entrepreneurs are required to be more creative and innovative in developing their products or services in order to align with consumers' increasingly diverse and limitless needs.

Entrepreneurship and competition in Indonesia are developing rapidly as entrepreneurs are required to be more creative and innovative in developing their products or services in order to align with consumers' increasingly diverse and limitless needs. Based on the latest BPS data, in February 2025 there were 53.38 million startup entrepreneurs in Indonesia, consisting of 29.99 million self-employed/non-formal workers and 23.39 million employing unpaid or casual workers an increase of 3.5% year on year and representing around 34.88% of the total national workforce (Databoks, 2025).

According to research on subjective well-being, achievement motivation and entrepreneurial intentions among higher education students in Indonesia, achievement motivation positively correlates with entrepreneurial intention, indicating that psychological factors such as the need for achievement and

subjective well-being are important in shaping entrepreneurial intentions (Putri & Handayani, 2024).

Further, a 2025 study found that entrepreneurship education, creativity, and intrinsic motivation had a positive and significant effect on entrepreneurial intentions among students, with self-efficacy acting as a key mediator (Suryani et al., 2025).

Additionally, research conducted at Yogyakarta State University demonstrated that entrepreneurial mindset and entrepreneurial motivation both significantly influence entrepreneurial readiness, emphasizing the importance of fostering mindset and motivation early so that students are prepared to become entrepreneurs (Wahyuni & Nugroho, 2023).

Given this context, the purpose of this study is to examine the influence of achievement motivation on the entrepreneurial mindset of students at the Faculty of Economics, Makassar State University. Achievement motivation is defined as an internal drive to perform better than in the past, to set higher goals, and to work hard through challenges, while entrepreneurial mindset includes proactive orientation, tolerance for ambiguity, self-efficacy, and readiness to take risks.

LITERATU REREVIEW

AchievementMotivationTheory

The Achievement Motivation Theory was put forward in *The Encyclopedia Dictionary of Psychology* by McClelland (1976). According to Alma (2009:96), the achievement-oriented behavior theory explains human behavior that is directed toward standards of excellence.

Prabhu (2005) mentions several factors that influence individual motivation, including:

1. Need for achievement (nAch) – the desire to achieve and perform better.
2. Need for affiliation (nAf) – the desire to build and maintain relationships.
3. Need for power (nPow) – the desire to influence or control others.Khairani (2014) states that achievement motivation includes:
1. Efforts to succeed or achieve the desired goal.
2. Involvement of the individual's ego in a task.
3. Expectations of a task as perceived by the individual's responsiveness.
4. A motive to overcome obstacles or to try to do something quickly and well.

Motivation Achievement

Suryana (2003) suggests that an individual's interest in entrepreneurship is driven by certain motives, particularly the achievement motive. According to Djaali (2014), achievement motivation is a physiological and psychological condition experienced by students that encourages them to engage in specific activities in order to accomplish particular goals. Achievement motivation reflects an individual's sincerity and drive to perform better than what has been achieved previously, either by oneself or by others. Fatchurrochman (2011), as cited in Wahyu and Agung (2015), further emphasizes that this motivation is central to entrepreneurial engagement and personal development.

The concept of achievement motivation is closely related to entrepreneurship, as it reflects the need for achievement that is driven by desire,

confidence, resilience, and the courage to take risks. In terms of inspiration, Maslow's theory identifies five types of human needs: esteem (recognition), safety (security), self-actualization, and social needs (affiliation). A higher level of need will emerge once a lower level has been satisfied. However, this does not necessarily mean that all lower-level needs must be fully satisfied before higher-level needs arise. It is possible for higher-level needs to develop even if some lower-level needs remain unmet. Motivation plays a central role in shaping entrepreneurial skills. According to Husrici (in Basrowi, 2011:69), there are three types of skills that an entrepreneur must possess, namely:

1. Technical skills
2. Business skills
3. Personal entrepreneurial skills

Mindset Entrepreneurship

Asnawati (2021) states that the entrepreneurial mindset reflects an entrepreneur's way of thinking, which significantly influences attitudes and behaviors in achieving life goals, particularly in managing and developing a business. According to Thornberry (2006), the indicators used to measure the entrepreneurial mindset include:

1. Locus of control
2. Tolerance for ambiguity
3. Consistency in being proactive
4. A high sense of urgency
5. Perseverance
6. Optimism

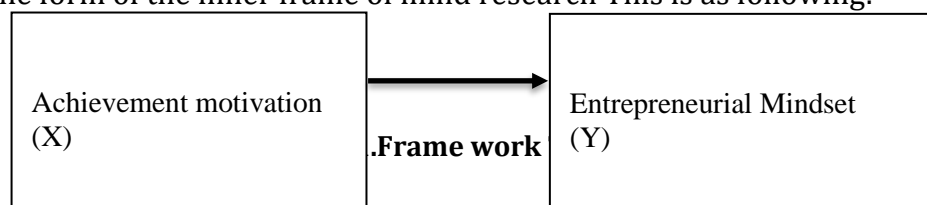As for the form of the inner frame of mind research This is as following:

Figure 1. Conceptual Framework

Hypothesis

The hypothesis used in study This is as following:

H1:Motivation achievement has appositive and significant effecton the pattern think entrepreneurship to Makassar State University students.

RESEARCH METHODS

This study employs a quantitative approach with the primary purpose of testing hypotheses based on empirical data. The main focus is to examine the effect of Entrepreneurial Motivation (X) on the Entrepreneurial Mindset (Y) among students of the Faculty of Economics, Makassar State University.

Types and Research Approaches

This study is classified as associative quantitative research, which aims to analyze causal relationships between variables using inferential statistical tests within a non-experimental design (Slater, 2024). The research involves the measurement of

Entrepreneurial Motivation (X) and Entrepreneurial Mindset (Y), followed by statistical testing (e.g., regression analysis) to determine the extent of the influence of X on Y.

Population and Sample

The population of this study consists of all students enrolled in the Faculty of Economics at Makassar State University. A total of 100 respondents were selected using a probability sampling technique, specifically simple random sampling, ensuring that each student had an equal chance of being included in the sample. This method enhances both the objectivity and the representativeness of the study. Recent research confirms that simple random sampling remains one of the most widely applied probability sampling techniques in quantitative studies, given its ability to produce unbiased and generalizable estimates (Noor, Tajik, & Golzar, 2022; Makwana, Engineer, Dabhi, & Chudasama, 2023).

Operational Definition of Variables

1. Entrepreneurial Motivation (X)

One of the key determinants of an entrepreneur's success in achieving objectives is motivation. The level of achievement tends to increase in line with higher levels of motivation. Entrepreneurial motivation refers to the internal drive that encourages individuals to achieve goals and overcome challenges. Its indicators include achievement drive, willingness to take risks, persistence, striving for excellence, and the ability to face obstacles (McClelland, 1976; Djaali, 2014; Li et al., 2023).

2. Entrepreneurial Mindset (Y)

The entrepreneurial mindset is defined as the mental framework of individuals who are entrepreneurially oriented. Such individuals prefer to live with uncertainty rather than avoid it, tend to perceive situations more simply than others, and are willing to learn from risk. This mindset is characterized by locus of control, tolerance for ambiguity, proactivity, a high sense of urgency, perseverance, and optimism (Thornberry, 2006; Asnawati, 2021; Wahyuni & Nugroho, 2023).

Data Collection Techniques

This study employed multiple data collection techniques, namely:

• **Questionnaire** (as the main instrument), using a Likert scale to measure students' perceptions of both variables.

• **Observation**, to capture general behaviors and entrepreneurial-related activities among students.

• **Interviews**, conducted with a subset of respondents to validate and enrich the questionnaire data.

• **Documentation**, obtained from relevant academic records and administrative sources.

Although several techniques were applied, the statistical analysis primarily relied on the questionnaire data, which had been tested for validity and reliability prior to further analysis.

RESULTS AND DISCUSSION

Validity Test

The purpose of the validity test is to determine whether a questionnaire is capable of accurately measuring what it is intended to evaluate. A questionnaire is

considered valid if its items can provide meaningful insights into the subject matter being studied. According to Ghozali (2013), the results of a validity test are deemed valid if the probability value is less than 0.05. The test results are obtained by calculating the validity coefficient and comparing the computed r-value with the r-value from the statistical table.

Table1.Validity Test Results

Variable	Items	RCount	RTable	Information
Achievement motivation	X1	0.694	0.197	Valid
	X2	0.749		
	X3	0.713		
	X4	0.797		
Entrepreneurial Mindset	Y1	0.747	0.197	Valid
	Y2	0.659		
	Y3	0.560		
	Y4	0.707		
	Y5	0.723		

The instrument test for the achievement motivation variable (X) is considered valid when the computed *r*-value is greater than the critical *r*-table value, as indicated by the results of the validity testing presented in the table above. Furthermore, the Entrepreneurial Mindset variable was also found to be valid, since all statement items in this variable produced computed *r*-values greater than the *r*-table value of 0.197. This confirms that all items used in measuring the Entrepreneurial Mindset variable are valid.

Reliability Test

The reliability test measures the consistency and stability of respondents' answers to each statement item in the research questionnaire, thereby indicating how reliable or trustworthy the measurement instrument is. A questionnaire is considered reliable if the Cronbach's Alpha value exceeds 0.70. The table below presents the results of the reliability test for the variables under study.

Table 2,Reliability Test Results

Variable	Cronbach'sApplha	Standard	Information
Achievement motivation	0.718	0.7	Reliable
Entrepreneurial Mindset	0.709	0.7	

Based on the information presented in the table above, all statement items in this study have been deemed reliable and consistent, indicating that the questionnaire can be appropriately used as a measurement instrument.

Classic assumption test

1. Normality test

Table3.Results of *theOne-Sample Kolmogrov-Smirnov Data Normality Test*

One-Sample Kolmogorov-Smirnov Test

		UnstandardizedResiduals
N		100
NormalParameters[a,b]	Mean	,0000000

	Std.Deviation	1,59948110
	Absolute	,077
MostExtremeDifferences	Positive	,077
	Negative	-,066
Kolmogorov-SmirnovZ		,768
Asymp.Sig.(2-tailed)		,596

a.Test distribution is Normal.

b.Calculated from data.

As observed from the results of the Kolmogorov-Smirnov test, the Asymp. Sig. value was 0.596, which is greater than 0.05. This indicates that the study data are normally distributed and that the regression model is appropriate for predicting the dependent variable, Entrepreneurial Mindset, based on the independent variable, Achievement Motivation.

2. Multicollinearity Test

The tolerance values and variance inflation factor (VIF) values, along with the degree of correlation among the independent variables, are used to assess whether a multicollinearity test is necessary.

Table 4.Multiconlinearity Test Results

Coefficients[a]

Model		Collinearity Statistics	
		Tolerance	VIF
1	Achievement motivation	1,000	1,000

a.Dependent Variable:Entrepreneurial Mindset

The tolerance value of the achievement motivation variable is 1.000, indicating that the independent variable does not experience multicollinearity. As shown in the table above, the tolerance value of the independent variable is greater than 0.10, and the VIF value of all independent variables is less than 10.00.

3. Heteroscedasticity Test

The heteroscedasticity test is conducted to determine whether a regression model exhibits inequality in the variance of its residuals. Homoscedasticity refers to the condition in which the variance of the residuals remains consistent across all observation.
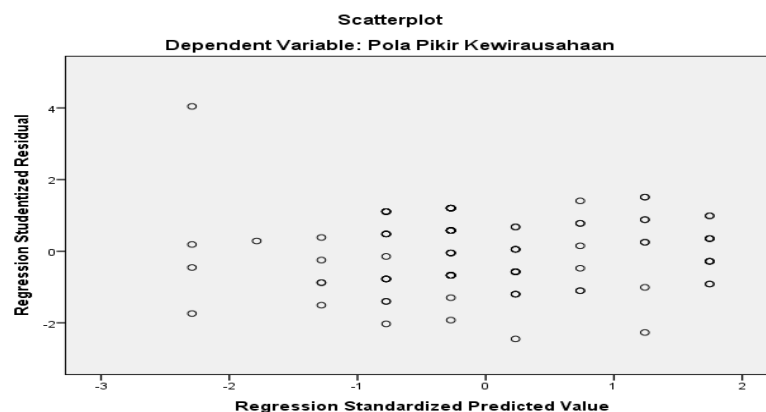

Figure 2. Heteroscedasticity Test Results

The scatterplot indicates that the data points are randomly dispersed and do not form a distinct pattern. Therefore, it can be concluded that the regression model does not exhibit a heteroscedasticity problem.

Hypothesis Testing

t-Statistical Test (Partial Test)

The t-test is used to demonstrate how each independent or explanatory variable contributes individually to explaining variations in the dependent variable. According to Ghozali (2013), the t-test is conducted by comparing the standard error of the difference between sample means with the difference between two average values. Probability values are used as the basis for decision-making criteria. If the significance value (p-value) is less than 0.05, the hypothesis is accepted.

Table 6. Partial Test Results

Coefficients [a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	6,604	1,358		4,863	,000
	Achievement motivation	,842	,082	,722	10,327	,000

Dependent Variable: Entrepreneurial Mindset

Based on the table above, the partial t-test between the entrepreneurial mindset and the achievement motivation variable produced a significance value of 0.000, which is less than 0.05. The calculated t-value was 4.863, exceeding the t-table value of 1.358. These results suggest that achievement motivation has a positive and significant influence on the entrepreneurial mindset.

Coefficient of Determination R ^{2})

The coefficient of determination seeks to determine how well the independent variable can explain the dependent variable.

Table 7. Coefficient of Determination Test Results

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,722 [a]	,521	,516	1.60762

a. Predictors: (Constant), Achievement Motivation

The adjusted R^2 value, as shown in the table, is 0.516. This indicates that the independent variable, achievement motivation, explains 51.6% of the variance in entrepreneurial attitude, while the remaining 48.4% is influenced by external factors not included in the model.

DISCUSSION

The Influence of Achievement Motivation on the Entrepreneurial Mindset

The purpose of this study was to determine whether achievement motivation significantly influences students' entrepreneurial mindset. A total of 100 respondents provided the research data. The instrument testing confirmed that the questionnaire was suitable for use in this study.

Each item's adjusted item-total correlation value exceeded the minimum threshold of 0.70, and the Cronbach's Alpha value was greater than 0.718. These results demonstrate that the findings from the validity and reliability tests are legitimate, indicating that all questionnaire items used in this research are reliable.

The estimated t-value was 4.863, which is greater than the t-table value of 1.358. Furthermore, the partial t-test between the achievement motivation variable and the entrepreneurial mindset yielded a significance value of 0.000, which is below the threshold of 0.05. These results indicate that entrepreneurial attitude is positively and significantly influenced by achievement motivation.

CONCLUSION

Based on the findings of this study and the analysis of the data obtained, several conclusions can be drawn. The results demonstrate that achievement motivation has a positive and significant influence on the entrepreneurial mindset of students at the Faculty of Economics, Makassar State University. These findings validate the premise that the entrepreneurial attitude of FEB students at Makassar State University is positively shaped and enhanced by achievement motivation.

SUGGESTION

Based on the results of this study, several recommendations can be made. For future research, it is suggested to re-examine the variables of motivation and entrepreneurial mindset among students, possibly incorporating additional factors to gain deeper insights. This research would be more beneficial if the findings could be applied across all departments at Makassar State University.

The study also revealed that the majority of students have not yet fully developed an entrepreneurial mindset. Therefore, it is recommended that the university provide training programs aimed at strengthening students' self-confidence and enhancing their achievement motivation. By doing so, it is expected that students will be able to shift their mindset, recognizing that becoming an entrepreneur can provide them with better life opportunities.

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