

# ANALYSIS OF BEHAVIOR AND SELF-CONTROL ON STUDENTS' ENTREPRENEURIAL MOTIVATION AT STMB MULTI SMART

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## Abstract

This study aims to determine the effect of behavior and self-control on entrepreneurial motivation of students at STMB Multi Smart Medan. The research method used is descriptive quantitative with a statistical approach to test the effect of behavioral variables and self-control on entrepreneurial motivation. The study population was all students of the Business Administration, Management, and Accounting Study Programs for the 2021-2024 period totaling 315 students, with a sample of 76 students taken using the Slovin formula sampling technique with a margin of error of 10%. Data were collected through a Likert scale questionnaire and analyzed using the SPSS program. Analysis techniques include validity tests, reliability tests, classical assumption tests, and multiple linear regression analysis. The results of the study indicate that partially behavior has a positive and significant effect on entrepreneurial motivation of students. Likewise, self-control partially has a positive and significant effect on entrepreneurial motivation. Simultaneously, behavior and self-control have a positive and significant effect on entrepreneurial motivation of students at STMB Multi Smart Medan. These findings indicate the importance of developing behavior and self-control in increasing entrepreneurial motivation of students.

**Keywords:** *Student Behavior, Self-Control, Entrepreneurial Motivation, STMB Multi Smart Medan, Multiple Linear Regression, Quantitative Research*

## INTRODUCTION

Entrepreneurship in Indonesia showed significant growth in 2020–2024, with the number of established entrepreneurs reaching 5.01 million in February 2024. However, the national entrepreneurship ratio remains low (3.47%) compared to countries like Singapore (8.76%). The government targets to increase this ratio to 3.95% by 2024 through Presidential Regulation No. 2 of 2022 and the MSME empowerment program, given their significant contribution to GDP and employment. Entrepreneurship education in higher education also plays a crucial role in preparing students to develop an entrepreneurial mindset and skills. Collaboration between universities, industry, and the government is necessary to create a conducive entrepreneurial ecosystem. A pre-survey of STMB Multi Smart students showed a high level of interest in entrepreneurship. However, weaknesses were still identified in self-control and risk readiness. Although entrepreneurship education is considered beneficial, many students lack a solid strategy for starting a business.

Entrepreneurial motivation is closely related to behavior and self-control. This motivation can stem from internal drives (e.g., the desire for independence) or external factors such as the social environment. Self-control allows individuals to delay short-term gratification for long-term success and aids in rational decision-making. Several studies support the relationship between self-efficacy (a form of self-control) and entrepreneurial interest. Entrepreneurial behaviors such as proactivity, risk-taking, and confidence in one's abilities are also highly influential. Research by Tarigan et al. (2024) and Hayana (2024) emphasizes the importance of a positive attitude and self-efficacy in fostering entrepreneurial motivation. Therefore, this study will analyze the contribution of behavior and self-control to the entrepreneurial motivation of STMB Multi Smart students. The results are expected to form the basis for developing more effective entrepreneurship programs at universities, while also helping students develop better mental preparedness and business strategies.

The following are the objectives of the research:

1. To determine the influence of behavior on student entrepreneurial motivation at STMB Multi Smart Medan.
2. To determine the effect of self-control on students' entrepreneurial motivation at STMB Multi Smart Medan.
3. To determine the influence of behavior and self-control on student entrepreneurial motivation at STMB Multi Smart Medan.

## RESEARCH METHODOLOGY

This study uses a quantitative descriptive method to describe the characteristics of the research object through statistical data collection and analysis. The objects in this study are student behavior (X1), self-control (X2), and entrepreneurial motivation (Y), with STMB Multi Smart Medan students as subjects. The type of data used is qualitative data converted into quantitative form through a questionnaire, which is then processed using SPSS. Data sources consist of primary data (questionnaires) and secondary data (literature and related documents). The study population includes 315 students from the Business Administration, Management, and Accounting Study Programs, intakes of 2021–2024, with a sample of 76 students determined using the Slovin formula (margin of error 10%). The variables in this study consist of two independent variables and one dependent variable that are operationally defined and measured using a Likert scale. The research instrument is a questionnaire compiled based on variable indicators. Data collection techniques are carried out through surveys and literature studies. Data analysis techniques include validity tests, reliability tests, classical assumption tests (normality, multicollinearity, and heteroscedasticity), and multiple linear regression analysis. In addition, hypothesis testing was carried out using t-test (partial), F-test (simultaneous), and calculation of the coefficient of determination ( $R^2$ ) to see the contribution of independent variables to entrepreneurial motivation.

## RESULTS AND DISCUSSION

### CLASSICAL ASSUMPTION TEST

#### NORMALITY TEST

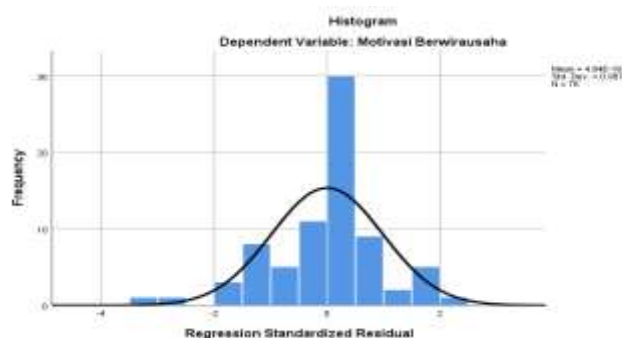


Figure 1. Histogram Normality Test Results

Based on the residual histogram, the residual data is normally distributed, indicated by a symmetrical distribution and a mean value close to zero. This indicates that the normality assumption in the regression analysis is met, so the regression model is suitable for testing the influence of behavior and self-control on entrepreneurial motivation.

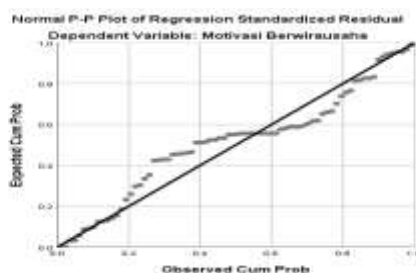


Figure 2. Normality Test Results

Based on the PP Plot graph, the residual points follow a diagonal line, indicating that the residual distribution is approximately normal. No significant deviations were found, thus meeting the normality assumption in the regression model. This strengthens the model's validity in analyzing the influence of behavior and self-control on entrepreneurial motivation.

**Table 1. Results of the Kolmogorov Smirnov Normality Test**

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		76
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Standard Deviation	2.89404480
Most Extreme Differences	Absolute	.159
	Positive	.116
	Negative	-.159
Test Statistics		.159
Asymp. Sig. (2-tailed)		.200 <sup>c</sup>
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

The results of the One-Sample Kolmogorov-Smirnov Test indicate that the residuals are normally distributed, as the significance value is greater than 0.05. This indicates no significant deviation from the normal distribution, thus meeting the normality assumption in the regression model, and valid and reliable interpretation of the model.

## MULTICOLLINEARITY TEST

**Table 2. Multicollinearity Test Results**

Coefficients <sup>a</sup>								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	-.573	3,782		-.151	.880		
	Behavior	.236	.094	.232	2,516	.014	.430	2,326
	Self Control	.727	.100	.668	7,246	.000	.430	2,326
a. Dependent Variable: Entrepreneurial Motivation								

The regression analysis results show that the Tolerance value for Behavior and Self-Control is 0.430, and the VIF value is 2.326. Because the Tolerance value is above 0.1 and the VIF is below 10, no multicollinearity issues were found. This means that the two independent variables are not highly correlated and can be used together in a valid regression model.

## HETEROSCEDASTICITY TEST

**Table 3. Heteroscedasticity Test Results**

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2,046	2,685		.762	.449
	Behavior	.008	.067	.020	.115	.909
	Self Control	-.009	.071	-.023	-.132	.896
a. Dependent Variable: Abs_RES						

The Glejser test results indicate that the Behavior and Self-Control variables do not significantly influence the residuals, thus eliminating heteroscedasticity issues. Therefore, the regression model meets the homoscedasticity assumption and is suitable for further analysis.

## MULTIPLE LINEAR REGRESSION ANALYSIS

**Table 4. Results of Multiple Linear Regression Test**

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.573	3,782		-.151	.880
	Behavior	.236	.094	.232	2,516	.014
	Self Control	.727	.100	.668	7,246	.000
a. Dependent Variable: Entrepreneurial Motivation						

Interpretation of Multiple Linear Regression Analysis Equation:

a. Constant

The constant value of -0.573 is not significant (Sig. = 0.880 > 0.05), so it does not have a meaningful influence in the model. This means that when Behavior and Self-Control are zero, Entrepreneurial Motivation is predicted to be -0.573, but this value is not statistically reliable, so the focus of the analysis is directed at the independent variable.

b. The Influence of Behavior on Entrepreneurial Motivation

Behavior has a positive and significant effect on entrepreneurial motivation, with a coefficient of 0.236 and a significance value of 0.014 (<0.05). This indicates that the better a student's entrepreneurial behavior, the higher their motivation to become an entrepreneur. This is in line with the Theory of Planned Behavior, which states that attitudes and behavior influence a person's intention and drive to act, including in entrepreneurship.

c. The Influence of Self-Control on Entrepreneurial Motivation

Self-control has the strongest influence on entrepreneurial motivation, with a coefficient of 0.727 and a significance level of 0.000 (<0.05). This means that students who are able to manage themselves well tend to have higher motivation for entrepreneurship. This finding is supported by Self-Regulation and Social Cognitive Theory, which explain that self-control is important in achieving goals and maintaining motivation, especially in the context of entrepreneurship.

## HYPOTHESIS TESTING

### PARTIAL TEST (t-TEST)

Table 5. Partial Test Results (t-Test)

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.573	3,782		-.151	.880
	Behavior	.236	.094	.232	2,516	.014
	Self Control	.727	.100	.668	7,246	.000
a. Dependent Variable: Entrepreneurial Motivation						

The interpretation of each variable is as follows:

a. Behavior

The t-value for the Behavior variable is 2.516 and the t-table at a significance level of 5% ( $\alpha = 0.05$ ) and a certain degree of freedom is assumed to be 1.66629, so that the t-count > t-table. The significance value is  $0.014 < 0.05$ , so it can be concluded that the Behavior variable has a positive and significant effect on Entrepreneurial Motivation (Y). Thus,  $H_0$  is rejected and  $H_a$  is accepted.

b. Self-control

The t-value for the Self-Control variable is 7.246 and the t-table is 1.66629, so the t-value > t-table. The significance value is  $0.000 < 0.05$ , which indicates that the Self-Control variable has a positive and significant effect on Entrepreneurial Motivation. Thus,  $H_0$  is rejected and  $H_a$  is accepted.

### SIMULTANEOUS TEST (F-Test)

Table 6. Simultaneous Test Results (F-Test)

ANOVA						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1728,719	2	864,360	100,449	.000b
	Residual	628,162	73	8,605		
	Total	2356,882	75			
a. Dependent Variable: Entrepreneurial Motivation						
b. Predictors: (Constant), Self-Control, Behavior						

The calculated F value of 100.449 compared to the F table value of 2.73 shows that the calculated F is much larger than the F table. Because the calculated  $F > F$  table and the significance value (Sig.) in the ANOVA table is 0.000 (less than 0.05), it can be concluded that the simultaneous regression model has a significant effect on the dependent variable, namely Entrepreneurial Motivation. In other words, the null hypothesis ( $H_0$ ) stating that the independent variables (self-control and behavior) together have no effect on entrepreneurial motivation is rejected, and the alternative hypothesis ( $H_a$ ) is accepted. This means that behavior and self-control simultaneously have a significant influence on entrepreneurial motivation.

### COEFFICIENT OF DETERMINATION TEST (R<sup>2</sup>)

Table 7. Results of the Determination Coefficient (R<sup>2</sup>) Test

Model Summary				
Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	.856a	.733	.726	2.93342
a. Predictors: (Constant), Self-Control, Behavior				

Based on the Model Summary table, the R Square value of 0.733 indicates that Behavior and Self-Control simultaneously explain most of the variation in Entrepreneurial Motivation. According to Hair et al.'s (2011)

classification, this value falls into the moderate to strong category, thus the regression model used is quite reliable in explaining the influence of both variables. Scientifically, these results indicate that Behavior and Self-Control contribute significantly to students' entrepreneurial motivation.

## **DISCUSSION**

### **1. The Influence of Behavior on Entrepreneurial Motivation of STMB Multi Smart Students**

The results of the partial test (t-test) indicate that behavioral variables have a positive and significant influence on the entrepreneurial motivation of STMB Multi Smart students. This is evidenced by the calculated t-value of 2.516 which is greater than the t-table of 1.66629 and a significance value of 0.014 which is smaller than 0.05. Thus, the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_1$ ) is accepted, which means there is a significant influence of behavior on entrepreneurial motivation. These findings indicate that students who have good entrepreneurial behavior, such as discipline, hard work, resilience in facing challenges, courage to take risks, and responsibility in carrying out roles, tend to have a higher level of entrepreneurial motivation. This positive behavior is an important basis in forming a strong entrepreneurial character. Students who are proactive and responsible will be more encouraged to create business opportunities and will not give up easily when facing failure. These results also align with research by Tarigan, Arif, and Nasution (2024), which found that entrepreneurial attitudes, as part of behavior, have a significant positive influence on entrepreneurial interest. Therefore, education and training that can shape and strengthen positive behaviors are essential to increasing students' entrepreneurial motivation.

### **2. The Influence of Self-Control on Entrepreneurial Motivation of STMB Multi Smart Students**

Based on the t-test results, self-control was also proven to have a positive and significant influence on the entrepreneurial motivation of STMB Multi Smart students. The calculated t-value of 7.246 is much greater than the t-table of 1.66629, and the significance value is 0.000, less than 0.05. Thus, the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_1$ ) is accepted, which indicates a significant influence between self-control and entrepreneurial motivation. Students with high self-control are able to manage emotions, restrain impulses, and be consistent in achieving long-term goals. This is very important in the decision-making process and facing risks in the world of entrepreneurship. Individuals with good self-control can also utilize time and resources effectively, and are not easily influenced by external pressures. Theoretically, this finding is in line with the concept of self-regulation theory, which states that an individual's ability to regulate and direct their behavior will strengthen their readiness to achieve certain goals, including in the business world. Therefore, self-control is an important aspect in building an independent, resilient, and disciplined entrepreneurial mentality.

### **3. The Simultaneous Influence of Behavior and Self-Control on Entrepreneurial Motivation of STMB Multi Smart Students**

The results of the simultaneous test (F-test) indicate that the variables of behavior and self-control together have a significant influence on the entrepreneurial motivation of STMB Multi Smart students. The calculated F-value of 100.449 is greater than the F-table of 2.73, and the significance value of 0.000 is less than 0.05. This indicates that the regression model involving both independent variables simultaneously has a significant influence on the dependent variable, namely entrepreneurial motivation. These findings indicate that behavior and self-control are two important aspects that complement each other in encouraging students to enter the business world. Behavior reflects the readiness for entrepreneurial action, while self-control shows the ability to manage oneself and make wise decisions. When these two factors develop in balance in students, the internal motivation for entrepreneurship will be stronger. Theoretically, these results support the multi-variable causality approach, which emphasizes that human behavior is influenced by a combination of psychological and social factors. The implications of these findings indicate that STMB Multi Smart needs to implement a holistic approach in developing students, for example through the integration of entrepreneurship curriculum with discipline training, coaching, and character development programs such as entrepreneurial bootcamps, so that students are not only prepared theoretically but also mentally in facing the challenges of the business world.



## CONCLUSION

Based on the results of the analysis discussed in the previous chapter, the following conclusions can be drawn:

1. Based on the research results, it shows that partially the Behavior variable has a positive and significant effect on the Entrepreneurial Motivation of STMB Multi Smart students.
2. Based on the research results, it shows that partially the self-control variable has a positive and significant effect on the Entrepreneurial Motivation of STMB Multi Smart students.
3. Based on the research results, it shows that simultaneously there is a positive and significant influence on the variables of Behavior and self-control on the Entrepreneurial Motivation of STMB Multi Smart students.

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