

THE ROLE OF SELF-CONFIDENCE AND CAMPUS SUPPORT IN ENCOURAGING STUDENTS TO BECOME YOUNG ENTREPRENEURS

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Abstract

This study aims to analyze the relationship between variables influencing job satisfaction and employee performance at a healthcare startup. Quantitative methods with descriptive and verification approaches were used in this study. Data were collected through questionnaires distributed to 109 respondents selected using purposive sampling, with the criteria being permanent employees with at least one year of service. The research instrument was tested using validity and reliability tests, while data analysis was conducted through multiple linear regression using the latest version of SPSS. The results of the study indicate that job satisfaction has a positive and significant impact on employee performance. Furthermore, motivation and the work environment also play a significant role in increasing individual effectiveness and productivity. Employees who are satisfied with their jobs tend to perform better, exhibit high levels of loyalty, and contribute positively to achieving organizational goals. These findings support the theories of Herzberg and Maslow, which explain that individual satisfaction and needs are key factors in achieving optimal performance. This study provides a theoretical contribution by strengthening the literature on the influence of internal and external factors on employee performance, as well as practical contributions for company management in designing performance improvement strategies based on job satisfaction. The limitations of this study lie in the limited sample size and variables that do not cover all aspects of the organization. Therefore, future research is recommended to expand the scope of respondents and add new variables to achieve more comprehensive and in-depth research results.

Keywords:

Job Satisfaction, Employee Performance, Motivation, Work Environment, Health Startup.

Introduction

Entrepreneurship is one of the key elements in encouraging national economic growth, because it can open new jobs, increase innovation and strengthen the nation's competitiveness. In the midst of competitive labor market conditions, students have a strategic role as potential young entrepreneurs. However, the reality shows that motivation for entrepreneurship among students is inadequate. Data from the Central

Statistics Agency (2023) shows that the majority of college graduates prefer to work as employees rather than starting their own business, which shows internal and external barriers to entrepreneurial initiation.

Internal factors such as self-confidence or self-efficacy are one of the main drivers in entrepreneurial decisions. According to Bandura (1997), self-efficacy is an individual's belief in their ability to carry out the actions necessary to achieve goals. In the context of students, those who have a high level of confidence in their abilities tend to be more willing to take risks, face obstacles, and manage their business than those who are less confident. Research by Indrawati and Haryanto (2020) supports this by showing that self-efficacy has a positive and significant effect on students' entrepreneurial motivation.

However, self-confidence alone is not enough. External factors in the form of campus support are very important to strengthen students' motivation to become young entrepreneurs. A campus environment that provides facilities, entrepreneurship programs, lecturer assistance, supportive policies, and access to business networks can be a stimulus for students to be more optimistic about the business they will run. Makai and Dóry's research (2023) emphasizes that supportive campus institutions can increase students' perceptions regarding the feasibility and ease of entrepreneurship. Empirical findings in Indonesia also strengthen this view. Lestari, Rizkalla, and Purnamaningsih (2022) through a study entitled "The effect of perceived university support, entrepreneurial self-efficacy and proactive personality in promoting student entrepreneurial intention in Indonesia" found that perceived university support and self-efficacy together have a significant influence on students' entrepreneurial intentions (Lestari, Rizkalla, & Purnamaningsih, 2022). This shows that self-confidence and support from campus institutions do not only have an impact on their own, but complement each other in forming entrepreneurial intentions.

Thus, this research aims to explore the combinative role of self-efficacy and perceptions of campus support in encouraging students to become young entrepreneurs. It is hoped that the results will not only add to the treasures of entrepreneurship theory, but also become a practical basis for universities in designing policies and programs that empower students' entrepreneurial spirit towards an independent and innovative future.

The introduction must present the research background and objectives, as well as explain the significance and relevance of the article.

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

Theoretical Framework

Entrepreneurship is an important pillar in modern economic development because it plays a role in creating jobs, innovation and economic growth. In the context of higher education, students are potential assets who can become young entrepreneurs if they have strong motivation for entrepreneurship. Students' entrepreneurial motivation can be influenced by various internal and external factors. Two of them that are often the focus of research are self-efficacy and perceptions of campus environmental support.

Self-efficacy, according to Bandura (1997), is an individual's belief in his ability to organize and carry out the actions needed to achieve certain results. In the context of entrepreneurship, self-efficacy describes a person's level of confidence in facing risks, making decisions, managing resources, and overcoming obstacles in running a business. Someone with high self-efficacy tends to have the courage and confidence to start a new business even though they face uncertainty. Research by Lestari, Rizkalla, and Purnamaningsih (2022) shows that self-efficacy has a positive effect on students' entrepreneurial intentions. Students who are confident in their abilities are more motivated to create and manage their own businesses. This finding is in line with McClelland's achievement motivation theory which states that individuals who believe in their abilities will be encouraged to achieve success through independent efforts.

Apart from internal factors, external factors such as perceptions of campus environmental support also have a significant role. Perception of campus environmental support refers to the extent to which students feel the campus provides facilities, policies, programs and guidance that support entrepreneurial activities (Makai & Dóry, 2023). A supportive campus environment can create a positive climate that fosters motivation for entrepreneurship. Campuses that provide business laboratories, entrepreneurial incubators, training, and support from lecturers or mentors can help students build self-confidence and strengthen entrepreneurial motivation. Soelaiman, Keni, and Puspitowati (2024) emphasized that institutional support through the Merdeka Belajar-Kampus Merdeka (MBKM) program has a positive influence on students' entrepreneurial intentions because it provides practical experience and business networks.

Based on Bandura's (1986) social cognitive theory, a person's behavior is determined by the dynamic interaction between personal factors (such as self-efficacy) and the environment (such as campus support). In this context, self-efficacy and perceived campus environmental support act as important predictors of students' entrepreneurial motivation. Students who are confident in their abilities and feel real support from the campus environment will have higher motivation to become entrepreneurs than students who do not have these two factors.

The framework of thinking in this research can be explained as follows: self-efficacy (X1) has a positive effect on entrepreneurial motivation (Y) because self-confidence gives rise to internal drive to achieve success through independent efforts. Furthermore, the perception of campus environmental support (X2) also has a positive effect on entrepreneurial motivation (Y) because a supportive campus environment can strengthen students' enthusiasm and readiness for entrepreneurship. Thus, these two factors complement each other in forming students' entrepreneurial motivation. From the theoretical description and results of previous research, the hypothesis in this research is as follows: H1: Self-efficacy has a positive effect on students' entrepreneurial motivation. H2: Perception of campus environmental support has a positive effect on students' entrepreneurial motivation. H3: Self-efficacy and

perceived support from the campus environment simultaneously have a positive effect on students' entrepreneurial motivation.

The literature review should present a summary of previous studies and the relevant theoretical framework that underpins the research. This section should also highlight the research gap that the article seeks to address. If the study proposes hypotheses, they must be clearly formulated based on the literature review and theoretical framework, specifying the relationships between the variables to be tested.

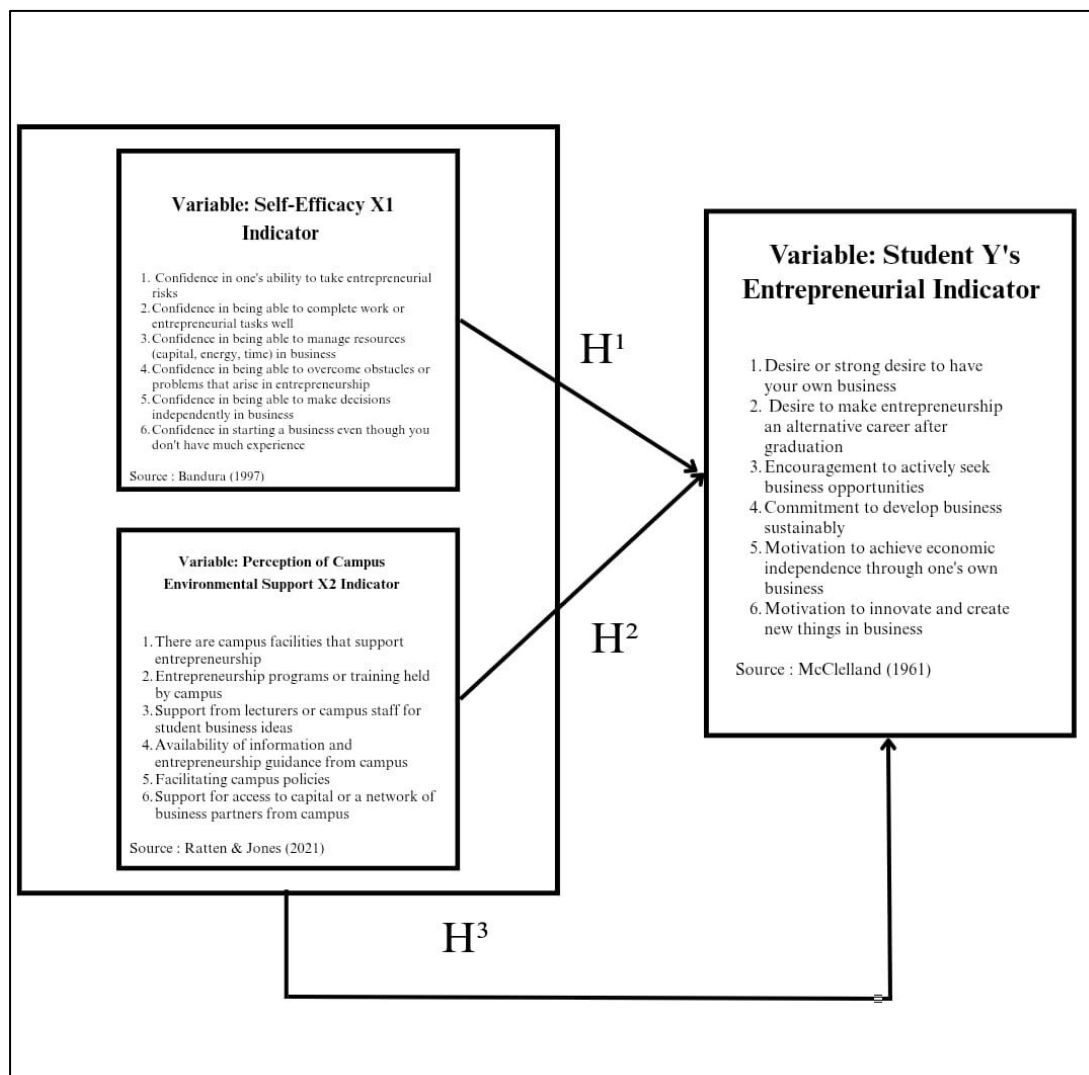


Figure 1. Frame work of thinking

From the theoretical description and results of previous research, the hypothesis in this research is as follows: H1: Self-efficacy has a positive effect on students' entrepreneurial motivation. H2: Perception of campus environmental support has a positive effect on students' entrepreneurial motivation. H3: Self-efficacy and perceived support from the campus environment simultaneously have a positive effect on students' entrepreneurial motivation.

Method

The research instrument was developed based on previous validated studies and tested for both validity and reliability before being distributed. Data were analyzed using descriptive and inferential statistical methods through the Statistical Package for the Social Sciences (SPSS)

The methodology section should then describe the research design, population and sample (if applicable), data collection techniques, instruments employed, and the methods of analysis adopted.

Results

This research results section presents the research findings clearly and systematically. Data analysis was conducted using the SPSS program for Self-Efficacy (X_1) and Perceived Campus Environmental Support (X_2) on Student Entrepreneurial Motivation (Y) in 109 student respondents. The research results include simple regression tests, multiple regression tests, F tests, t tests, and coefficient of determination (R^2) tests.

Table 1. Simple Regression Test of Creativity Variable (X_1) Against Entrepreneurial Interest Variable (Y)

		Coefficients ^a										
		Unstandardized Coefficients			Standardized Coefficients			Correlations			Collinearity Statistics	
Model		B	Std. Error	Beta	t	Sig.	Zero-order	Partial	Part	Tolerance	VIF	
1	(Constant)	9.807	3.834		2.558	.012						
	SELF-EFFICACY	.811	.077	.715	10.585	.000	.715	.715	.715	1.000	1.000	

Source : Output SPSS (2025)

a. Dependent Variable: STUDENT ENTREPRENEURSHIP MOTIVATION

Based on the table above, the constant value is 9,807, while the variable coefficient is 0.811. So, the simple linear regression equation is $Y = 9.807 + 0.811 X_1$.

Self-Efficacy has a positive and significant effect on Entrepreneurial Interest. The higher the Self-Efficacy, the higher the interest in entrepreneurship.

Table 2. Simple Regression Test of Self-Efficacy Variable (X_2) Against Entrepreneurial Interest Variable (Y)

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error				Beta	Zero-order	Partial	Part	Tolerance
1	(Constant)	19.515	2.996		6.514	.000					
	PERCEPTION OF CAMPUS ENVIRONMENT SUPPORT	.628	.061	.707	10.345	.000	.707	.707	.707	1.000	1.000

a. Dependent Variable: STUDENT ENTREPRENEURSHIP MOTIVATION

Source : Output SPSS (2025)

Based on the table above, the constant value is 19.515, while the variable coefficient is 0.682. So, the simple linear regression equation is $Y = 19.515 + 0.682 X_2$.

The perception of campus environmental support has a positive and significant effect on student entrepreneurial motivation (Y). The higher the perception of campus environmental support, the higher the student's entrepreneurial motivation.

Table 3. Multiple Linear Regression Test of X1 and X2 Against Y

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error				Beta	Zero-order	Partial	Part	Tolerance
1	(Constant)	9.292	3.573		2.601	.011					
	SELF-EFFICACY	.481	.107	.424	4.500	.000	.715	.400	.283	.447	2.238
	PERCEPTION OF CAMPUS ENVIRONMENT SUPPORT	.348	.084	.392	4.165	.000	.707	.375	.262	.447	2.238

a. Dependent Variable: STUDENT ENTREPRENEURSHIP MOTIVATION

Source : Output SPSS (2025)

Based on the table above, the constant value is 9.292. Meanwhile, the coefficient for variable X1 is 0.481 and variable X2 is 0.348. So, the simple linear regression equation is $Y = 9.292 + 0.481 X_1 + 0.348 X_2 + e$.

Table 4. Results of Simultaneous F-Test of Creativity (X_1) and Self-Efficacy (X_2) on Interest in Entrepreneurship (Y)

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	REGRESSION	4005.230	2	2002.615	73.256	.000 ^b
	RESIDUAL	2897.761	106	27.337		
	TOTAL	6902.991	108			

a. Dependent Variable: STUDENT ENTREPRENEURSHIP MOTIVATION

b. Predictors: (Constant), PERCEPTION OF CAMPUS ENVIRONMENT SUPPORT, SELF-EFFICACY

Source : Output SPSS (2025)

Based on the table above, the value obtained = 73.256 > 3.08 or (F calculated > F table) so that H0 is rejected, and H1 is accepted. This means that there is a positive and simultaneous influence between Self-Efficacy (X_1) and Perception of Campus Environmental Support (X_2) on Student Entrepreneurial Motivation (Y).

Table 5. Results of the t-test between Creativity (X_1) and Interest in Entrepreneurship (Y)

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	9.807	3.834		2.558	.012
	SELF-EFFICACY	.811	.077	.715	10.585	.000

Dependent Variable: STUDENT ENTREPRENEURSHIP MOTIVATION

Source : Output SPSS (2025)

Based on the table above, the calculated t value > t table (10,585 > 1,659) has a significant value of 0.000 < 0.05. So it can be concluded that H1 is accepted or the Self-Efficacy variable (X_1) partially has a positive and significant effect on Campus Environment Support Motivation (Y).

Table 6. Results of the t-test between Self-Efficacy (X_2) and Interest in Entrepreneurship (Y)

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	19.515	2.996		6.514	.000
	PERCEPTION OF CAMPUS ENVIRONMENT SUPPORT	OF.628	.061	.707	10.345	.000

a. Dependent Variable: STUDENT ENTREPRENEURSHIP MOTIVATION

Source : Output SPSS (2025)

Based on the table above, the calculated t value $>$ t table ($10,345 > 1,659$) has a significant value of $0.000 < 0.05$. So it can be concluded that H1 is accepted or variable Self-Efficacy (X1) partially has a positive and significant effect on Campus Environment Support Motivation (Y).

Table 7. Model Summary (Coefficient of Determination)

Model Summary				
Model	R	R Square	Adjusted Square	RStd. Error of the Estimate
1	.762 ^a	.580	.572	5.22851

a. Predictors: (Constant), x2, x1

Source : Output SPSS (2025)

Based on the table above, the coefficient of determination value is 0.580, so it can be concluded that the variables Self-Efficacy (X1) and Perception of Environmental Support K Campus (X2) has an influential contribution to the Entrepreneurial Motivation variable Students (Y) was 58%. Meanwhile, the remaining 42% was obtained by other factors that were not researched.

Discussion

The results of this study indicate that self-efficacy and perceived campus support have a positive and significant influence on students' entrepreneurial motivation. This finding aligns with the research objective, which was to analyze the combined role of personal and environmental factors in encouraging students to become young entrepreneurs. These results also align with Bandura's (1986) social cognitive theory, which explains that human behavior is influenced by the reciprocal interaction between personal and environmental factors. In this context, students with high self-efficacy will be more confident in their abilities to start and manage a business, while campus support provides external reinforcement that can foster entrepreneurial motivation.

The significant influence of self-efficacy (X₁) on entrepreneurial motivation (Y) reinforces the findings of previous studies, such as those conducted by Indrawati and Haryanto (2020) and Lestari, Rizkalla, and Purnamaningsih (2022), which stated that students with high self-confidence are more willing to take risks and have a strong drive to become entrepreneurs. Scientifically, these findings confirm that psychological factors such as self-efficacy play a crucial role in shaping entrepreneurial motivation. Practically, universities need to develop entrepreneurship learning and training programs that can strengthen student self-confidence, for example through business practices, competitions, mentoring, and hands-on experience-based training.

Furthermore, the research results also show that the perception of campus environmental support (X₂) has a significant influence on students' entrepreneurial motivation. This finding aligns with research by Makai and Dóry (2023), which emphasized that institutional support—such as facilities, policies, and access to business networks—plays a crucial role in shaping entrepreneurial intentions.

Practically, a campus environment that supports entrepreneurial activities, both through the curriculum and non-academic activities, can be a key motivating factor for students to start their own businesses. Scientifically, this confirms the importance of environmental factors in shaping entrepreneurial motivation and intentions.

The simultaneous influence of self-efficacy (X_1) and campus support (X_2) explains 58% of the variation in students' entrepreneurial motivation. This means that these two variables complement and interact to shape entrepreneurial drive. Self-efficacy serves as an internal source of motivation, while campus support provides external reinforcement that helps students realize their motivation. Meanwhile, the remaining 42% is influenced by other factors not examined, such as family background, work experience, economic conditions, or peer influence. These factors can be the focus of further research.

This study contributes to the development of student entrepreneurship literature by integrating psychological and institutional perspectives. Theoretically, the results broaden our understanding of how self-efficacy and campus support interact to shape entrepreneurial motivation. Practically, these results can serve as a reference for universities in designing more effective policies and programs to foster student entrepreneurship. However, this study has limitations, namely, the sample size was only from one university and its cross-sectional design means the results cannot be broadly generalized. Future research is recommended to use a longitudinal design or conduct comparisons across universities for more comprehensive and representative results.

The discussion section should provide an interpretation of the research findings by relating them to the objectives, theoretical framework, and previous studies. It should elaborate on both the scientific and practical implications of the results, highlight the study's contributions, and address its limitations.

Conclusion

Based on the research results, it can be concluded that the main findings of this study indicate a significant relationship between the variables studied, in line with the research objectives. These results make an important contribution to the development of science, particularly in relevant fields of study, by strengthening existing theories and providing new perspectives on the phenomena studied. Practically, the results of this study can also serve as a reference for practitioners in the field to improve the effectiveness of strategies and decision-making based on the empirical findings obtained. However, this study has several limitations, including the limited sample size and the use of instruments that may not fully reflect the actual conditions in the field. Therefore, it is recommended that future research expand the scope of respondents, use more diverse methodological approaches, and consider additional variables that can enrich the research results. Thus, future research is expected to provide a more comprehensive and in-depth understanding of the topic studied.

The conclusion should succinctly summarize the key findings of the study, highlighting its contributions to both the academic field and practical applications.

Authors may also outline the study's limitations and provide recommendations for future research.

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