JAVOK: Jurnal Akademisi Vokasi
ISSN: 2986-1578
Juni, 2025
vol.4 no.1

Motivation And Capacity in Entrepreneurship: Are They Enough? (An Insight from Entrepreneur-Self-Test for Student at Politeknik eLBajo Commodus)

Marius Yosef Seran[1*], Andy Iwan Iswanto[2], Fitri Ciptosari[3], Gregorius A. Berybe[4]

[1]Diploma III Ekowisata, Politeknik eLBajo Commodus, Labuan Bajo, Indonesia, rioseran19@gmail.com
[2]Sarjana Terapan Manajemen Pemasaran Internasional, Politeknik eLBajo Commodus, Labuan Bajo, Indonesia, andyiwan2012@gmail.com
[3]Sarjana Terapan Manajemen Pemasaran Internasional, Politeknik eLBajo Commodus, Labuan Bajo, Indonesia, fitri.ciptosari@poltek.ac.id
[4] Sarjana Terapan Pengelolaan Perhotelan, Politeknik eLBajo Commodus, Labuan Bajo, Indonesia, gregberybe@gmail.com

Abstrak

Penelitian ini mengeksplorasi hubungan antara motivasi dan kapasitas, dari hasil tes kewirausahaan, sebagai prediktor potensi kewirausahaan di kalangan mahasiswa vokasi Politeknik eLBajo Commodus. Seiring meningkatnya penekanan pada pendidikan kewirausahaan di Indonesia, penelitian ini menyelidiki apakah motivasi sebagai dorongan internal dan kapasitas sebagai faktor pendukung sudah cukup untuk membentuk kesiapan berwirausaha. Dengan menggunakan desain penelitian kuantitatif eksplanatori, data dikumpulkan melalui Entrepreneur-Self-Test yang terdiri dari 27 indikator, dan dianalisis menggunakan JASP untuk statistik deskriptif, uji reliabilitas, korelasi, dan analisis regresi. Hasil penelitian menunjukkan bahwa meskipun baik motivasi maupun kapasitas berpengaruh signifikan terhadap potensi kewirausahaan, kapasitas memiliki daya prediksi yang lebih kuat. Studi ini menyimpulkan bahwa motivasi dan kapasitas merupakan faktor yang diperlukan namun belum sepenuhnya cukup untuk memprediksi potensi kewirausahaan. Oleh karena itu, pendidikan kewirausahaan perlu mengintegrasikan keterampilan kontekstual dan pembelajaran berbasis pengalaman untuk menjembatani pola pikir dan eksekusi. Temuan ini berkontribusi pada penyempurnaan kelas dan kurikulum kewirausahaan yang berkelanjutan, dengan mendorong inklusi yang lebih luas terhadap faktor lingkungan dan struktural dalam strategi pengembangan mahasiswa.

kata kunci: motivasi, kapasitas, pendidikan kewirausahaan, mahasiswa vokasi, Politeknik eLBajo Commodus.

Abstract

This study explores the relationship between motivation and capacity, based on entrepreneurial self-test, as predictors of entrepreneurial potential among vocational students at Politeknik eLBajo Commodus. With the growing emphasis on entrepreneurship education in Indonesia, this research investigates whether motivation as an internal drive and capacity as a enabling factors are sufficient to foster entrepreneurial readiness. Using a quantitative explanatory design, data were collected through an Entrepreneur-Self-Test consisting of 27 indicators, and analyzed using JASP for descriptive statistics, reliability, correlation, and regression analysis. The findings reveal that while both motivation and capacity significantly influence entrepreneurial potential, capacity exhibits a stronger predictive power. The study concludes that motivation and capacity are necessary but not entirely sufficient for predicting entrepreneurial potential. Therefore, entrepreneurship education must integrate contextual skills and experiential learning to bridge mindset and execution. These insights contribute to the ongoing refinement of entrepreneurship class and curriculum, for broader inclusion of environmental and structural factors in student development strategies.

 diterima: 21 bulan Juni direvisi: 24 bulan Juni diterbitkan: 30 bulan Juni

Keywords: motivation, capacity, entrepreneurship education, vocational student, Politeknik eLBajo Commodus.

INTRODUCTION

Interest and engagement among students in Entrepreneurship Education (EE) programs have shown consistent growth in recent years. For example, In the United States, the number of undergraduate students graduating with a focus on entrepreneurship has increased over the past five decades. Concurrently, the number of entrepreneurship-related courses has expanded twentyfold. Since 2009, records indicate that 19 high schools in the U.S had already adopted EE frameworks, with five schools implementing specialized entrepreneurship curricula. By 2015, these numbers had grown respectively up to 42 and 18 schools.

Entrepreneurship education is a relatively recent addition to the field of business education at higher education institutions. Historically, the earliest seminars addressing small business management and entrepreneurship were introduced at American universities in the late 1940s and early 1950s. One of the pioneering efforts came from Myles Mace, who developed a course titled “The Management of New Enterprises” at Harvard Business School in 1946-1947 (Schoeben, 2002). Subsequently, Peter Drucker designed a similar course at New York University in the early 1950s. Later on, by the early 1970s, the University of Southern California had introduced a dedicated course with a primary focus on entrepreneurship, followed by Babson College, which later integrated entrepreneurship as a central theme across all its academic offerings.

In contemporary settings, EE has evolved beyond traditional classrooms and is now also delivered through innovative online learning platforms. The rising number of individuals aspiring to become entrepreneurs presents new challenges for EE programs, it is critical for these programs to be built upon conceptual frameworks that are both generalizable and effective in application. In Indonesia, according to latest data of Entrepreneurship Database by World Bank, there is a growth number of business formation between 2006 and 2016.

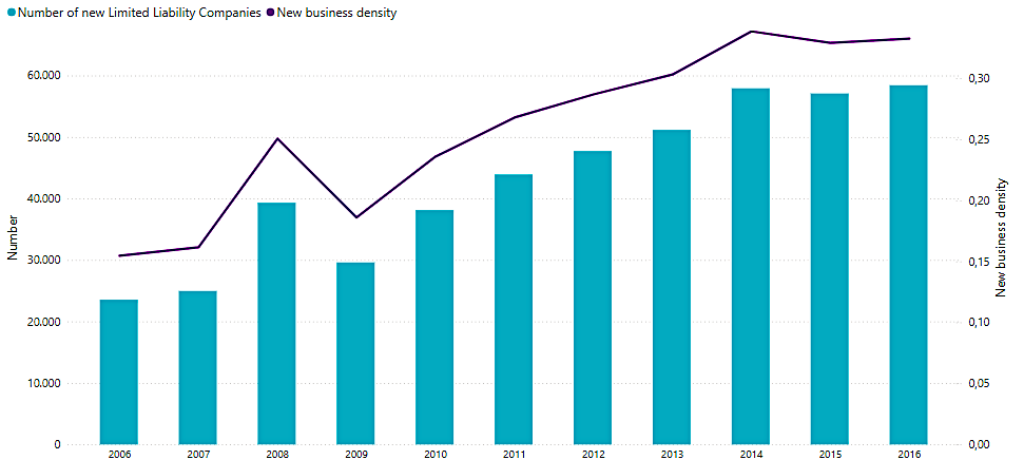

Figure 1. Indonesian Trends in New Business Formation (2006-2016)
Source: https://www.worldbank.org/en/programs/entrepreneurship, 2025

Over this ten-year period, there is a clear upward trajectory in business formation, with the number of new Limited Liability Companies (LLC) increasing from approximately 25.000 in 2006 to around 60.000 in 2016. This trend suggests a significant expansion in entrepreneurial activity.

Align with this data trends above, at Politeknik eLBajo Commodus, a vocational university located in Labuan Bajo, entrepreneurship class is considered as one of university signature course, started in 2021 and integrated into each curriculum (curriculum 2021 and curriculum 2023) of 8 study programs. The primary objective of this course is to develop student mindset, not only as a job-seeker, but also job-creator. Implementation of the course is tailored within each study program's vision, missions and areas of specialization.

Table 1. Implementation of Entrepreneur Education at Politeknik eLBajo Commodus

Name of Study Program	Name of Entrepreneur Class	University Credit Unit		Semester Given
		Theory	Practice	
DIV Pengelolaan Perhotelan	Tourismpreneurship	1 sks	2 sks	1
DIV Akuntansi Perpajakan	Kewirausahaan	1 sks	1 sks	5
DIV Manajemen Pemasaran Internasional	Entrepreneurship	2 sks	2 sks	4
DIV Bahasa Inggris untuk Komunikasi dan Profesional	Entrepreneurship	-	2 sks	4
DIV SDM Sektor Publik	Bisnis Digital	-	2 sks	2
DIII Teknologi Informasi	Kewirausahaan	2 sks	-	2
DIII Ekowisata	Perencanaan Bisnis Pariwisata	2 sks	2 sks	4
DIII Perhotelan	Tourismpreneurship	1 sks	2 sks	3

Source: Data Processing, 2025

Although many students possess entrepreneurial motivation or capacity, supported by entrepreneurship class, but not all of them are not able to translate these into entrepreneurial action. This raises the question of whether motivation and capacity are adequate predictors? To what extent does motivation and capacity influence entrepreneurial potential? Are motivation and capacity together sufficient to predict the potential skill of entrepreneurship of student?.

Given this context, this research seeks to assess two key variables which is motivation and capacity, as significant factors influencing entrepreneurial outcomes. In order words, this research objective is to analyze and examine the influence of motivation and capacity on entrepreneurial potential, and also determine whether and how strongly motivation and capacity predict the entrepreneurial potential. In addition, by examining these two specific factors and evaluating whether these two are sufficient predictors on entrepreneurial potential, it can also raise broader discussion about the need of other additional external variables to be considered into entrepreneurship skill development.

LITERATURE REVIEW

Motivation

Motivation has long been recognized as one of the most influential and widely used areas of study in order to understand human actions and behavior. According to Graham and Weiner (Graham & Weiner, 2011), motivation can be understood as the study of why people think and act the way they do. Meanwhile, Dörnyei and Ottó (Waninge et al., 2014) describe motivation as a dynamic and evolving internal drive that initiates, guides, coordinates, sustains, and concludes cognitive and physical activities based on a person's expectations and desires. These desires shape their choices, priorities, actions, and goals. Setiadi offers another perspective, defining motivation as the willingness to exert a high level of effort toward achieving specific goals, which is influenced by the belief that such efforts will fulfill individual needs. Research on motivation often stems from fundamental questions such as: what drives a person to strive toward achieving something? Are their efforts fueled by intrinsic factors, or do external influences play a greater role? How do intrinsic and extrinsic elements interact to shape one's motivation? These core questions form the basis of motivation studies and have given rise to numerous theories aimed at explaining how and why people are motivated.

Various theories of motivation can generally be categorized into three main perspectives: needs-based, extrinsic factors and intrinsic factors (Shanks & Dore, 2007). For example, needs-based motivation theories such a Maslow's Hierarchy of Needs (Poston, 2009), Alderfer's ERG theory, Herzberg's Two-Factor theory, and McClelland's Theory of Needs. Theories focused on external or environmental influences are represented by scholars, such as B.F. Skinner, who introduced Reinforcement Theory (Gordan & Krishanan, 2014). Meanwhile, intrinsic motivation theories are associated with scholars like John Stacey Adams, who proposed the Equity Theory; Victor Vroom, known for the Expectancy Theory; and Edwin Locke, who developed the Goal-Setting Theory (Fishbach & Woolley, 2022).

Capacity

While motivation refers to the internal drive or intention to engage in entrepreneurial activity, then capacity encompasses the knowledge, skills, and external support, that enable individuals to act on their own intentions. Some recent studies, specifically emphasize about absorptive capacity that refers to an individual or organizational ability to recognize, assimilate and exploit external knowledge. This linked to any output or innovation outcomes.

The connection between capacity, especially absorptive capacity, to entrepreneurial outcomes can be found in some research, for example, Pinho (2024) states absorptive capacity, alongside with motivation, feeds entrepreneurial orientation, or from Hashem (2024) concluded that manufacturing firms move effectively when high absorptive capacity pairs with innovation and capability. A survey in 122 Korean tech-oriented SMEs also shown that technology absorptive capacity grows firms digital entrepreneurial orientation, lead to digital innovation, and lift both financial and technological performance

(Jang & Lee, 2025). This positive impact by absorptive capacity also found in Northeast Chinese startups (Yang & Entebang, 2025).

Furthermore, absorptive capacity not only found in small study cases, but also in large scale survey data, where it triggers knowledge intensive for creation and performance (Kastelli et al., 2024). This means that across diverse contexts, such a digital transformation, industry upgrades, SMEs, public enterprises, capacity repeatedly emerges as the mechanism that converts motivation into tangible results.

Entrepreneurship

Entrepreneurship theories play an advance and crucial role into our understanding of entrepreneurial development. These theories are rooted in disciplines such as economics, psychology, sociology, anthropology, and management. From an economic standpoint, classical and neoclassical economic theories form the basis of entrepreneurship analysis. Classical economics views the entrepreneur as an active player in the production and distribution of goods within a competitive marketplace, utilizing land, capital, and labor as the three main production factors. Neoclassical economic theory, on the other hand, frames entrepreneurship within a closed and rational economic system, emphasizing optimal resource allocation through pure exchange between market participants. Additionally, Joseph Schumpeter (1947; 2021) introduced the concept of the entrepreneur as a catalyst for innovation and economic evolution, highlighting the role of entrepreneurs in disrupting markets by creating new products and services that stimulate economic activity.

The psychological perspective on entrepreneurship emphasizes individual traits and personal characteristics. According to Coon's trait theory, certain innate qualities and personal potentials can influence a person's tendency to become an entrepreneur (Ezennia & Mutambara, 2022). Entrepreneurs are often described as opportunity-driven individuals who are highly creative and innovative, possess strong business knowledge and management skills, demonstrate optimism, emotional resilience, perseverance, and hard work. They also show strong commitment, competitiveness, a desire for personal growth, transformational qualities, a lifelong learning mindset, and a tendency to view failure as a learning opportunity. They are typically visionary and act with integrity, believing strongly in their ability to create meaningful change.

The sociological theory of entrepreneurship focuses on the social context surrounding entrepreneurial opportunities. Reynolds identifies four key social factors that influence entrepreneurship (Reynolds, 2007). First is social networking, where entrepreneurs seek to build trust-based networks rather than relying on opportunistic relationships. Second is the life stage of an individual, where one's social experiences influence their decision to become an entrepreneur. Third is ethnic identity, suggesting that individuals from marginalized or minority groups may be motivated to pursue entrepreneurship as a way to improve their social and economic status. Fourth is population ecology, where external environmental factors such as political systems, regulations,

consumer behavior, employee availability, and competitive pressures significantly affect entrepreneurial success.
From an anthropological viewpoint, entrepreneurship is seen through the lens of cultural background and social traditions. This theory proposes that entrepreneurial behavior is shaped by cultural influences. The cultural model of entrepreneurship emphasizes how cultural heritage and ethnic origin affect attitudes and behaviors. A person's cultural environment reflects broader social, economic, ecological, and political traits, which, in turn, shape their entrepreneurial mindset and approach.

METHOD

This study employs a quantitative research design using explanatory and correlational approach. The aim is to examine whether motivation and capacity significantly influence entrepreneurial potential. This research design involves statistical techniques to test relationships, reliability, and predictive power between variables and indicators. The population in this study are students of Politeknik eLBajo Commodus, 3rd and 4th semester, academic year of 2024/2025, and the sample technique use purposive sampling based on the exposure of entrepreneurship class.

Variables and indicators taken from Entrepreneur-Self-Test, as it explained in Table 2, below:

Table 2. Variables and Indicators of Entrepreneur-Self-Test

Variable	Type	Item	Indicators
Motivation	Independent	X1	Perceive Opportunities - I am constantly seeing business opportunities or ideas that have potential commercial value.
		X2	Growth Oriented - I like growing or building business, or taking ideas and make something of them.
		X3	Creative - I am creative and I am regularly coming up with new ideas on how to do things better or more efficiently.
		X4	Innovative - I am innovative and I am able to find solutions to challenges and problems.
		X5	Resourceful - I am resourceful and I am able to find solutions to challenges and problems.
		X6	Dynamic - I am a dynamic person providing vision, hope and energy to those I am working and partnering with.
		X7	Hard Working - I am a hard-working person and I do what it takes to succeed.
		X8	Flexible - I am flexible and I am able to adapt to changes and surprises quickly and successfully.
		X9	Risk Tolerant - I am risk tolerant and I am able to successfully manage risk associated with creating and growing a business.
		X10	Open to Learning - I thrive on learning and I am constantly seeking out new information that can help me with my business.
		X11	Competitive - I am motivated by success and driven to do well.
		X12	Collaborative - I believe in working with others who can help me make my dream a reality.

Capacity	Independent	Y1	Ability to assess market opportunities.
		Y2	Ability to develop products or services.
		Y3	Ability to provide products or services.
		Y4	Marketing and communications capacity.
		Y5	Fiscal management.
		Y6	Ability to acquire financial capital.
		Y7	Personnel or team development and management.
		Y8	Ability to develop and sustain partnerships.
		Y9	Quality control.
		Y10	I am comfortable seeking out information from others.
		Y11	I regularly network with others to gain information for my business.
		Y12	I have an extensive resource network that I am constantly building.
		Y13	I am comfortable with partnerships.
		Y14	I have two or more partnerships associated with my business.
		Y15	I have learned how to deal with the challenges of partnering with others.
Entrepreneur Self Potential	Dependent	Z1	Low self-entrepreneur potential
		Z2	Some self-entrepreneur potential
		Z3	Moderate self-entrepreneur potential
		Z4	High self-entrepreneur potential

Source: Data Processing, 2025

The dataset consists of 27 indicators, each was measured using a Likert Scale, score from 1 to 10, where 1 indicates little or no agreement with the statement, and 10 indicates strong agreement. Each variable categorized, measured, and grouped into scores, with these following attributes: a). Motivation (categorical: low motivation from 0 to 25 score, some motivation from 26 to 50 score, moderate motivation from 52 to 75 score, high motivation from 76 plus score), b). Capacity (categorical: low capacity from 0 to 25 score, some capacity from 26 to 50 score, moderate capacity from 52 to 75 score, high capacity from 76 plus score), c). Entrepreneur Self Potential (categorical: low capacity from 0 to 25 score, some capacity from 26 to 50 score, moderate capacity from 52 to 75 score, high capacity from 76 plus score).

The data analysis was conducted using JASP (Jeffreys's Amazing Statistics Program) an open-source statistics program develops by University of Amsterdam (Love et al., 2019). A descriptive analysis, reliability testing (Cronbach's Alpha), correlation analysis (Pearson Correlation), regression analysis, and classification analysis were used as it steps and techniques.

To be added, the primary limitation of this research method that it uses limited data only from students of Politeknik eLBajo Commodus. While it enables methodological experimentation and can be considered as Classroom Action Class (Pahleviannur et al., 2022), it does not reflect real-world variability and causality. Therefore, conclusions drawn from this analysis are exploratory and should be validated using actual field data in future research.

RESULT AND DISCUSSION

Result Analysis

Based on regression analysis result, majority of respondents scored between 50 and 120 indicate a relatively high motivation. Peak score for motivation is around 100 and 110. This motivation distribution indicates relatively high motivation shown by scores between 90 and 120. Some participants have low scores bellow 70, creating a longer left tail, which may slightly affect normality.

Furthermore, for capacity score distribution, it ranges from 60 to 155. Capacity peak score around 110 and 120. Compared to motivation, the capacity curve is more symmetric, indicates a close to a normal distribution. In other words, motivation scores are bit more clustered at the high end, while capacity scores are evenly distributed, suggesting variability in real world entrepreneurial readiness.

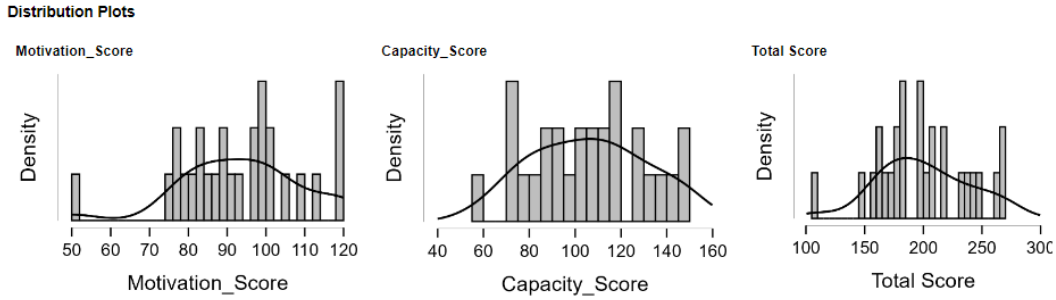

Figure 2. Distribution of Regression Analysis Score
Source: Data Processing, 2025

Data visualization by boxplots in Figure 3 below, also showing that most respondents are clustered in the moderate to high motivation range. The presence of outliers also indicates a few participants with unusually low motivation scores. The distribution itself is slightly negatively skewed shown by more scores on the higher end. On the other hand, capacity is more evenly distributed. The spread is also wider that for motivation which indicates and reflects more variability in participant perceived or real entrepreneurial capacity.

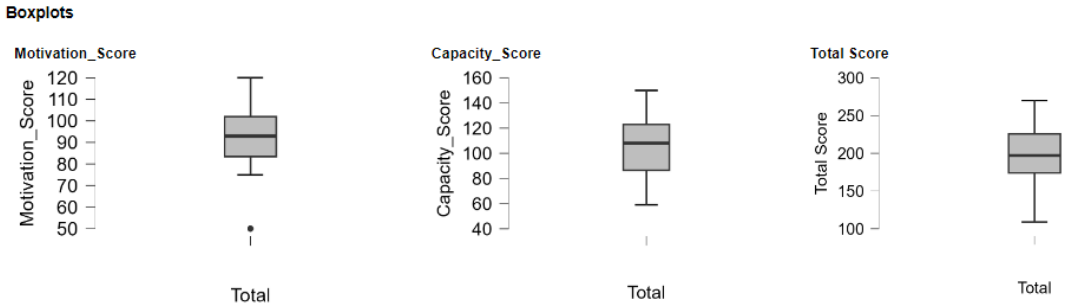

Figure 3. Distribution of Data Set
Source: Data Processing, 2025

To be added, total score that combines both motivation and capacity, so naturally spans a wider range. This distribution suggests a balanced profile across most respondents. Even most participants scored well in motivation and capacity, there is also a few low-scoring outliers exist in both variables, notably in motivation.

These found need a specific investigation taken from figure 4, whether it's a legitimate variation that some individuals truly have low motivation or capacity, bias or error because respondent misunderstanding, or special subgroup that might represent a low readiness population.

Descriptive Statistics

	X1	X2	X3	X4	X5	X6	X7	X8	X9	X10	X11	X12	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Y15
Valid	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27
Median	8.000	8.000	8.000	8.000	7.000	8.000	9.000	9.000	8.000	8.000	9.000	9.000	8.000	7.000	8.000	8.000	7.000	7.000	8.000	7.000	8.000	8.000	8.000	7.000	7.000	6.000	7.000
Mean	7.778	7.667	7.370	7.333	7.222	8.037	8.481	8.259	7.333	7.778	8.222	8.222	7.370	7.000	7.000	7.778	6.630	6.778	7.111	7.148	7.444	7.630	6.926	6.889	7.074	6.333	7.037
Std. Deviation	1.695	1.840	1.984	2.112	2.044	1.786	1.649	1.457	2.148	1.948	2.063	1.847	1.944	2.019	2.236	1.928	2.372	2.342	2.467	2.349	2.259	2.306	2.286	2.082	2.165	2.370	2.210
Range	5.000	5.000	9.000	9.000	9.000	6.000	6.000	6.000	9.000	7.000	8.000	6.000	7.000	7.000	9.000	9.000	8.000	9.000	9.000	8.000	8.000	8.000	9.000	8.000	8.000	9.000	6.000
Minimum	5.000	5.000	1.000	1.000	1.000	4.000	4.000	4.000	1.000	3.000	2.000	4.000	3.000	3.000	1.000	1.000	2.000	1.000	1.000	2.000	2.000	2.000	1.000	2.000	2.000	1.000	4.000
Maximum	10.000	10.000	10.000	10.000	10.000	10.000	10.000	10.000	10.000	10.000	10.000	10.000	10.000	10.000	10.000	10.000	10.000	10.000	10.000	10.000	10.000	10.000	10.000	10.000	10.000	10.000	10.000

Figure 4. Descriptive Statistics of Motivation and Capacity
Source: Data Processing, 2025

Person Heatmap shows the overall pattern which shown by Figure 5 give a rich insight into the relations among variables. For high motivation indicators, with r >0.75, shown by indicators creative (X3) and innovative (X4), innovative (X4) and resourceful (X5), resourceful (X5) and creative (X3), risk tolerant (X9) and innovative (X4), and open to learning (X10) and competitive (X11). For motivation moderate correlations with r= 0.50-0.75 shown by indicators flexible (X8) that correlates well with opportunities (X1), growth oriented (X2), dynamic (X6), and hard working (X7) indicating that adaptability support vision, energy and hard work, dynamic (X6) and opportunities (X1), and hard working (X7) and flexible (X8). For low or weak motivation correlations with r<0.3 shown by indicators creative (X3) and perceive opportunities (X) and risk tolerant (X9).

For high-capacity indicators, with r>0.75, shown by indicators partnership development (Y8) and team development (Y7), quality control (Y9), comfortable with partnerships (Y13), seeking information (Y10) and networking (Y11), product development (Y2) and capital access (Y6), and resource networking (Y12) and comfortable with partnerships (Y13). Capacity moderate correlations with r=0.5-0.75, shown by market assessment (Y1) and fiscal management (Y5) that reflects more operational skills. Also shown by capital (Y6), product (Y2) and team development (Y7) that indicates financial literacy supports wider entrepreneurial infrastructure. For weak or low-capacity correlations with r<0.3 shown by marketing (Y4) and assess market (Y1), develop product or services (Y2), comfortable with partnerships (Y13), and having a partnership (Y14).

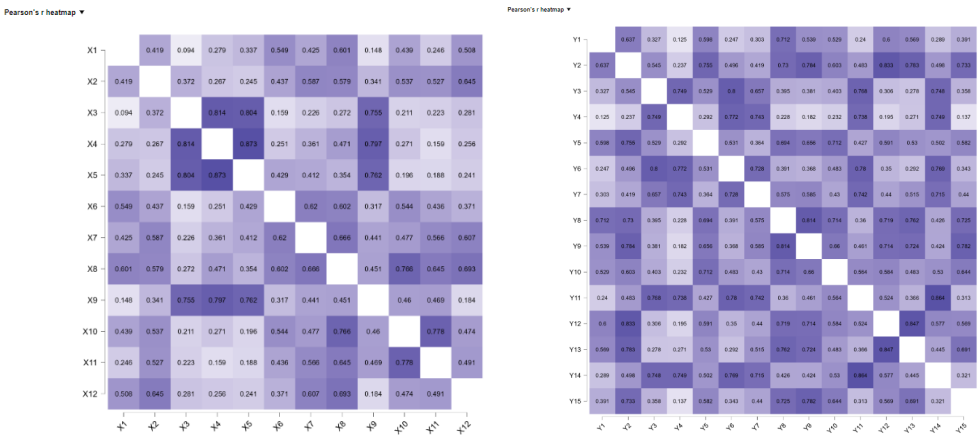

Figure 5. Pearson's r correlation matrix of Motivation and Capacity
Source: Data Processing, 2025

Interpretation and Discussion

Multiple linear regression revealed that both motivation and capacity significantly predict entrepreneurial self-potential. Capacity had a slightly stronger beta coefficient, implying that it plays a more critical role than motivation alone. This finding supports the assertion that motivation alone is insufficient. Even a highly motivated student may not initiate entrepreneurial action without proper skills, financial knowledge, and market access. This finding too reinforces Hashem (2024) and Yang & Entebang (2025) that capacity enables execution, while motivation drives intention.

Motivation indicators, such a creative, innovative and resourceful traits, are interlinked to each other. This indicates that students who are creative tend to innovate and resourcefulness, forming a high entrepreneurial energy. For flexibility, dynamism and hard work tend to co-occur indicates shared need for persistence in a changing environment. Specific attention needs to be put on motivation weak correlations, that indicates that some creative students may not yet see business opportunities clearly or lack in risk tolerance. In other word, creativity alone doesn't ensure readiness. Without deep understanding in student context and support, the creativity will stay as an abstract concept, instead of practical execution.

Figure 6. Project Based Learning of Entrepreneurship Class in collaboration with Local Government of Manggarai Barat and Industry (Kado Bajo)
Source: Instagram elbajocommodus

High-capacity indicators can be clustered into three skills which is collaboration and partnership reflects relational skills, knowledge management reflects strong learning and information exchange, and product market fit and funding that also functionally related. This high capacity when it compares to moderate capacity indicators shows that functional capacity is critical in order to translating ideas into scalable business plans that are often less developed in early stage of student entrepreneurship class. The gap from weak correlation capacity suggests a need for more emphasis on the branding, promotion and digital presence in the academic curriculum of each study programs. Curriculum design not only to foster inspiration, but also build real world entrepreneurial tools.

To be putted in simpler conclusion, students who are creative and innovative tend to also be risk-tolerant and hardworking. However, seeing opportunities and managing risk do not always co-occur, indicating gaps between mindset and action. On the other hands, students' capacities are cluster around collaboration, learning, and finance. There is a less strong correlation in marketing and real-world partnerships suggests gaps in applied business engagement.

The presence of outliers that indicates students with high motivation but low capacity raises concerns about false readiness. These types of students may enter entrepreneurship with enthusiasm, but lack in execution strategy and risking-failure durability (stress-strength). Academic process of 3 year (diploma program) or 4 year (under-graduate program) needs to be ready for specific intervention through targeted coaching or mentorship, peer learning or tier assignment, and incubation or related business lab support. Identifying and supporting outlier students, with a broader framework, such a family background (Subic et al., 2019), social and cultural tradition, basic and digital literacy, access to capital (Oluwafunmilayo et al., 2017; Marques et al., 2018; Nguyen, 2018; Lee et al., 2021), even the level of greediness (Akhtar et al., 2013; Haynes et al., 2018; Tacke et al., 2023), as an individual's form and tendency, are also become part of inclusive success.

Furthermore, the correlation analysis showed a strong positive correlation between motivation and capacity. This finding indicates that students who are more motivated tend to also rate themselves higher in entrepreneurial capacity. Both motivation and capacity were positively correlated with entrepreneurial potential. This suggests that these factors are not only interrelated but also predictive of perceived entrepreneurial readiness. This found also aligns with Pinho (2024) and Jang & Lee (2025), where capacity, especially absorptive capacity, becomes a channel distribution in order to transform motivation into tangible action. In the educational context, this means students' internal desire (motivation) must be matched with enabling factors (capacity) to activate entrepreneurial behavior.

CONCLUSION

Entrepreneurship plays a pivotal role in driving economic development, innovation and job creation. In the fact of the growing number of youth unemployment and the need for sustain livelihood, understanding what drives individuals to become entrepreneurs is increasingly important. Both variables significantly related and influence entrepreneurial potential among vocational students. However, capacity demonstrates a stronger predictive power, indicating that internal enthusiasm must be supported by tangible skills and systemic support to foster actual entrepreneurial outcomes. Strengthen basic skill of logical and practical skills through simulations and real project integration are needed to bridging motivation, capacity and entrepreneur readiness.

The presence of low-scoring outliers bolds the need for personalized guidance and targeted intervention to ensure inclusivity and effectiveness. Future research, as a part of entrepreneur class and curriculum evaluation for improvement, should explore additional variables such as mentorship access, family background and support systems, digital exposure, personal desires and tendency, or external policy frameworks. By doing this, a more comprehensive model of entrepreneurship class can be provided among students.

ACKNOWLEDGEMENT

Thank you and appreciation given to Mr. Damar Danu Radhitya, General Manager of Kado Bajo, Dinas Perindustrian dan Perdagangan Kabupaten Manggarai Barat, management team of Sentra IKM Tenun Molas Poco Lembor and Sentra IKM Olahan Ikan ITABAJO, for providing sharing session and opportunity for students of International Marketing Management Study Program, semester IV of 2024/2025 to present their entrepreneur projects as an output of Entrepreneurship course.

DAFTAR PUSTAKA

Sumber Buku / Jurnal Berkala

Akhtar, R., Ahmetoglu, G., & Chamorro-Premuzic, T. (2013). Greed is good? Assessing the relationship between entrepreneurship and subclinical psychopathy. *Personality and Individual Differences*, *54*(3), 420–425. https://doi.org/10.1016/j.paid.2012.10.013

Ezennia, J. C., & Mutambara, E. (2022). Entrepreneurial success and sustainability: towards a conceptual framework. *Academy of Entrepreneurship Journal*, *28*, 1–16.

Fishbach, A., & Woolley, K. (2022). The structure of intrinsic motivation. *Annual Review of Organizational Psychology and Organizational Behavior*, *9*(1), 339–363.

Gordan, M., & Krishanan, I. A. (2014). A review of BF Skinner's 'Reinforcement Theory of Motivation.' *International Journal of Research in Education Methodology*, *5*(3), 680–688.

Graham, S., & Weiner, B. (2011). Motivation: Past, present, and future. In *APA educational psychology handbook, Vol 1: Theories, constructs, and critical issues.* (Vol. 1, pp. 367–397). https://doi.org/10.1037/13273-013

Hashem, G. (2024). Adopting Industry 4.0 through absorptive capacity and innovation ambidexterity with the moderation of learning capability. *Business Process Management Journal*, *30*(6), 1995–2024. https://doi.org/10.1108/BPMJ-12-2023-0939

Haynes, K. T., Hitt, M. A., & Campbell, J. T. (2018). The Dark Side of Leadership: Toward a Mid-range Theory of Hubris and Greed in Entrepreneurial Contexts. *Journal of Fish Biology*, *1*(51), 731–737.

Jang, S. H., & Lee, C. W. (2025). *Digital Entrepreneurial Orientation , Technology Absorptive Capacity , and Digital Innovation on Business Performance*. 1–20.

Kastelli, I., Siokas, G., & Tsakanikas, A. (2024). *Entrepreneurial Absorptive Capacity As Enabler of Knowledge Intensive Entrepreneurship : An Empirical*

Investigation.

Lee, Y., Cortes, A. F., & Joo, M. (2021). Entrepreneurship education and founding passion: the moderating role of entrepreneurial family background. *Frontiers in Psychology*, *12*, 743672.

Love, J., Selker, R., Jamil, T., Dropmann, D., Ly, A., Gronau, Q. F., Šmíra, M., Epskamp, S., Wild, A., Knight, P., & Morey, R. D. (2019). *JASP : Graphical Statistical Software for Common Statistical Designs*. *88*(2). https://doi.org/10.18637/jss.v088.i02

Marques, C. S. E., Santos, G., Galvão, A., Mascarenhas, C., & Justino, E. (2018). Entrepreneurship education, gender and family background as antecedents on the entrepreneurial orientation of university students. *International Journal of Innovation Science*, *10*(1), 58–70.

Nguyen, C. (2018). Demographic factors, family background and prior self-employment on entrepreneurial intention-Vietnamese business students are different: why? *Journal of Global Entrepreneurship Research*, *8*(1), 1–17.

Oluwafunmilayo, A. M., Olokundun, M. A., Moses, C. L., & Grace, A. C. (2017). The role of prior family business background on entrepreneurial intentions. *Covenant Journal of Entrepreneurship*.

Pahleviannur, M. R., Mudrikah, S., Mulyono, H., Bano, V. O., Rizqi, M., Syahrul, M., Latif, N., Prihastari, E. B., & Aini, K. (2022). *Penelitian tindakan kelas*. Pradina Pustaka.

Pinho, P. H. S., Sousa-Filho, J. M. de, Lessa, B. de S., & Costa, J. S. (2024). Absorptive capacity, entrepreneurial orientation and organizational performance in state-owned companies. *International Journal of Public Sector Management*, *37*(5), 672–691. https://doi.org/10.1108/IJPSM-12-2023-0372

Poston, B. (2009). Maslow's hierarchy of needs. *The Surgical Technologist*, *41*(8), 347–353.

Reynolds, P. D. (2007). *Entrepreneurship in the United States: The future is now* (Vol. 15). Springer Science & Business Media.

Schoeben, R. (2002). *The Management of New Enterprises* (Vol. 24, Issue 120).

Schumpeter, J. A. (1947). The Creative Response in Economic History. *The Journal of Economic History*, *7*(2), 149–159. https://doi.org/10.1017/S0022050700054279

Schumpeter, J. A., & Swedberg, R. (2021). *The theory of economic development* (1st Editio). Routledge. https://doi.org/https://doi.org/10.4324/9781003146766

Shanks, N. H., & Dore, A. (2007). Management and motivation. *Introduction to Healthcare Management*, 312–320.

Subic, R., Nacinovic Braje, I., & Zagi, K. (2019). Family Background and Financial Literacy As a Prerequisite for Entrepreneurial Intention of University Students. *Proceedings of Feb Zagreb 10Th International Odyssey Conference on Economics and Business*, *1*(1), 678–689.

Tacke, F., Knockaert, M., Patzelt, H., & Breugst, N. (2023). When Do Greedy Entrepreneurs Exhibit Unethical Pro-Organizational Behavior? The Role of New Venture Team Trust. *Journal of Management*, *49*(3), 974–1004. https://doi.org/10.1177/01492063211067517

Waninge, F., Dörnyei, Z., & De Bot, K. (2014). Motivational Dynamics in Language Learning: Change, Stability, and Context. *The Modern Language Journal*, *98*(3), 704–723. https://doi.org/10.1111/j.1540-4781.2014.12118.x

Yang, X., & Entebang, H. (2025). The role of absorptive capacity and innovation climate in entrepreneurial leadership's influence on innovation performance in Northeast China startups. *Journal of Management Development*, *44*(2), 242–262. https://doi.org/10.1108/JMD-04-2024-0146

Sumber Internet

https://www.worldbank.org/en/programs/entrepreneurship
https://www.instagram.com/reel/DCFn5EoJrId/?utm_source=ig_web_copy_link&igsh=MzRlODBiNWFlZA==