

The Effect Of Motivation And Creativity On Entrepreneurial Interest Of Students In *Entrepreneur Class* At Darul Falah Islamic Boarding School

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ABSTRACT

This study aims to determine the effect of motivation and creativity on the entrepreneurial interest of Entrepreneur Class students at Darul Falah Islamic Boarding School, Ponorogo. The study used a descriptive quantitative method with a sample of 30 students. Data were analyzed using validity, reliability, classical assumption, multiple linear regression, t-test, and F-test through SPSS version 25. The results showed that motivation had a positive and significant effect on entrepreneurial interest, with a significance value of 0.029 (<0.05). Creativity had a positive effect, but it was not statistically significant, with a significance value of 0.116 (>0.05). Simultaneously, motivation and creativity had a significant effect on entrepreneurial interest, with a significance value of 0.000 (<0.05). The coefficient of determination was 0.498, which means that motivation and creativity were able to explain 49.8% of students' entrepreneurial interest, while the remaining 50.2% was influenced by other factors outside this study. Therefore, motivation can be considered the most important factor in increasing the entrepreneurial interest of Entrepreneur Class students.

INTRODUCTION

The increasingly rapid global economic development and limited job availability require people, especially the younger generation, to have the ability to adapt and create independent business opportunities. Entrepreneurship is a strategic solution to reduce unemployment, improve public welfare, and stimulate a country's economic growth. The more individuals who possess an entrepreneurial spirit, the greater the opportunity for new job creation. However, the reality on the ground shows that interest in entrepreneurship among young people is still relatively low. Many of them prefer to become employees or civil servants because they are considered more stable and secure. However, with enthusiasm and fresh ideas, the younger generation has great potential to create innovative and highly

competitive businesses. Amidst dynamic economic changes, unemployment remains a major challenge for many countries, including Indonesia (Natsir et al., 2025).

Entrepreneurial interest is a crucial factor in determining whether someone will enter the business world. This interest does not arise spontaneously but is influenced by various internal and external factors. Interest is a tendency to prefer and feel attracted to something or an activity without external coercion (Zulianti & M. Nawawi, 2022). Entrepreneurial interest is the desire to express creativity and innovative thinking, thus exploring and identifying opportunities and realizing them into a business that generates value or profit (Oei et al., 2022).

One of the most important factors is motivation. Motivation is the driving force that drives someone to achieve goals, take risks, and achieve economic independence. Highly motivated individuals tend to be more confident in starting and developing businesses. Motivation is an inner drive that drives them to take action, including becoming *a young entrepreneur* (Purwani Sari, 2021). Besides motivation, creativity is also a crucial factor in fostering entrepreneurial interest. Creativity is an individual's ability to generate new ideas, identify opportunities, and create innovative solutions to various challenges. In the ever-evolving and competitive business world, creativity is essential for producing products or services that have added value and competitiveness. Creative people are those who constantly think about novelty, different uses, and understanding. Entrepreneurs are constantly thinking about generating new ideas and concepts for follow-up or efforts to provide new added value (Mahanani & Sari, 2018).

As Islamic educational institutions, Islamic boarding schools (pesantren) play a crucial role in shaping the character, morals, and independence of their students. With the changing times, Islamic boarding schools are not only expected to produce graduates with religious competence but also to cultivate a generation that is independent and economically productive. Therefore, strengthening entrepreneurship education within Islamic boarding schools is a relevant step to equip students with business skills and insight.

The Darul Falah Islamic Boarding School in Ponorogo has developed an *entrepreneur class program* to foster an entrepreneurial spirit in its students. This program is designed to improve their knowledge, skills, and preparedness to face the challenges of the business world. Through this program, students are expected to develop high motivation and creativity, thereby fostering an interest in entrepreneurship.

Based on this description, this study was conducted to determine the influence of motivation and creativity on entrepreneurial interest among students in *the Entrepreneurship Class* at the Darul Falah Islamic Boarding School in Ponorogo. This study is expected to provide an overview of the factors influencing students' entrepreneurial interest and serve as a consideration in developing entrepreneurship programs within the Islamic boarding school.

RESEARCH METHODS

In this study, researchers used a descriptive quantitative research method. The definition of descriptive quantitative research is a type of research that will later explain hypotheses previously predicted by the researcher. In a descriptive approach, researchers make observations and then describe what they have observed. Descriptive analysis describes the characteristics of the research object. Descriptive analysis is an analysis that describes an event/situation (Shinta & Putri, nd).

The nature of this research is associative. Quoting from Sugiyono's opinion, associative research is research that aims to determine the relationship between two or more variables, looking for roles, influences, and causal relationships, namely between two independent variables and a dependent variable. This research method was chosen because it is related to the research title to determine the influence of motivation (X1), creativity (X2), on entrepreneurial interest (Y) with the research object being students in special *entrepreneur class guidance* at the Darul Falah Islamic boarding school in Ponorogo.

The variables used in this study consist of independent variables (motivation and creativity) and dependent variables (entrepreneurial interest). Each of these research variables can be defined as follows:

a. Motivation (X1)

Motivation is an inner drive that drives an individual to act to achieve a specific goal. In the context of entrepreneurship, motivation acts as a driving force that empowers someone to start a business, persist in the face of challenges, and continue to strive to develop their business.

b. Creativity (X2)

Creativity can be understood as a person's ability to generate new ideas that serve as solutions to challenges or problems. Besides helping solve problems, creativity also motivates individuals to achieve specific goals. In the world of entrepreneurship, it also involves finding innovative solutions to problems.

c. Interest in Entrepreneurship (Y)

Entrepreneurial interest refers to a person's inclination and interest in the business world, including the courage to take risks to achieve profit. This interest serves as the primary foundation that drives individuals to actively and sustainably participate in various entrepreneurial endeavors.

The research was conducted at the Darul Falah Islamic boarding school in Ponorogo. A population is a generalized area consisting of objects and subjects possessing certain qualities and characteristics determined by the researcher to be studied and then conclusions drawn (Zulianti & M. Nawawi, 2022) . The population of this study was 30 students in *the entrepreneur class* at the Darul Falah Islamic boarding school in Ponorogo.

Each variable in this study was measured by summing all respondents' answers to obtain a total score. This total score was then transformed into an index score to equalize the

units of measurement, allowing for uniform comparison and grouping of data between variables. A sample is a subset of the number and characteristics of a population. If the subjects are less than one hundred, it is better to take all of them, so the research is a population study. If the subjects are more than one hundred, a sample of between 10-15% or 20-25% can be taken (Zulianti & M. Nawawi, 2022) . The sample size in this study consisted of 30 respondents, namely students who were active in a special *entrepreneur class* at the Darul Falah Islamic boarding school in Ponorogo.

RESULTS AND DISCUSSION

Validity Test

Validity testing aims to evaluate the extent to which the data obtained reflects the actual conditions of the research object. If the data presented by the researcher does not describe the actual situation, then the data is considered invalid (Sugiono, 2018). Validity testing is to ensure whether a question item (questionnaire) actually measures the concept being studied. A question item is said to be valid if its correlation value with the total score is significant. The calculation is assisted by the SPSS 25 *for Windows program*. The validity test criteria are if ($r_{hitung} < r_{tabel}$) then the question items are declared valid, (r_{tabel}) is obtained through *degrees of freedom*, $df = n-2$ and a significance of 0.05 (Mahanani & Sari, 2018).

Based on the results of the instrument validity test of the three questionnaires, namely the variables of motivation (X1), creativity (X2), and entrepreneurial interest (Y). The assessment of the four instruments used a Likert scale to measure the attitudes, opinions, or perceptions of respondents with a response scale of 1, 2, 3, 4, and 5 for each question asked. Most respondents answered agree and strongly agree to the questions about the variables of motivation, creativity, and entrepreneurial interest. Only a few respondents answered disagree.

Normality Test

The normality test using the one sample Kolmogorov-Smirnov test using a significance level of 5% or 0.05 shows that the results of the calculation of the significant probability value (Asymp.Sig(2-tailed)) of the four variables are greater than 0.05, meaning that the variables of motivation, creativity, and interest in entrepreneurship are normally distributed, as shown in the following table:

Results of data normality test using one sample Kolmogorov-Smirnov test:

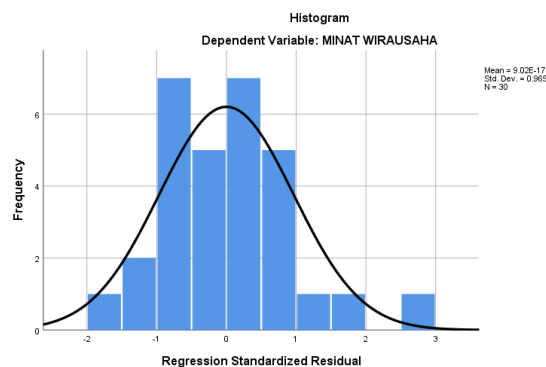
Parameter	Mark
Number of Samples (N)	30
Test Statistics (KS)	0.109
Asymp. Sig. (2-tailed)	0.200

Source: from the results of data processing in SPSS version 25.

Based on the results of the normality test using the one-sample Kolmogorov-Smirnov test, the Asymp. Sig. (2-tailed) value was 0.200 (> 0.05). Thus, the research data or residuals were normally distributed, thus meeting the normality assumption.

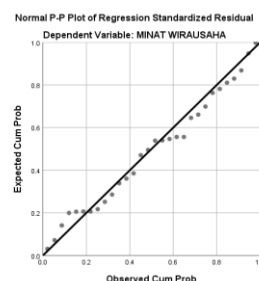
The results of the data normality test using a histogram graph show a distribution pattern that is neither skewed to the left nor to the right, meaning the residual values show a normal distribution pattern. Meanwhile, the P-Plot graph shows points scattered around the diagonal line, so it can be said that this regression model meets the assumption of normality. The results of the histogram and P-Plot graphs are shown in the following figure:

Figure 1.



Source: from the results of data processing in SPSS version 25.

Figure 2.



Source: from the results of data processing in SPSS version 25.

Symptoms of multicollinearity in a regression model can be seen from the *variance inflation factor* (VIF) value and tolerance value. If the $VIF > 10$ and the *tolerance* value is less than 0.10 ($tolerance < 0.10$), then the regression model has symptoms of multicollinearity. Based on the results of the multicollinearity test in the table below, it is known that the motivation variable has a value (VIF) of 2.021 while the creativity variable has a value (VIF) of 2.021, both values are below the commonly used tolerance limit, namely $VIF < 10$. Therefore, between the two independent variables, it is stated that there is no multicollinearity.

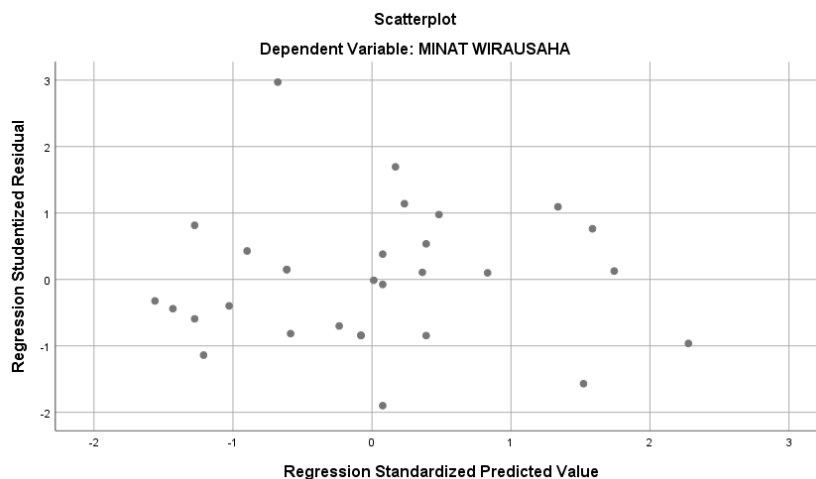
Multicollinearity Test Results

No.	Variables	VIF	Criteria	Information
1	Motivation	2,021	VIF < 10	There is no multicollinearity
2	Creativity	2,021	VIF < 10	There is no multicollinearity

Heteroscedasticity Test

The heteroscedasticity test is performed using a *scatter plot graph*, typically used in *statistics* to detect the presence or absence of heteroscedasticity symptoms in a linear regression model. Figure 3 shows that the points are spread both above and below zero on the Y-axis. These points do not cluster in one location or form a specific geometric pattern. Because the points are spread randomly and do not form a specific pattern, this regression model is free from heteroscedasticity problems.

Figure 3.



Source: from the results of data processing in SPSS version 25.

Based on the data processing results in Table 3 below, a multiple correlation coefficient of 0.706 ($R = 0.706$) was obtained, and the adjusted coefficient of determination (R square) was 0.498 or 49.8%. This means that the motivation and creativity variables are able to explain or influence the entrepreneurial interest variable by 49.8%. The remaining 50.2% ($100\% - 49.8\%$) is influenced by other variables outside the motivation and creativity variables.

Model Summary Table

Model	R	R Square (R ²)	Adjusted Square	R	Standard Error of the Estimate
1	0.706 ^a	0.498	0.461		2.23254

Source: from the results of data processing in SPSS version 25.

Multiple linear regression analysis

Multiple linear analysis to determine how much influence the independent variable-X (motivation and creativity) simultaneously has on the dependent variable Y (entrepreneurial interest). By looking at the results of the calculation of the beta coefficient value (Unstandardized Coefficients B) in table 4, the multiple linear regression equation can be compiled as follows: $Y = 2.972 + 0.474 X_1 + 0.336 X_2$.

The motivation regression coefficient (B1) of 0.474 is positive, indicating that motivation influences entrepreneurial interest. High motivation will encourage greater entrepreneurial interest among students in *the entrepreneur class* at the Darul Falah Islamic boarding school in Ponorogo.

The regression coefficient (B2) of 0.336 is positive, indicating that creativity influences entrepreneurial interest. High creativity will also encourage entrepreneurial interest among students in *the entrepreneur class* at the Darul Falah Islamic boarding school in Ponorogo.

Table 4. Multiple linear regression analysis

M o d e l	Independen t Variables	Unstandar dized Coefficients (B)	Std. Erro r	Standard ized Coefficie nts (Beta)	t	Sig .	Collinearity Statistics (Tolerance)
1	(Constant)	2,972	3,447		0.8 62	0.3 96	
	MOTIVAT ION	0.474	0.206	0.446	2,3 01	0.0 29	0.495
	CREATIV TY	0.336	0.207	0.315	1,6 24	0.1 16	0.495

Source: from the results of data processing in SPSS version 25.

F test

Interpretation

- The calculated F value = 13.385.
- Sig. value = 0.000, which means it is less than 0.05.

Because Sig. < 0.05, and H_1 is accepted.

Based on the results of the ANOVA test, the calculated F value was 13.385 with a significance value (Sig.) of 0.000. This significance value is smaller than the significance level of 0.05 ($0.000 < 0.05$), so it can be concluded that the regression model is significant. This means that the independent variables simultaneously have a significant effect on the dependent variable. Thus, the regression model used in this study is suitable to explain the

relationship between the independent variables and the dependent variable. So it can be concluded that X1 and X2 simultaneously have a significant effect on Y. Thus, the hypothesis that states that the two independent variables simultaneously influence the dependent variable is accepted.

Table 5. F test resultsANOVA ^a

Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
Regression	133,426	2	66,713	13,385	0.000
Residual	134,574	27	4,984		
Total	268,000	29			

Source: from the results of data processing in SPSS version 25.

T-Test (Partial)

The influence of motivation on Y (entrepreneurial interest)

- The calculated t value = 2.301
- Significance value = 0.029

Because $0.029 < 0.05$, H_0 is rejected and H_1 is accepted.

Conclusion: motivation has a positive and significant effect on the dependent variable.

b. The influence of creativity on Y (entrepreneurial interest)

- The calculated t value = 1.624
- Significance value = 0.116

Because $0.116 > 0.05$, H_0 is accepted and H_1 is rejected.

Conclusion: Creativity has a positive but not significant effect on the dependent variable.

Table of t-test results (Partial)

Variables	B	Beta	t Count	Sig.	Decision	Conclusion
Constant	2,972	-	0.862	0.396	-	The constant value is 2.972.
Motivation (X ₁)	0.474	0.446	2,301	0.029	H ₀ rejected	Motivation has a positive and significant effect on the dependent variable.
Creativity (X ₂)	0.336	0.315	1,624	0.116	H ₀ accepted	Creativity has a positive but not significant effect on the dependent variable.

Source: from the results of data processing in SPSS version 25.

The results of the classical assumption test indicate that the regression model has met the requirements for further testing. The normality test using one-sample Kolmogorov-Smirnov produces an Asymp. Sig. value of 0.200 or greater than 0.05, so the data is declared

normally distributed. In addition, the results of the multicollinearity test show a VIF value for the motivation and creativity variables of 2.021 or less than 10, so there is no multicollinearity between the independent variables. The heteroscedasticity test also shows a random distribution pattern of points, so the regression model is free from heteroscedasticity problems.

Based on the results of the determination coefficient analysis, the R Square value was obtained at 0.498. This indicates that motivation and creativity are able to explain the variation in entrepreneurial interest by 49.8%, while the remaining 50.2% is influenced by other factors not examined in this study, such as family environment, entrepreneurial education, business experience, social support, and personality factors.

The results of the partial t-test indicate that motivation has a positive and significant influence on entrepreneurial interest. This is evidenced by the calculated t-value of 2.301 and a significance level of 0.029, which is less than 0.05. This finding indicates that the higher the motivation of students, the higher their interest in entrepreneurship. Motivation is a crucial factor because it can encourage individuals to take risks, achieve economic independence, and have the confidence to start and develop a business.

Meanwhile, the creativity variable has a positive but insignificant influence on entrepreneurial interest. This is evident from the calculated t-value of 1.624 with a significance value of 0.116, which is greater than 0.05. These results indicate that students' creativity has not been able to provide a strong influence on increasing entrepreneurial interest directly. This condition may be caused by limited business practice experience, the suboptimal implementation of creative ideas in real business activities, or the presence of other factors that are more dominant in shaping entrepreneurial interest.

Although creativity has no significant partial effect, the results of the simultaneous test (F test) show that motivation and creativity together have a significant effect on entrepreneurial interest. This is evidenced by the calculated F value of 13.385 with a significance level of 0.000, which is less than 0.05. Thus, both variables simultaneously contribute to increasing entrepreneurial interest among students in *the entrepreneur class* at the Darul Falah Islamic boarding school in Ponorogo.

This study aims to analyze the influence of motivation and creativity on entrepreneurial interest among students *enrolled in the entrepreneurship class* at the Darul Falah Islamic boarding school in Ponorogo. Based on the data analysis, several important findings were obtained. These findings indicate that the *entrepreneurship class program* organized by the Darul Falah Islamic boarding school has made a positive contribution to building students' motivation and creativity. The program can be a strategic tool in fostering an entrepreneurial spirit, increasing students' economic independence, and preparing graduates who not only possess religious competence but also have the ability to create business opportunities and employment.

CONCLUSION

Based on the research results, it can be concluded that motivation has a positive and significant effect on entrepreneurial interest among students in *the Entrepreneurship Class* at the Darul Falah Islamic Boarding School in Ponorogo. This indicates that the higher the motivation of students, the greater their interest in becoming entrepreneurs. Creativity has a positive effect on entrepreneurial interest, but this effect is not statistically significant. Thus, creativity is not a primary factor determining students' entrepreneurial interest in this study.

Simultaneously, motivation and creativity significantly influence entrepreneurial interest among students enrolled in *the Entrepreneurship Class* at the Darul Falah Islamic Boarding School in Ponorogo. Motivation and creativity variables explain 49.8% of entrepreneurial interest, while the remainder is influenced by factors outside the study. Therefore, increasing motivation and developing creativity through applicable entrepreneurial activities is necessary to foster entrepreneurial interest among students.

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