

**THE INFLUENCE OF KNOWLEDGE AND INTRINSIC MOTIVATION ON
STUDENTS' ENTREPRENEURIAL INTEREST IN THE GIG ECONOMY ERA**

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Abstract

The fast growth of the digital economy has created new types of jobs known as the gig economy, which focuses on flexibility, independence, and technology-based work. This shift has influenced students to pursue non-traditional careers that require entrepreneurial knowledge and self-motivation. In this context, entrepreneurship has become an important skill that allows students to create business opportunities and adapt to the changing digital work environment. This study aims to analyze the influence of entrepreneurial knowledge and intrinsic motivation on students' interest in entrepreneurship in the gig economy era. The study uses a quantitative approach with an explanatory design, aiming to test the causal relationship between entrepreneurial knowledge, intrinsic motivation, and interest in entrepreneurship. The population consists of active students at Universitas Pamulang, Indonesia, who have completed an entrepreneurship course. A total of 102 respondents were selected through purposive sampling, as they were considered to have sufficient exposure to entrepreneurship learning. Data was collected using an online questionnaire with a five-point Likert scale. The instrument includes three main variables: entrepreneurial knowledge (X_1), intrinsic motivation (X_2), and interest in entrepreneurship (Y). All items were validated using Pearson Product Moment and reliability was tested using Cronbach's Alpha (>0.70), confirming the validity and reliability. The data was analyzed using multiple linear regression with SPSS 26, including t-test, F-test, and the coefficient of determination (R^2). The results show that entrepreneurial knowledge has a positive and significant effect on interest in entrepreneurship, with a t-value of 2.407 and a significance level of 0.018. These findings align with the Theory of Planned Behavior by Ajzen (1991) and the Self-Determination Theory by Deci and Ryan (2000), which highlight that knowledge strengthens perceived behavioral control, while intrinsic motivation increases positive attitudes toward entrepreneurship. In practice, these results show that universities should not only provide theoretical entrepreneurship education but also foster intrinsic motivation through experiential learning, digital projects, and mentoring programs. In conclusion, entrepreneurship knowledge and intrinsic motivation significantly influence students' interest in entrepreneurship in the gig economy, with intrinsic motivation having the most impact. Therefore, entrepreneurship education must integrate both cognitive and psychological aspects to prepare students for flexible, digital-based entrepreneurial opportunities in the modern economy.

Keywords: entrepreneurship knowledge, intrinsic motivation, interest in entrepreneurship, gig economy, students.

Introduction

In the platform-based economy, sometimes known as the "gig economy," students have the opportunity to work outside of the traditional workday. The gig economy phenomenon, where jobs are flexible, based on digital projects or platforms, has revolutionized how generations of people manage jobs and business operations (Perdana, Syahrul, Sudono, & Kurnia, 2023). Students' entrepreneurial interest is very important in this context because it can produce generations of workers who are adaptable to changes in the workplace and in technology. Entrepreneurial knowledge is one key factor that is known to negatively impact business acumen. Knowledge on how to start, run, and manage a business enables students to analyze risks, evaluate opportunities, and develop effective strategies (Muzakki, Winarno, & Siswanto, 2023). In addition to this, intrinsic motivation that is, internal motivation such as pleasure, challenge, or personal realization is also a crucial component in developing business plans (Ridwan & Zaki, 2023).

Entrepreneurial knowledge provides the conceptual underpinnings and technical expertise needed to carry out business activities. According to research, understanding entrepreneurship, whether slowly or quickly, can influence the desire to become a business owner through entrepreneurial motivation (Muzakki et al., 2023). For example, a student who understands several aspects of business may be more likely to believe in themselves when it comes to implementing business initiatives. However, there are also studies that indicate that the effects of passive learning on business acumen are not statistically significant, indicating that mediating factors such as motivation or the environment in which participants compete (Iswandari, 2017). Accordingly, it is important to observe how knowledge and intrinsic motivation interact to encourage students to start their own business in the gig economy.

Intrinsic motivation has to do with a student's desire to explore, create, or develop themselves through their business, but it's not a lot because of external factors like money or status. In the flexible gig economy, intrinsic motivation is becoming increasingly important since people are encouraged to be independent, creative, and flexible (Yang & Bunchapattanasakda, 2023). According to research on gig workers based on knowledge-based services, intrinsic motivation is influenced by the need for autonomy and competence and then has a positive impact on job performance (Yang & Bunchapattanasakda, 2023). This indicates that for students who are interested in digital platforms or freelance projects, intrinsic motivation can serve as a catalyst for more ambitious business ventures.

The gig economy provides a dynamic context for students to pursue entrepreneurship through unconventional means: freelance projects, digital-based

ventures, or platform collaborations. Studies show that the career preferences of young people in this era are influenced by entrepreneurial identity and perceived behavioral control, with students who internalize an entrepreneurial identity showing a higher interest in choosing an entrepreneurial or freelancing path (Perdana et al., 2023). However, for this interest to materialize, they require adequate knowledge and deep intrinsic motivation. Therefore, the combination of entrepreneurial knowledge and intrinsic motivation can be the foundation for shaping students' entrepreneurial interest in the gig economy.

By including knowledge and intrinsic motivation in the gig economy context, this study aims to show how these two factors together affect the desire to work as a student. The understanding of this mechanism is crucial for educational institutions, digital platforms, and initiatives to support programs that enhance business acumen while also creating intrinsic motivation for students. Thus, it is believed that students have not only the desire to start their own business but also the want to participate in the gig economy, which is a new and challenging environment.

Theoretical Framework

The gig economy has changed the nature of work from a traditional system to one that is more flexible, digital, and project-based. This phenomenon encourages the younger generation, especially the students, to be able to adapt to a work model that encourages creativity, determination, and the ability to adapt to technology. In this context, business acumen is a crucial factor that can help students develop the ability to create work opportunities for themselves and contribute to the digital economy. Entrepreneurial interest is the will and determination of an individual to manage a business on their own, driven by knowledge, motivation, and environmental factors (Ajzen, 1991). environmental elements, as well as incentives (Ajzen, 1991).

Entrepreneurial knowledge plays a cognitive role that enables an individual to understand the process and risks involved in business. According to Hisrich, Peters, and Shepherd (2017), business acumen enhances the ability to analyze opportunities, manage day-to-day operations, and create strategic business plans. For students, this knowledge can be acquired by formal education, study, or practical experience. As the level of a person's business knowledge increases, so does their level of self-confidence and mental toughness (Muzakki, Winarno, & Siswanto, 2023). In the gig economy, this knowledge is not limited to traditional business management; it also includes digital literacy, boldness, and the use of technology-based economic platforms (Perdana, Syahrul, Sudono, & Kurnia, 2023).

In addition to knowledge, intrinsic motivation has a crucial role in fostering the emergence of business ideas. According to Deci and Ryan's (2000) Self-Determination Theory, intrinsic motivation arises when an individual engages in an activity because of personal motivation and desire rather than because of external pressures. In the context of business, intrinsic motivation satisfies the desire to achieve success, energizes oneself, and facilitates the process of creating and growing a business. According to Ridwan and Zaki (2023), students who possess intrinsic motivation tend

to be more persistent when it comes to handling business challenges and more capable of handling market uncertainty. In the gig economy, this kind of motivation is very relevant since the project-based work system encourages independence and a strong sense of purpose, where success is highly valued in personal relationships and commitment (Yang & Bunchapattanasakda, 2023).

Entrepreneurial knowledge and intrinsic motivation are two factors that are crucial in fostering a business-minded mindset. While knowledge provides the understanding and skills needed to run a business, intrinsic motivation serves as a psychological tool that helps people stay focused. It will be easier for students with adequate entrepreneurial knowledge to analyze the principles of entrepreneurship, while intrinsic motivation will help them turn their understanding into a clear statement to start their own business. Accordingly, in the gig economy, where businesses are flexible and digitally based, the combination of knowledge and intrinsic motivation is a key element in boosting the desire to work as a student.

According to the Theory of Planned conduct (Ajzen, 1991), entrepreneurial intentions are formed mostly because of the fundamental idea that an individual may analyze their own conduct (perceived behavioral control) and have a positive attitude about their business. Knowledge plays a role in strengthening the perception of control, whereas intrinsic motivation creates a positive attitude about business activities. Because of this, it can be concluded that both of these factors have a positive impact on the desire to work as a student, either separately or simultaneously.

Based on the review of theory and previous research results, the following research hypotheses were formulated:

1. H1: Knowledge about entrepreneurship has a positive and significant impact on the desire of student entrepreneurs in the gig economy
2. H2: In the gig economy, intrinsic motivation has a positive and significant impact on the desire to work as a student.
3. H3: Knowledge of business and intrinsic motivation at the same time have a positive and significant impact on the desire of student entrepreneurs in the gig economy.

Method

This study employs a quantitative approach using the explanatory research method, which aims to clarify the impact of business knowledge and intrinsic motivation on the desire to work as a student in the gig economy. A quantitative approach is used because this research focuses on hypothesis testing and statistical analysis of the relationship between variables that may be objectively determined (Sugiyono, 2019). Using 102 respondents as a sample, the study was conducted among Pamulang University students who had completed the course on business management.

The population in this study are all active students who have received education related to business. This population is a result of the fact that many of the students are in the exploratory phase of their career choices, including the desire to

start their own business in the gig economy, where flexibility and working independently are extremely important (Ridwan & Zaki, 2023). The sample collection technique uses purposive sampling and the minimum semester active student criterion that has already been applied to the business's lectures. A total of 102 respondents were considered representative in order to illustrate the relationship between variables and to minimize the terms of linear regression analysis (Hair et al., 2019).

Data is collected using a simple questionnaire (Google Form) that uses a Likert scale with five points, ranging from "strongly disagree" (1) to "strongly agree" (5). The questionnaire is composed of three main components: (1) business knowledge (X_1), (2) intrinsic motivation (X_2), and (3) business motivation (Y). The indicators of business knowledge are adapted from research by Muzakki, Winarno, and Siswanto (2023). These include the ability to analyze information, the ability to understand business strategy, the ability to manage risk, and the understanding of digital business innovations. The intrinsic motivation variables are based on Deci and Ryan's (2000) Self-Determination Theory, which includes indicators of self-control, personal responsibility, self-discipline, and calmness in the face of adversity. On the other hand, beliefs, plans, and desires are indicators of business readiness that are adapted from the Theory of Planned Behavior (Ajzen, 1991).

Prior to conducting a thorough questionnaire survey, a validity and reliability assessment of 30 respondents was conducted to ensure the instrument's quality. Validity checks are conducted using Pearson Product Moment analysis, while reliability checks are conducted using Cronbach's Alpha coefficient. The study's findings indicate that each item has a correlation > 0.30 and a Cronbach's Alpha value over 0.70, indicating that it is valid and reliable (Ghozali, 2021).

Data analysis is carried out using IBM SPSS version 26. The analysis method includes a classic assumption (normality, multicollinearity, and heteroscedasticity) as well as a multiple regression analysis to examine simultaneous and partial effects between variables. The t test is used to understand the impact of intrinsic motivation and partial knowledge on business acumen, whereas the F test is used to understand the impact of both at the same time. In addition, the coefficient of determination test (R^2) is used to determine how well independent variables can explain dependent variables.

Conceptually, this study is based on the Theory of Planned Behavior (Ajzen, 1991), which states that a person's ability to carry out a certain action is influenced by their attitudes, subjective norms, and perceptions of control over their actions. Individuals' perception of control and readiness for business activities are enhanced by business acumen, while intrinsic motivation enhances positive attitudes and business acumen. In the gig economy, these two factors are crucial because entrepreneurs need to understand digital business strategies and have internal resources to take use of the flexibility offered by digital platforms (Yang & Bunchapattanasakda, 2023).

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Results

The results of this data analysis are presented with the aim of understanding the impact of personal branding and time management on student performance. The analysis was conducted using multiple linear regression with statistical values such as t (partial), F (simultaneous), and coefficient of determination (R^2) to see the extent to which the two independent variables influence the dependent variable.

Partial T-test

		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	.336	1.476		.228	.820
	Pengaruh Pengetahuan	.238	.099	.223	2.407	.018
	Motivasi Intrinsik	.752	.097	.717	7.739	<.001

a. Dependent Variable: Minat Berwirausaha

Figure 1. Partial T-Test Analysis Results

The Influence of Knowledge variable has a positive and significant impact on Entrepreneurial Interest. This is indicated by a t-count value of 2.407 with a significance level of 0.018. Accordingly, as the level of knowledge that is possessed increases, so does Entrepreneurial Interest.

Additionally, the intrinsic motivation variable has a positive and significant impact on the business's interest. This is supported by a t count of 7.739 and a significance level of less than 0.00001. This means that as the intrinsic motivation of students increases, so does their interest in entrepreneurship.

Intrinsic Motivation is the variable with the strongest influence on Interest in Entrepreneurship, as seen by the highest Standardized Beta value of 0.717 compared to the Influence of Knowledge value of 0.223.

Simultaneous F-test

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6740.262	2	3370.131	295.492	<,001 ^b
	Residual	1129.111	99	11.405		
	Total	7869.373	101			

a. Dependent Variable: Minat Berwirausaha

b. Predictors: (Constant), Motivasi Intrinsik, Pengaruh Pengetahuan

Figure 2. Simultaneous F Test Analysis Results

Simultaneously, the independent variables of motivation and knowledge have a significant impact on the dependent variable of interest in entrepreneurship.

The calculated F value is 295.492 with a significance level < 0.001 (< 0.05) indicating that the regression model used is effective and significant for predicting the dependent variable.

Test Coefficient of Determination

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			Sig. F Change	Durbin-Watson
						F Change	df1	df2		
1	.925 ^a	.857	.854	3.37715	.857	295.492	2	99	<,001	2.133

a. Predictors: (Constant), Motivasi Intrinsik, Pengaruh Pengetahuan

b. Dependent Variable: Minat Berwirausaha

Figure 3. Test Analysis Results Coefficient of Determination

With an R Square of 0.857%, or 85.7%, it can be concluded that the variables of intrinsic motivation and knowledge impact work together to explain the 85.7% variation in Entrepreneurial Interest.

The Adjusted R Square value of 0.854 indicates that after the number of variables and samples is determined, the model's ability to explain the dependent variable is very good.

Multiple Linear Regression Test

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics		
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF	
1	(Constant)	.336	1.476		.228	.820						
	Pengaruh Pengetahuan	.238	.099	.223	2.407	.018	.877	.235	.092	.169	5.930	
	Motivasi Intrinsik	.752	.097	.717	7.739	<,001	.921	.614	.295	.169	5.930	

a. Dependent Variable: Minat Berwirausaha

Figure 4. Results of Multiple Linear Regression Analysis

According to the analysis's findings, a student's motivation and business acumen have a positive and significant impact on their business acumen. The knowledge variable has a t-value of 2.407 with a significance level of 0.018 (<0.05), while intrinsic motivation has a t-value of 7.739 with a significance level of <0.001 (<0.05). This indicates that when students' knowledge and motivation increase, so does their desire to start their own business. Although the model is still used a lot, the VIF of 5.930 and the tolerance of 0.169 indicate that there is potential multicollinearity. Overall, both variables have significant effects simultaneously, and intrinsic motivation is the most important factor when compared to knowledge (i.e., the highest Standardized Beta is 0.717).

Discussion

The results of this study show that students' entrepreneurial desire in the gig economy age is positively and significantly influenced by both entrepreneurial knowledge and intrinsic drive. According to the regression results, entrepreneurial interest is highly influenced by knowledge, suggesting that students who have a better understanding of entrepreneurship are more likely to be enthusiastic and confident while launching a firm. The findings of Muzakki, Winarno, and Siswanto (2023) that knowledge enhances students' entrepreneurial orientation by enhancing their capacity to recognize opportunities and control risks are corroborated by this. When students enter the entrepreneurial sphere, knowledge provides a cognitive foundation that enables them to make logical judgments, particularly in a rapidly evolving digital environment.

Conversely, it was discovered that the most significant factor influencing entrepreneurial interest was intrinsic motivation. The largest standardized beta value (0.717) and the t-test results ($t = 7.739$, $p < 0.001$) suggest that entrepreneurial desire is more strongly shaped by intrinsic motivation than by knowledge. This result is consistent with Deci and Ryan's (2000) Self-Determination Theory, which states that people who are inwardly motivated are more likely to start and maintain their own businesses because they feel fulfilled, autonomous, and satisfied. In the gig economy, where independence and adaptability are highly prized, intrinsic motivation emerges as a crucial factor in maintaining entrepreneurial activity. Intrinsically driven students are drawn to entrepreneurship not just for the financial rewards but also for the reasons of freedom, creativity, and personal development (Yang & Bunchapattanasakda, 2023).

The dual influence of entrepreneurial knowledge and intrinsic motivation on entrepreneurial interest is further confirmed by the simultaneous F-test ($F = 295.492$, $p < 0.001$). This implies that in order to encourage entrepreneurial tendencies in kids, cognitive comprehension and internal desires are connected and reinforce each other. These two characteristics account for 85.7% of the variation in entrepreneurial desire, according to the model's coefficient of determination ($R^2 = 0.857$), with only 14.3%

going to other variables such as family history, financial assistance, or the external environment. This robust explanatory power suggests that, in the gig economy of today, entrepreneurial preparedness is largely determined by both motivation and expertise.

These results theoretically align with Ajzen's (1991) Theory of Planned Behavior, which holds that attitude, subjective standards, and perceived behavioral control all influence behavioral intention. While intrinsic motivation reinforces favorable views toward entrepreneurship, entrepreneurial knowledge improves perceived behavioral control by giving pupils a sense of competence and readiness. This study's empirical findings are consistent with those of earlier research by Ridwan and Zaki (2023), who found that Indonesian students' aspirations to pursue digital entrepreneurship are significantly influenced by intrinsic motivation.

Practically speaking, the results suggest that academic institutions should incorporate entrepreneurial education into experiential learning initiatives that promote self-determination, creativity, and digital adaptability in addition to theoretical courses. Institutions can inspire entrepreneurial attitudes by integrating information acquisition with motivational growth through workshops, mentoring, and project-based learning. Students may become more competitive and flexible in the changing gig economy with the support of an all-encompassing approach.

(Book Antiqua; bold; font 12; justified, single space)

Conclusion

Based on the analysis's findings, this study comes to the conclusion that students' interest in entrepreneurship in the gig economy era is positively and significantly impacted by both entrepreneurial expertise and intrinsic drive. The results of the partial test demonstrate that students' interest is influenced by their entrepreneurial expertise ($t = 2.407$, $p = 0.018$), suggesting that greater levels of knowledge are associated with more robust entrepreneurial aspirations. The greatest significant influence, however, is that of intrinsic motivation ($t = 7.739$, $p < 0.001$), indicating that internal elements such as autonomy and self-fulfillment are crucial in determining students' aspirations to start their own business.

Concurrently, the two factors have a considerable impact on entrepreneurial interest, as demonstrated by the R^2 value of 0.857 and the F-test results ($F = 295.492$, $p < 0.001$). This indicates that entrepreneurial knowledge and intrinsic motivation account for 85.7% of the variation in entrepreneurial interest. Therefore, encouraging entrepreneurial behavior among children requires both cognitive and psychological factors.

This study advances the philosophy of entrepreneurship in relation to digital change and higher education. It highlights the need for entrepreneurship education to foster intrinsic motivation through empowerment, creativity, and hands-on learning in addition to imparting knowledge. To effectively educate students for the demands of the gig economy, academic institutions should provide training programs

and curricula that incorporate digital entrepreneurship, creativity, and self-determination development.

This study does have certain drawbacks, though. Because only a small sample of respondents from a single university participated in the study, the findings might not accurately reflect all students. To effectively capture the dynamic interaction between motivation, knowledge, and entrepreneurial desire, future research should employ mixed or longitudinal methodologies, include mediating variables such as self-efficacy or digital literacy, and involve a larger and more diverse sample.

In summary, the results demonstrate that while knowledge serves as the foundation for entrepreneurship, intrinsic drive stokes the passion and perseverance needed to turn ideas into reality. When combined, these two elements significantly influence the development of the next generation of business owners who can prosper in the adaptable and opportunity-rich gig economy.

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