



# Entrepreneurial Intelligence Based on Business Motivation for Entrepreneurial Competencies using Entrepreneurial Learning Model

Filda Rahmiati<sup>1</sup>, Rendika Nugraha<sup>2</sup>, Chong Mi An<sup>1</sup>

<sup>1)</sup> Faculty of Business, Management Department, President University  
Jl. Ki Hajar Dewantara

Kota Jababeka, Cikarang, Bekasi - Indonesia 17550

<sup>2)</sup> Faculty of Business, Business Administration Department, President University  
Kota Jababeka, Cikarang, Bekasi - Indonesia 17550

Email: [filda.rahmiati@president.ac.id](mailto:filda.rahmiati@president.ac.id) ; [rendika@president.ac.id](mailto:rendika@president.ac.id) ; [prc\\_go@president.ac.id](mailto:prc_go@president.ac.id)

## ABSTRACT

The purpose of this study is to compare students' entrepreneurial intelligence between those who intend to be entrepreneurs and those who do not. This study employs a quantitative approach with a comparative technique. Through a google form, data were collected from 165 students as samples. The questionnaire is made up of questions pertaining to business motivation and business intelligence. The data were analyzed using the t-test to determine the difference between two groups. The findings of this study indicate that students who intend to become entrepreneurs have a greater level of entrepreneurial intelligence than those who do not.

**Keywords:** business motivation, entrepreneurial competencies, entrepreneurial intelligence, entrepreneurial learning model

## ABSTRAK

Tujuan dari penelitian ini adalah untuk membandingkan kecerdasan kewirausahaan siswa antara yang berniat berwirausaha dan yang tidak. Penelitian ini menggunakan pendekatan kuantitatif dengan teknik komparatif. Melalui google form, data dikumpulkan dari 165 siswa sebagai sampel. Kuesioner terdiri dari pertanyaan-pertanyaan yang berkaitan dengan motivasi bisnis dan intelijen bisnis. Data dianalisis menggunakan uji-t untuk mengetahui perbedaan antara dua kelompok. Temuan penelitian ini menunjukkan bahwa mahasiswa yang berniat menjadi wirausaha memiliki tingkat kecerdasan wirausaha yang lebih besar daripada yang tidak.

**Kata kunci:** kompetensi kewirausahaan, kecerdasan kewirausahaan, model pembelajaran kewirausahaan, motivasi bisnis

## 1. Introduction

Entrepreneurship is a crucial and pressing issue for the Indonesian state. Indonesia ranks 94th out of 137 countries in the Global Entrepreneurship Index, according to statistics from The Global Entrepreneurship and Development Institute (GEDi) (2019). This is a very low place for a country with a GDP of more than a trillion dollars. As a result, it is thought vital to boost both the amount and quality of entrepreneurship. President University, being one of Indonesia's major private universities, aspires to contribute to this effort. President University believes it is critical to train students with specialized entrepreneurial competencies and specialties. This particular talent is described in the President University's goal, which is "To become a better university, producing entrepreneurs with a multicultural mindset and a worldwide viewpoint." According to this idea, graduates exhibit an entrepreneurial mentality.

Numerous activities are undertaken to accomplish this objective, one of which is the development of an entrepreneurial curriculum. Entrepreneurship courses are organized into many series, with some being required and others being elective. This sequence of courses begins at the start of the semester (as a required subject) and concludes in the middle of the study term (as an elective course). Entrepreneurial learning will play a part in enhancing the perception that activities are feasible. By constructing and expanding the knowledge base, entrepreneurial learning enables entrepreneurs to acquire the information and skills necessary for action. Thus, entrepreneurial learning modulates the association between entrepreneurial awareness and business model innovation (Zhao et al., 2021).

At the start of the semester, entrepreneurship courses provide a wealth of theory or fundamentals that serve as the students' initial provisions, and are required of all students. Additionally, these introductory courses are designed to instil an entrepreneurial spirit in pupils. Entrepreneurship 1, 2, and 3 are the subjects in question. With the basis or attitudes necessary to become entrepreneurs, it is believed that students may apply these theories and talents effectively in succeeding courses.

Elective courses are offered in the middle of a student's study period and are a continuation of previously taken required courses. Students are asked to use the theory or entrepreneurial mentality learned in the prior course in this elective course. This course is divided into three sections: corporate entrepreneurship I, II, and III. Students can form groups to form their own business or firm (start-up), which will eventually be funded.

Sufficient debriefing (across three entrepreneurship courses) logically results in students developing positive entrepreneurial spirits or attitudes. Several of the entrepreneurial attitudes in question include creativity, invention, the willingness to take chances, and the ability to think beyond the box, among others.

The reality that has occurred demonstrates that this idealism is false. Students who take entrepreneurship courses as electives, particularly the Corporate Entrepreneurship 1 course, demonstrate this reality. Students do not appear to have the idealized entrepreneurial mindset. This is odd, given that students have attended fundamental courses aimed at developing these attitudes, particularly Entrepreneurship 1 through Entrepreneurship 3.

Students, according to observations, prefer to conduct business in the culinary industry. Sixteen of the twenty student groups selected to launch a culinary business. Only four sets of students elected not to start a food business. When students were interviewed, they admitted that the culinary business is quite near to their daily lives and quite simple to implement. Additionally, students feel that the risk of failure associated with the culinary company is quite low, making it ideal for implementation by anyone. Additionally, the presence of a distinct market share that is relatively close to students is a factor in the choosing process.

The need for comfort, the avoidance of risk, and the incapacity to pursue innovation outside of student life all pose significant obstacles to President University's entrepreneurship program implementation. The growth of culinary company ideas in the absence of a culinary study program at President University necessitates a review or revision of the entrepreneurship program or curriculum.

The student's fear of failure or product underperformance can be addressed or overcome in a variety of ways. According to Anggie and Haryanto (2011), shopping decisions can be improved by "word of mouth," which the internet facilitates. Thus, pupils should not be concerned with the sale of the items or services for which they are producing. Students simply need to optimize their marketing techniques by amplifying word of mouth. This can be facilitated by internet-based initiatives.

The future existence of the market is really impossible to forecast. However, Rita, Priyanto, Andadari, and Haryanto (2018) performed research on entrepreneurs' (particularly small enterprises) tactics for anticipating future markets. This study demonstrates the importance of entrepreneurs engaging in a learning process. The provision of introductory or mandatory courses is critical to this effort.

With the existence of entrepreneurship education, the learning process, particularly in the field of entrepreneurship, can be expanded. As a result, Priyanto's (2009) article is extremely strategic. This is because education encompasses a broader or broader scope than the process of learning. In other words, education encompasses more than just the learning process.

In light of education's role as a process of maturity or attitude formation, the way by which material knowledge is delivered is extremely crucial. Santosa (2017) and Santosa (2018) demonstrate that the application of specific learning methods can have an effect on students' development of specific attitudes. As a result, technique selection is critical and should be guided by the attitudes or qualities being cultivated.

According to multiple investigations on these past studies, it appears as though there are numerous possible explanations of the condition. In general, a lack of entrepreneurial intelligence among pupils may be the outcome of a previous school or learning system's failure. If this problem is allowed to persist without being addressed, it is anticipated that students will develop an incorrect understanding of entrepreneurship. This may have an effect on President's University's failure to realize its objective (particularly in terms of creating graduates with an entrepreneurial spirit), as well as the low quality of President University graduates in the context of entrepreneurship.

Given these circumstances, it is regarded vital to investigate entrepreneurial intelligence in pupils. To make the study more meaningful, entrepreneurial intelligence is divided into pupils who have a business motivation and those who do not.

## 2. Methods

This is a comparative quantitative study. According to Sugiyono (2014), comparative research is research that examines the situation of one or more variables in two or more different samples or at two distinct times. According to these quotations, this study wishes to compare the status of a single variable across two distinct samples. Entrepreneurial intelligence is the variable in question. While the two samples in question are students with and without business motive.

A questionnaire issued to 186 students was used to obtain data on student business motivation and entrepreneurial intelligence. All of these students attended an entrepreneurship seminar hosted by President University as part of the Entrepreneurship Development Program (PPK) grant financed by the Ministry of Research, Technology, and Higher Education's Directorate of Research and Community Service (DRPM). A quiz on entrepreneurial intelligence is created using pertinent indicators. Students must respond to ten statement items by selecting one alternate response (agree, neutral, disagree, and strongly disagree). The following is a list of statements included in the developed instruments.

**Table 1.** Entrepreneurial Intelligence Instruments

No	Questions				
		A. Agree	B. Neutral	C. Disagree	D. Strongly Disagree
1	I always feel uncomfortable or uncomfortable in a new place that doesn't meet my expectations.	A	B	C	D
2	I like to do what I like.	A	B	C	D
3	The important thing for me is to fill my free and quiet time by trying to find something.	A	B	C	D
4	I often fear failure and worry about trying something.	A	B	C	D
5	I like to follow an existing method or method because I think the risk is small.	A	B	C	D
6	If I am going to travel, I always bring sufficient provisions so that I do not lack a new one. If not, I'd better not go.	A	B	C	D
7	When I'm interested in doing something, I often work late so I don't get enough sleep.	A	B	C	D
8	I find it difficult to solve my own problems.	A	B	C	D
9	I often feel aggressive and always want to fulfill my desires	A	B	C	D
10	I prefer to be quiet when I'm on the bus	A	B	C	D

The instrument was delivered to students online via Google Form to a total of 186 students. Students complete the form using their mobile devices. Meanwhile, the student's entrepreneurial motivation instrument is a combined entry with an entrepreneurial intelligence questionnaire. The fields lead students to two conclusions: they either want to own a business, or they do not.

The data was then evaluated using a variety of different test methodologies. The total sample is separated into two groups, those with business incentives and those without. After calculating descriptive statistics on the values of the two groups, the hypothesis was further tested. The mean and standard deviation of foreign exchange are calculated using descriptive statistics. Meanwhile, a paired sample t-test was used to conduct the hypothesis test. The hypothesis is accepted if the t value is significant with a 0.05 error rate.

### 3. Result and Discussion

The study's findings were derived from the collected data. Of the 186 students who formed the research sample, 21 did not reply, leaving 165 individuals in this study. The following are the findings of 165 students' descriptive statistical tests.

**Table 2.** Calculation Results of Descriptive Statistics of All Research Samples

	N	Min	Max	Mean	Std. Deviation
Intelligence	165	8.00	24.00	17.7455	2.76003
Valid N (Listwise)	165				

According to Table 2, the average entrepreneurial intelligence of students appears to be 17.7. (On a scale of 0-20). Thus, kids have a high level of entrepreneurial intelligence. Additionally, the 165 students were separated.

**Table 3.** Results of the Calculation of Descriptive Statistics for Two Groups of Research Samples

	Motivation	N	Mean	Std. Deviation	Std. Error Mean
Intelligence	Do not have motivation	26	16.7308	3.10558	.60905
	Have motivation	139	17.9353	2.65998	.22562

According to Table 3, pupils who lack entrepreneurial motivation have an entrepreneurial intelligence of 16.73. Meanwhile, pupils that are motivated by business have an entrepreneurial IQ of 17.93. Entrepreneurial intelligence appears to be greater in students who have a business motivation than in students who do not have a business motivation. It is simply that the significance of the difference must be determined using the t-test.

**Table 4.** Independent Samples Test Calculation Results

Levene's Test for Equality of Variances		t-test for equality of Means							
								95% Confidence Interval of the Difference	
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Intelligence	.213	.645	-2.063	163	.041	-1.20448	.58398	-2.35761	-.05135

According to Table 4, the t value looks to be -2.063, which is significant at 0.041. This significance is less than the 0.05 level of significance allowed in this investigation. Thus, it may be concluded that the difference in entrepreneurial intelligence between students who have a business motivation and those who do not is substantially greater.

Numerous factors influence entrepreneurial intent. According to Fradani (2017), adversity intelligence, entrepreneurial education in the family, family support, and self-efficacy all influence entrepreneurial intentions. Further research indicates that adversity intelligence is equivalent to entrepreneurial intelligence in this study. Thus, entrepreneurial intelligence has the potential to be a predictor of entrepreneurial intents or business motivation (in this study).

Utomo (2010) asserts that the entrepreneurial spirit can be fostered through the development of soft skills. In this study, the entrepreneurial spirit referred to in Utomo's research is extremely similar to entrepreneurial intelligence. Thus, it is vital to teach soft skills to pupils to boost their entrepreneurial intelligence. Additionally, Nager (2016) asserts that the following factors may contribute to inadequate entrepreneurial intelligence:

- The Indonesian society's attitude.

- The perspective of the parents.
- A sense of community.
- Government Involvement Is Inadequate.

Based on the discussion, it can be concluded that low entrepreneurial intelligence is a natural characteristic of students who lack business motivation and can be overcome through the development of soft skills, the formation of an entrepreneurial mindset, and the formation of parental and community mindsets, and government participation.

#### 4. Conclusion and implication

Based on the findings of the research, it can be inferred that students who have a business motivation have a greater level of entrepreneurial intelligence than students who do not have a business motivation. Furthermore, entrepreneurial intelligence has the potential to be a predictor of entrepreneurial intents, or business motivation. As supported by Al Jubari et al. (2019) motivated entrepreneurs will likely be more persistent, exhibit more effective performance, and demonstrate greater autonomy and initiative; further, motivated entrepreneurs will persist when confronted with adversity and difficulties during the start-up process, and will thus be less likely to give up. Additionally, student entrepreneurial intelligence can be increased through the development of soft skills, the formation of entrepreneurial metallicity, the formation of parental and community mindsets, and government involvement.

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