

**STUDENTS' MOTIVATION IN CHOOSING ENTREPRENEURSHIP  
AS AN OPTIONAL COURSE**

**THESIS**

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**THESIS**

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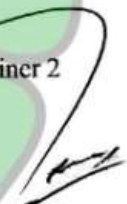
  
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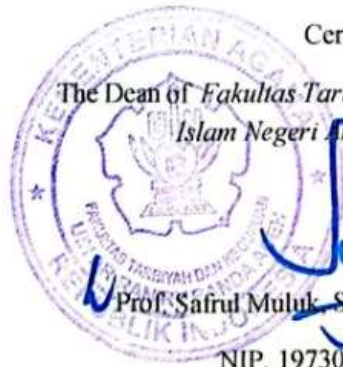
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

First of all, the writer would like to express the deepest gratitude to Allah SWT, the Almighty, for His mercy, blessings, and guidance so that the writer is able to complete this thesis entitled **“Students’ Motivation in Choosing Entrepreneurship as an Optional Course.”** Peace and salutations are always delivered to the Prophet Muhammad SAW, his family, companions, and followers who have brought enlightenment to human life.

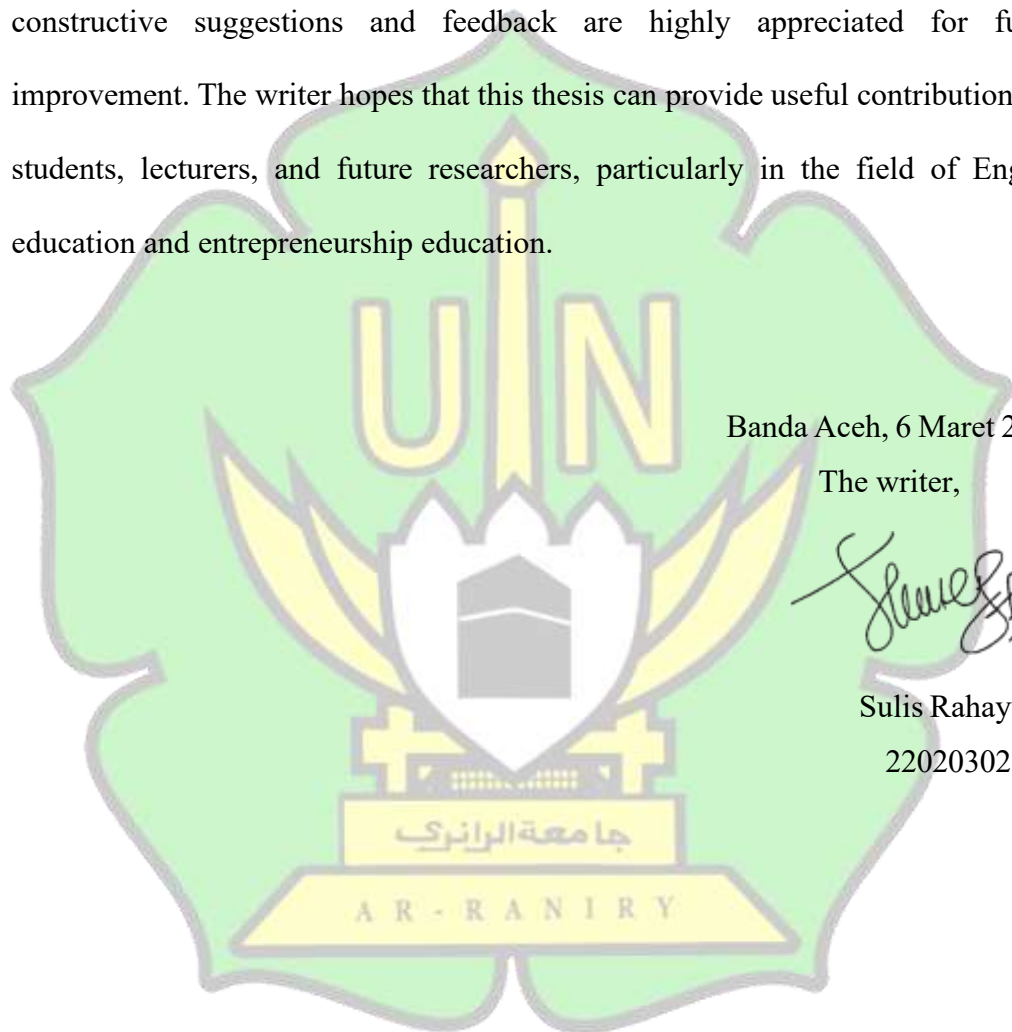
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## ABSTRACT

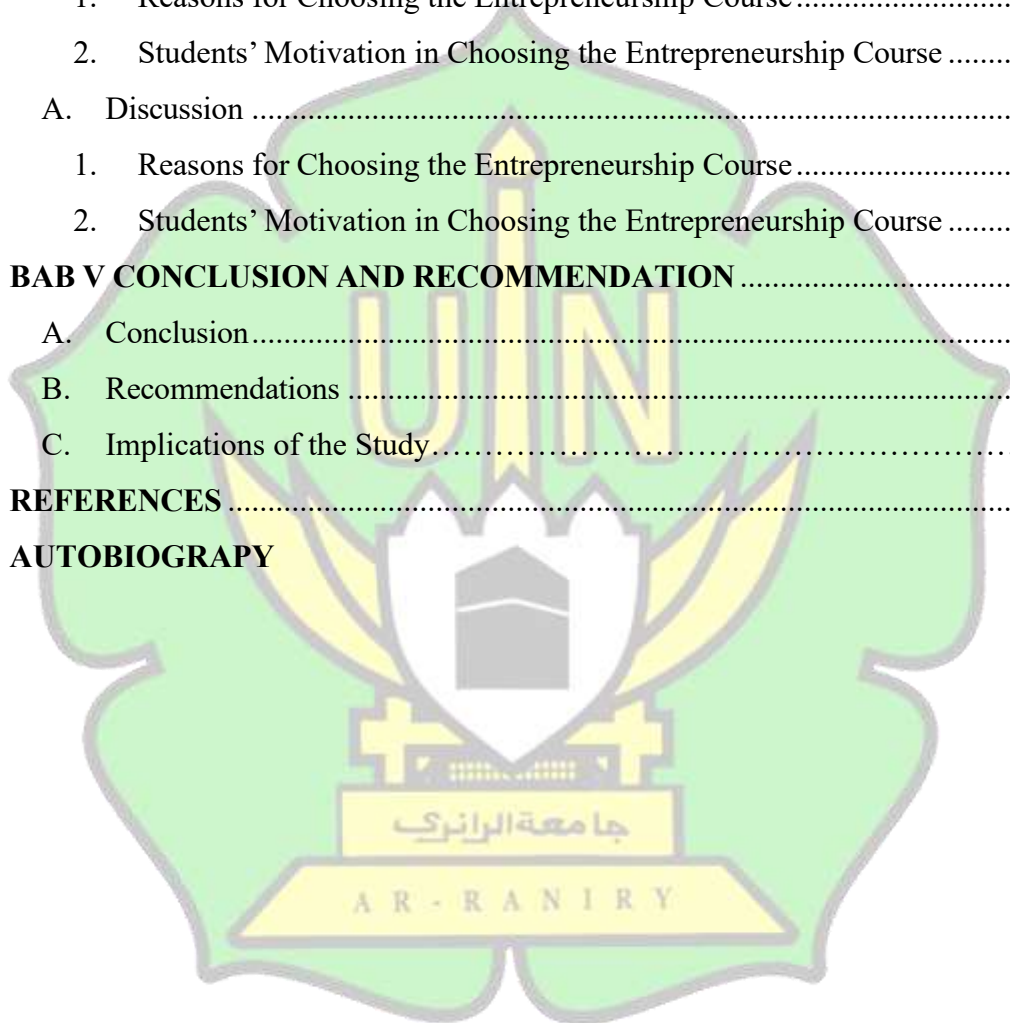
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This study aims to explore the reasons why students choose Entrepreneurship as an optional course and to analyze their motivation using the framework of Self-Determination Theory (SDT). This research employed a descriptive qualitative design. The participants were seven students of the English Education Department who had taken the Entrepreneurship course. Data were collected through semi-structured interviews and analyzed using thematic analysis. The findings show that students chose the course for several reasons. The most dominant reason was future career and financial considerations, as students viewed entrepreneurship as an alternative or complementary career option besides becoming a teacher. Other reasons included personal interest in entrepreneurship, opportunities for skill development, and situational factors such as course availability and schedule. In terms of motivation, competence emerged as the most prominent psychological need, as students expected to develop practical skills and reported increased confidence after completing the course. Autonomy was reflected in students' personal initiative in choosing the course, while relatedness appeared through peer influence and classroom interaction. The findings also indicate the presence of both intrinsic and extrinsic motivation among the participants. Overall, the Entrepreneurship course provides valuable learning experiences that support students' motivation and broaden their perspectives on future career opportunities.

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# CHAPTER I

## INTRODUCTION

### A. Background of study

Entrepreneurship is now one of the top priorities in economic growth, both globally and nationally. In Indonesia, entrepreneurship is considered a means of reducing unemployment, especially among young people. Data from the Badan Pusat Statistik (BPS) in 2023 shows that the total number of unemployed people reached 7.86 million, with an open unemployment rate of 5.32%. This indicates that there are still major challenges in labor absorption, which highlights the importance of entrepreneurial skills (Badan Pusat Statistik, 2023)

In response, the government, through the Ministry of Education, Culture, Research, and Technology (Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi), launched several programs, one of which is Wirausaha Merdeka. This initiative provides opportunities for students from various fields to develop business concepts and recognize entrepreneurial experience as part of their academic credits (Kementerian Pendidikan, 2022). This shows that entrepreneurship education is now available not only to economics or business students, but also to those from various other fields.

In addition, entrepreneurship is important for students because it develops essential life skills such as creativity, independence, critical thinking, and problem-solving. In the current global and competitive job market, students are not only expected to become job seekers but also job creators. Entrepreneurship education enables students to identify opportunities, take calculated risks, and adapt to

changing economic conditions. For students in non-business fields such as English Education, entrepreneurial skills can support alternative career paths such as establishing language courses, online tutoring services, or educational startups. Therefore, learning entrepreneurship is not only relevant but also necessary for students' future career sustainability.

The English Language Education Department (PBI) at Ar-Raniry State Islamic University (UIN) in Banda Aceh offers Entrepreneurship as an elective course in the sixth semester. Data shows that not all students are interested in enrolling in this course. Some students choose it because they have a genuine interest in entrepreneurship, while others do so only to fulfill credit requirements or for various other reasons. This situation raises the question of what actually motivates students to choose entrepreneurship courses?

Related to this, there have already been several studies on this, for example Saferi (2025) did a Research about the EFL students' perception on Entrepreneurship course. The result showed that students have a positive perception, gain valuable learning experiences, and feel that this course was relevant to their future careers. Damayanti (2023) researched about students' interest in being entrepreneur and the results were few students that are interest in entrepreneurship courses. Here I also want to research this course, what I want to research is the students' motivation in choosing entrepreneurship as an optional course. my research focuses more on Explaining the reasons/motivation of English Education students at UIN Ar-Raniry (especially the class of 2022) in choosing entrepreneurship courses that are optional.

This thesis written by Saferi (2025) entitled *EFL Students Perception on Entrepreneurship Course at English Education Department* did a Research in English department at UIN Ar-Raniry. The type of the research was qualitative, he found that Entrepreneurship courses played an important role in shaping students' entrepreneurial mindset, providing practical learning experiences, increasing entrepreneurial motivation, and are relevant to future careers. and the research focuses on students' experiences and assessments after taking entrepreneurship courses and not on the initial reasons they chose those courses.

Similar research regarding EFL students' perception on entrepreneurship course at PBI has been discussed in several theses and journals. One of the theses was written by Damayanti (2023) entitled *The Impact of Entrepreneurship Course on Students' Interest of Being Entrepreneur*. The research was in English department at UIN Ar-Raniry the types of research was quantitative. She found that entrepreneurship courses played an important role in fostering student interest in entrepreneurship. However, the student's interest in entrepreneurship is also small because there are only a few students that are interested in entrepreneurship courses. Thus, this study focuses more on entrepreneurial interest after taking the course, rather than motivation when choosing it.

In addition, international research conducted Abdelwahed et al. (2025) entitled *students motivation Towards Entrepreneurship: The Strategic Role of Entrepreneurial Education* This research examines student motivation in Egypt by involving 340 respondents and using a quantitative Structural Equation Modelling (SEM) approach. The findings show that ability, competence, and

entrepreneurial orientation positively influence students' motivation to pursue entrepreneurship, while entrepreneurship education does not consistently have a direct impact. Although it provides significant insights, this study was conducted internationally in a business/economics student environment and highlights the relationship between these variables and There is no specific reason why students choose entrepreneurship courses

Based on previous studies, it appears that there is still room that has not been explored by researchers. (Saferi p, 2025) *emphasizes students' perception on entrepreneurship courses*, while Damayanti (2023) focuses on *students' interest in becoming entrepreneurs*. On the other hand, Abdelwahed et al. (2025) examined *entrepreneurship competencies and education* as determinants of motivation, but in the context of international students with different backgrounds. There has been no research that specifically explores the reasons or motivations of non-economics students, especially English Education students at UIN Ar-Raniry, in *choosing entrepreneurship courses as optional courses*. Therefore, this study aims to fill this gap by exploring student motivation through a qualitative approach.

## **B. Research Question**

1. Why do students choose Entrepreneurship as an optional course?
2. What is students' motivation in choosing entrepreneurship as an optional course?

### **C. Research Aim**

This study aims to explore the reasons why students choose Entrepreneurship as an optional course and to analyze their motivation based on Self-Determination Theory (SDT).

### **D. Significance of the study**

#### 1. Students

This study is expected to provide additional knowledge for students, especially regarding the reasons and motivations behind choosing Entrepreneurship courses. This can help them reflect on their own academic choices and understand the importance of entrepreneurship in supporting their future careers.

#### 2. Other Researchers

The findings of this study can be useful as a reference for other researchers who want to explore the topic of student motivation or entrepreneurship education. This study can serve as supporting and comparative material for similar studies in the field of English Education or other non-business departments.

#### 3. Lecturers and Departments

This research can provide valuable input for lecturers and the English Education Department at UIN Ar-Raniry in designing entrepreneurship courses that are more interesting and relevant to student needs.

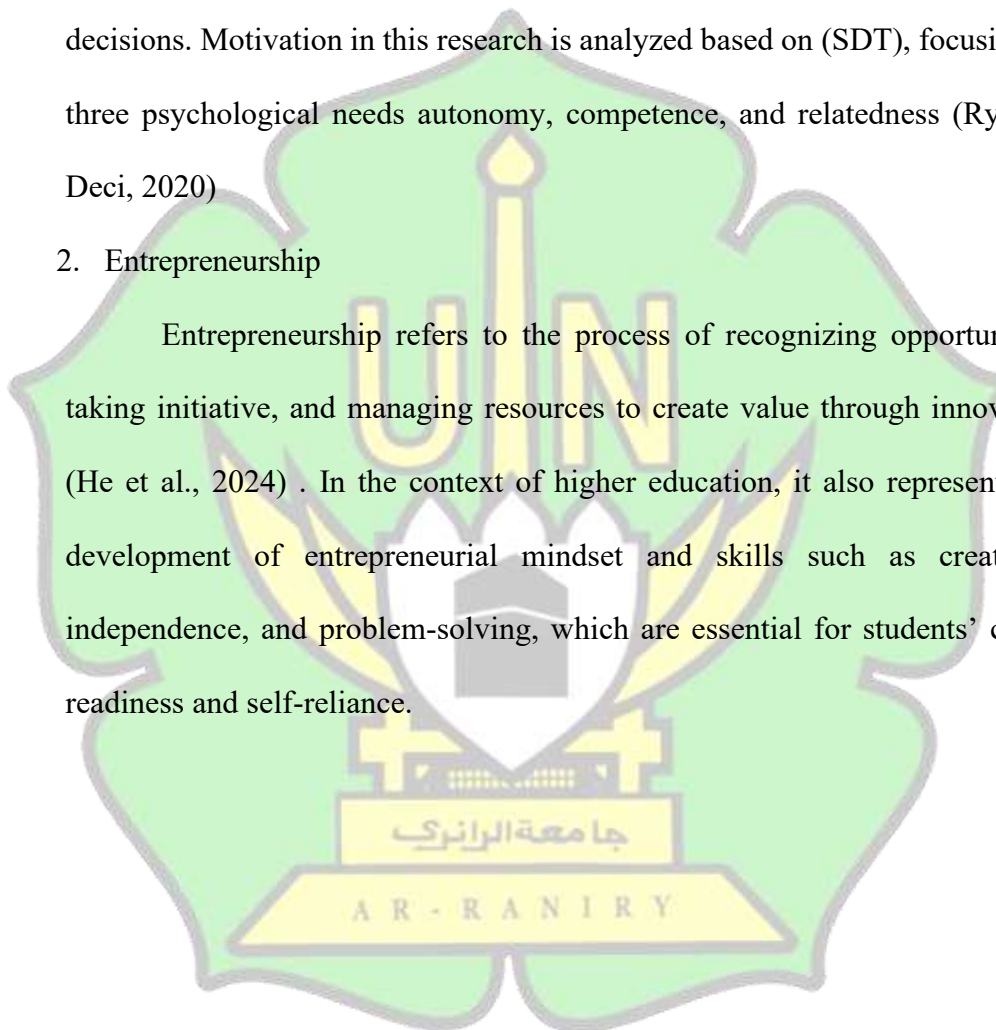
## E. Terminology

### 1. Motivation

In this study, motivation refers to the internal and external factors that drive students to choose Entrepreneurship as an optional course. It involves the psychological reasons, desires, and goals that influence students' academic decisions. Motivation in this research is analyzed based on (SDT), focusing on three psychological needs autonomy, competence, and relatedness (Ryan & Deci, 2020)

### 2. Entrepreneurship

Entrepreneurship refers to the process of recognizing opportunities, taking initiative, and managing resources to create value through innovation (He et al., 2024) . In the context of higher education, it also represents the development of entrepreneurial mindset and skills such as creativity, independence, and problem-solving, which are essential for students' career readiness and self-reliance.



## CHAPTER II

### LITERATURE REVIEW

#### A. Concept of Motivation

##### 1. Definition of Motivation

Motivation is a dynamic psychological process that acts as an external and internal force, encouraging, directing, and maintaining people's behaviors toward achieving goals in order to push them to adapt to their environment. This includes how biological motivations, emotional reactions, and cognitive ideas combine to create stable, flexible habits that prevent people from becoming mired in a rut or avoiding difficult situations, as noted by Murayama & Von Keyserlingk (2025) This makes motivation stand out as a fundamental aspect of what makes us human, fostering development and a feeling of wellbeing independent of particular circumstances.

In essence, motivation goes beyond any particular arrangement to serve as the foundation for mental development and a more complete sense of fulfillment, influencing every aspect of life as a shared human experience. Bureau et al. (2021) expand on this by demonstrating, via the prism of Self-Determination Theory, how satisfying essential psychological needs such as feeling competent (competence), linked to others (relatedness), and having some control over one's decisions (autonomy) is what creates strong inner drive and promotes long-term success.

Furthermore, from a combination of personal characteristics and external factors, motivation influences people's decision-making and helps them

discover a greater sense of purpose in their work. According to Wang & Xue (2022) , this results in adaptable behaviors that align with individually and collectively meaningful goals, ensuring that efforts feel valuable on several levels.

Finally, as Carvalho & Conde (2024) point out, the true force behind motivation frequently stems from an individual's desire to have an impact and change their community. Their emphasis on integrating thoughts, emotions, and social connections enhances traditional notions of motivation and better suits the modern world's fast-paced and interconnected lifestyle.

Based on these various perspectives, it can be concluded that motivation is a dynamic and complex psychological process that serves to arouse, direct, and maintain human behaviour in the achievement of goals. Motivation works through the integration of biological, emotional, and cognitive factors, and is greatly influenced by the fulfillment of basic needs as described in the SDT framework. Therefore, motivation is not only relevant in everyday life, but also plays an important role in the context of education, including in the decision-making process of students when choosing elective courses such as Entrepreneurship.

## **2. Motivation in Education**

In the context of education, motivation acts as a link that connects students' abstract goals with the concrete actions they take in class. As explained by Julita (2025) the level of motivation greatly determines how actively students participate in the learning process, their perseverance in

facing various challenges, and the achievement of optimal learning outcomes. Low motivation tends to make the learning process passive and prone to boredom, while high motivation can make learning more meaningful and sustainable. Thus, motivation not only affects the intensity of student engagement, but also the quality and sustainability of the learning process itself.

Self-Determination Theory (SDT) provides a robust framework for understanding motivation in education, emphasizing the fulfilment of three basic psychological needs: autonomy, competence, and relatedness. Research by Puspita & Nurul Fatimah (2025) reveals that entrepreneurial learning strategies combining theory and practice such as active methods, group discussions, and business projects effectively enhance student motivation by supporting these needs. For instance, such approaches foster competence through skill-building, autonomy via choice in projects, and relatedness through collaborative support, thereby boosting creativity, risk-taking, and overall entrepreneurial spirit.

An opinion was expressed by Martini et al. (2023) who emphasized that entrepreneurship courses that integrate theory and practice have a significant impact on motivating students. This approach helps students to better understand and develop their entrepreneurial potential optimally, thereby increasing their interest and readiness to face the challenges of the business world.

A similar point was also emphasized by Menengah et al. (2025) who showed that learning methods that not only provide theoretical material but also directly encourage students to practice entrepreneurship can significantly increase their interest and motivation. The success of this method is reflected in students' deeper understanding and readiness to face various challenges in the business world, making a practical approach key to building effective entrepreneurial competencies.

Thus, in the field of education, motivation serves as a key factor that connects students' long-term goals with the academic choices they make. This is highly relevant to this study, which focuses on the motivation of PBI students in choosing Entrepreneurship as an optional course. And after understanding general concepts of motivation in education, this study will now focus on Self-Determination Theory (SDT), which provides the main theoretical foundation for analyzing students' motivation in choosing entrepreneurship as an optional course.

## **B. Self-Determination Theory (SDT)**

### **1. Overview of SDT**

Self-Determination Theory (SDT) was first introduced by Edward L. Deci and Richard M. Ryan in 1985 and further developed in their seminal work in 2000 (Ryan & Deci, 2000). This theory posits that human motivation is not solely driven by external rewards but emerges from the fulfillment of universal basic psychological needs, enabling innate capacities for growth, development, and optimal functioning. Central to SDT are three basic needs: autonomy (self-

endorsement of actions), competence (feeling effective), and relatedness (social connections). In educational contexts, SDT explains how supportive environments enhance intrinsic motivation and Engagement. Bureau et al. (2021) As the primary theoretical framework for this study, SDT will guide the analysis of PBI students' choices in Entrepreneurship courses. The following sections elaborate on these components.

## **2. Basic Psychological Needs in SDT**

### **a. Autonomy**

Autonomy refers to the need to experience one's actions as originating from internal volition, rather than external coercion (Ryan & Deci, 2000). When fulfilled, it fosters a sense of ownership and persistence. In education, students are more motivated when they have freedom in decision-making, such as voluntarily selecting elective courses like Entrepreneurship. For PBI students at UIN Ar-Raniry, this might involve choosing the course based on personal aspirations for business innovation, rather than institutional pressure, thereby enhancing their intrinsic drive.

### **b. Competence**

Competence involves the need to feel capable, effective, and masterful in handling tasks or challenges (Ryan & Deci, 2000). This need drives individuals to seek opportunities for skill development. In the context of Entrepreneurship education, students confident in grasping business concepts or managing projects are inclined to enroll, viewing the course as a platform to build entrepreneurial competencies. For instance, PBI students may perceive

the course as a way to apply English skills in global business, boosting their self-efficacy and motivation (Murayama & Von Keyserlingk, 2025).

c. Relatedness

Relatedness is the need to feel connected, accepted, and supported in positive social relationships (Ryan & Deci, 2000). It emphasizes belonging within a community. In Entrepreneurship, students may choose the course due to encouragement from peers, lecturers, or an academic environment that values entrepreneurial skills. At UIN Ar-Raniry, this could manifest as collaborative group projects fostering a sense of community, motivating PBI students through social bonds and shared goals (Badriah, 2025).

These three needs are interdependent, collectively supporting sustained motivation and well-being in learning environments (Bureau et al., 2021).

### 3. Types of Motivation in SDT

Self-Determination Theory (SDT) delineates a continuum of motivation, ranging from a motivation (complete lack of intention) to fully intrinsic forms, with various degrees of extrinsic motivation in between (Ryan & Deci, 2020).

a. Intrinsic motivation

Intrinsic motivation arises from internal satisfaction, curiosity, or inherent enjoyment, where individuals engage in activities for their own sake. For example, a PBI student at UIN Ar-Raniry might select an Entrepreneurship course out of genuine interest in the business world, viewing it as a creative outlet to apply English skills in innovative ventures (Ryan & Deci, 2020).

b. Extrinsic motivation

Extrinsic motivation is regulated by external factors, such as rewards, punishments, or obligations like choosing the course solely to earn credits, improve grades, or meet career prerequisites. However, SDT emphasizes that extrinsic motivation is not fixed; it can undergo internalization, a natural process where external regulations are gradually integrated into one's personal values and sense of self. This occurs through the fulfillment of basic psychological needs: for instance, a student initially taking the course just to "fill KRS requirements" (external regulation) might begin to see its value in building personal competence (e.g., gaining confidence in business projects), fostering autonomy (e.g., choosing project topics freely), and relatedness (e.g., collaborating with peers). As a result, the motivation shifts toward more autonomous forms identified or integrated regulation ultimately resembling intrinsic motivation and leading to deeper engagement and persistence (Ryan & Deci, 2017)

In the context of UIN Ar-Raniry's English Education (PBI) program, where Entrepreneurship enrollment is relatively low, this continuum explains diverse student choices: some are driven intrinsically by aspirations to become entrepreneurs, while others start extrinsically (e.g., following friends or without specific reasons) but may internalize it through supportive classroom experiences. This framework will guide the qualitative analysis in this study, identifying how such shifts influence PBI students' academic decisions and offering insights for enhancing course appeal.

## **C. Entrepreneurship**

### **1. Concept of Entrepreneurship**

Entrepreneurship is fundamentally a dynamic process whereby individuals or groups find market possibilities, distribute resources efficiently, and innovate to create long-term economic and social value. This idea is not just about launching a firm, as recent research has shown, but also about developing an attitude that can adapt to uncertainty, where innovation and prudent risk-taking are essential for fostering individual and group development (Putriani & Nurmaning, 2025).

In Indonesia, entrepreneurship is often seen as a pillar of national development, as it is able to absorb young labor and mitigate the impact of structural unemployment, especially amid the rapid transition to a digital economy. Reflection from this perspective shows that entrepreneurship is not merely an economic activity, but an ethos that can be applied at various levels of society, including education, to shape an independent and innovative generation.

### **2. Entrepreneurship in Higher Education**

Entrepreneurship higher education has emerged as a strategic response to the need for graduates who are not only technically competent, but also ready to face the challenges of a volatile world of work. These programs are designed to instill basic knowledge about business planning, risk management, and entrepreneurial ethics, while encouraging students to develop a proactive attitude through an experience-based approach (Khotimah et al., 2025). For

example, strategies such as business simulation workshops or collaboration with campus incubators have proven effective in increasing interest in entrepreneurship, as discussed in empirical analyses that highlight the role of the academic environment in shaping this behavior (Menengah et al., 2025).

This view is further reinforced by local research that emphasizes the importance of entrepreneurship in higher education as a tool for building independence outside of business disciplines. As stated by Muluk et al. (2019) in his study, entrepreneurship is not only for business students, but also crucial for non-business students (such as PBI) to improve their work readiness and independence, in line with the findings of two related studies that show similar benefits in developing proactive and adaptive attitudes amid economic challenges.

Furthermore, this type of education not only improves practical skills but also builds students' confidence to translate ideas into real action, which ultimately contributes to the national economic ecosystem. In the Indonesian context, where programs such as Kampus Merdeka increasingly emphasize entrepreneurship integration, this approach is a vital tool for bridging the gap between formal curricula and the realities of the job market.

### **3. Entrepreneurship Course**

Entrepreneurship courses are learning processes designed to develop students' mindsets, attitudes, and practical skills in recognizing business opportunities, managing risks, and building new businesses (He et al., 2024). Through this approach, students not only gain theoretical knowledge but also

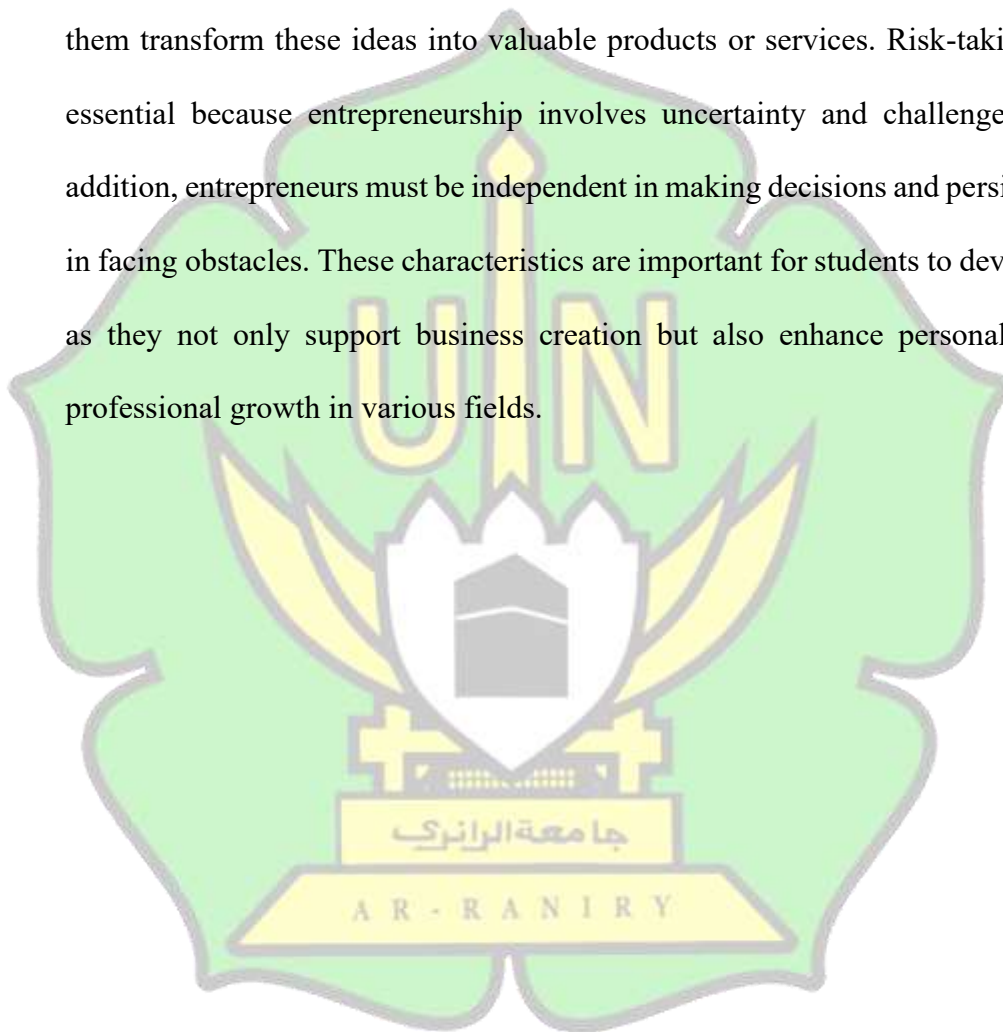
real-world experience that can foster an interest in entrepreneurship and equip them with essential basic skills in the business world.

Entrepreneurship education in higher education is a strategic step to build independent, innovative, and adaptive character in students in facing the challenges of the world of work. Through comprehensive vocational education, students are equipped with practical skills and a strong entrepreneurial spirit so that they can become job creators, not just job seekers (Siregar et al., 2023).

Furthermore, Khotimah et al. (2025) explain that entrepreneurship education hones crucial skills for prospective successful entrepreneurs, such as business idea development, business management, and business network building. For students who are unfamiliar with the business world, this course provides in-depth understanding that can significantly increase their enthusiasm and desire to become entrepreneurs.

In addition, a study by Maisyaroh (2023). shows that entrepreneurship courses play an important role in changing students' academic mindset to an innovative and independent entrepreneurial mindset. Students do not only depend on formal employment, but are motivated to create new jobs through creativity and effective business management. This is reinforced by the research of Alkaabi & Senghore (2024). research, which confirms that entrepreneurship education significantly shapes students' entrepreneurial competencies and mindsets, including fostering a strong work ethic and commitment to running a business optimally.

Entrepreneurs are individuals who possess certain characteristics that enable them to identify opportunities and create value. According to (Siregar et al. (2023) successful entrepreneurs generally demonstrate characteristics such as creativity, innovation, risk-taking, independence, and perseverance. Creativity allows entrepreneurs to generate new ideas, while innovation helps them transform these ideas into valuable products or services. Risk-taking is essential because entrepreneurship involves uncertainty and challenges. In addition, entrepreneurs must be independent in making decisions and persistent in facing obstacles. These characteristics are important for students to develop, as they not only support business creation but also enhance personal and professional growth in various fields.



## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

This study will use a descriptive qualitative design, which aims to describe students' motivational experiences factually (Creswell & Creswell, 2023). This design will allow for the presentation of data as it is, such as the factors that drive the choice of entrepreneurship, with an emphasis on the participants' perspectives to capture SDT-aligned motivational patterns, such as the need for autonomy, competence, and relatedness. The descriptive approach was chosen because it is in line with the exploratory nature of qualitative research, where data will develop naturally in the campus setting, and the researcher will act as the main instrument for capturing the participants' views (Patton, 2015).

The characteristics of this design include: (1) Descriptive focus on motivational phenomena; (2) Data collection in natural settings; (3) Emergent inductive analysis; and (4) Emphasis on the educational context of PBI UIN Ar-Raniry (Creswell & Creswell, 2023; Patton, 2015). This design is relevant to the problem formulation in Chapter I, where low interest in electives is a common issue, but this study will highlight the motivation of the group that chooses to provide positive insights in line with the SDT framework (R. M. Ryan & Deci Edward L., 2020). This design avoids overgeneralization, focusing on the sub-group of student motivation who choose Entrepreneurship, in accordance with qualitative principles that emphasize the depth of specific cases (Sugiyono, 2023).

## **B. Research Participants**

### **1. Population**

A population is a group of subjects with similar characteristics that serve as the source of research generalization (Sugiyono, 2023). In this study, the target population was PBI UIN Ar-Raniry students who had just completed the Entrepreneurship course as an optional course. Based on data at the English Education Department at UIN Ar-Raniry, there are 19 students from the class of 2022 who have taken and completed the Entrepreneurship course. This group was relevant because they had undergone a selection and learning process, enabling them to provide an authentic perspective on motivation.

### **2. Sample**

A sample is a small portion of a population selected to represent the variation in experiences (Creswell & Creswell, 2023). This study will apply purposive sampling, which is non-probability selection based on specific criteria that support the study objectives, such as participants who have direct knowledge of the phenomenon (Nowell et al., 2017). Inclusion criteria: (1) PBI UIN Ar-Raniry students who have passed the Entrepreneurship course; (2) Willing to participate voluntarily; and (3) Varied backgrounds to represent diversity in motivation, such as differences in family economic background (e.g., from entrepreneurial families vs. non-entrepreneurial ones) or personal experiences (e.g., prior exposure to business activities), to capture a broader range of SDT-related perspectives like how environmental factors influence autonomy or relatedness.

The purposive sampling process was carried out in stages as follows: First, the researcher identified potential participants from a list of 19 students enrolled in 2022 (based on operator data), then contacted them via email, WhatsApp, or directly on campus to explain the purpose of the study, the benefits of participation, and to request their voluntary participation. Second, from the responses received, the researcher will select 7 who meet the inclusion criteria, prioritizing background variation (e.g., ensuring a mix of family economic backgrounds or personal experiences to reflect diverse motivational influences in SDT, if possible) so that the perspectives on SDT motivation are more diverse. If background variation is limited due to the homogeneous nature of the 2022 cohort, priority will be given to data saturation and response quality, in line with qualitative principles (Creswell & Creswell, 2023). Third, recruitment will begin with the most responsive participants and continue until data saturation is reached, at which point the interviews will be stopped if no new themes emerge.

The sample size was set at seven students, based on the principle of data saturation, whereby data collection would be stopped when no new themes emerged, allowing for in-depth exploration of SDT themes such as competence (entrepreneurial skills) without relying on random probability. The selection of 7 respondents from a total population of 19 students was based on qualitative literature recommendations, in which small sample sizes (5-10 participants) often achieve saturation for in-depth descriptive studies (Creswell & Creswell, 2023; Patton, 2015). This number takes into account time and resource

constraints, while ensuring sufficient representation (approximately 37% of the population) to reveal SDT motivation patterns without excessive generalization.

### **C. Method of Data Collection**

Data collection will focus on a simple yet in-depth primary method, namely semi-structured interviews, to capture participants' views on their motivations. Semi-structured interviews will allow flexibility in exploration while maintaining thematic guidance, making them effective for uncovering subjective motives such as “What motivated you to choose entrepreneurship?” and “Why did you choose this course?” (Patton, 2015). This method is in line with descriptive design, where the facts of participants' experiences will be presented narratively.

To ensure systematic data collection aligned with Self-Determination Theory (SDT), a motivational rubric is used as a guide during interviews. This rubric categorizes respondents' motivations based on SDT components, helping to identify patterns in autonomy, competence, and relatedness. The rubric is applied post-interview for thematic coding, enhancing the reliability and objectivity of the data interpretation.

### **D. Method of Data Analysis**

Data analysis was conducted manually and iteratively using flexible thematic analysis (TA) as the main technique (Nowell et al., 2017). This approach combines inductive analysis, where themes emerge from the data, and deductive analysis by linking themes to SDT concepts (autonomy, competence, relatedness).

The analysis also integrates (Fereday et al., 2006) interactive model, which consists of the following three main stages:

### **1. Data reduction**

Data reduction was carried out by selecting and simplifying parts of the interview transcripts that were relevant to students' motivation in choosing Entrepreneurship courses, particularly those related to psychological needs in Self-Determination Theory, namely autonomy, competence, and relatedness. Irrelevant data, such as stories about campus activities that were not related to motivation, were ignored.

### **2. Data display**

The data is presented in thematic tables that group the initial codes based on SDT themes, complete with participant quotes that support each theme. This presentation facilitates the identification of patterns and relationships between motivational themes.

### **3. Data verification**

Data verification was ensured through triangulation of data sources, namely by comparing interview results with analysis of the Entrepreneurship course syllabus. In addition, member checking was conducted by sending interview summaries to participants to ensure that the researchers' interpretations were accurate. An audit trail process was also carried out by documenting all stages of analysis to maintain the transparency and reliability of the research results.

The researcher also conducted self-reflection to minimize bias during the analysis process. The analysis will focus on identifying patterns that reflect intrinsic and extrinsic motivation according to SDT, which will later be discussed in Chapter IV.



## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

This chapter presents the findings of the study based on the interview data collected from seven participants (P1–P7) who have taken the Entrepreneurship course in the English Education Department at UIN Ar-Raniry. The interviews were conducted through chat and face-to-face communication, and all responses were transcribed and analyzed using thematic analysis.

The purpose of this section is to describe the students' reasons for choosing the Entrepreneurship course and to explain their motivation based on the data obtained from the interviews. The findings are organized according to the two research questions of this study. The first section explains the reasons why students selected Entrepreneurship as an optional course. The second section describes students' motivation in choosing the course, analyzed using the framework of Self-Determination Theory (SDT), which includes competence, autonomy, relatedness, and intrinsic and extrinsic motivation.

Each theme presented in this chapter is supported by direct quotations from the participants to ensure that the findings accurately reflect their perspectives and experiences. The participants are identified using codes (P1–P7) to maintain confidentiality.

#### 1. Reasons for Choosing the Entrepreneurship Course

Based on the interview data, several main reasons emerged regarding why students chose the Entrepreneurship course. These include:

- a. Future career and financial considerations
- b. Personal interest in entrepreneurship
- c. Academic relevance and skill development
- d. Situational and technical factors

#### **a. Future Career and Financial Considerations**

Most participants stated that they chose the Entrepreneurship course because they considered it useful for their future career and financial independence.

P3 explained:

*“I have always believed that relying on one profession alone, such as teaching, may not be enough to meet the economic demands of today’s life. I see entrepreneurship as an important skill that can provide financial stability and independence. For me, being able to create opportunities is better than only waiting for them.”*

Similarly, P5 stated:

*“I realized that I will not only become a teacher, but I can also create opportunities, such as opening a private English course, online classes, or even expanding my existing business. I thought the Entrepreneurship course could help me not only become a teacher but also build my own opportunities.”*

P7 also mentioned:

*“I understood that becoming a teacher is not the only option, and I might need to create my own opportunities. I believe entrepreneurial skills are important for my personal and professional development.”*

P4 added that the course could serve as a second option besides becoming a teacher:

*“Studying education will not only provide knowledge about teaching, but also equip me with entrepreneurial skills as an alternative career option besides becoming a teacher.”*

From these responses, it can be seen that many students considered entrepreneurship as an alternative career path and as preparation for future economic challenges.

#### **b. Personal Interest in Entrepreneurship**

Some participants chose the course because they already had personal interest in business.

P1 stated:

*“My main consideration was my desire to understand how to build and manage a business independently. I realized that entrepreneurial skills are very important today, not only to start a business but also to develop creative and problem-solving thinking.”*

P3 emphasized:

*“My main consideration in choosing the Entrepreneurship course was my personal interest in business. I genuinely wanted to learn and develop my entrepreneurial skills.”*

P4 mentioned her long-standing interest:

*“I have had an interest in entrepreneurship for a long time, especially because of my experience selling things since I was young. Through that experience, I understand what it feels like to be an entrepreneur and face its challenges.”*

P5 also shared her previous experience:

*“Before taking this course, I already had a personal interest in entrepreneurship. My interest developed when I started a small business selling accessories. From that experience, I realized that entrepreneurship is interesting and challenging.”*

These responses indicate that previous experiences and curiosity about business influenced their decision.

### c. Academic Relevance and Skill Development

Another reason was the relevance of the course to students' academic background and skill improvement.

P2 explained:

*“My main consideration in choosing the Entrepreneurship course was that it is a continuation of the English for Business course that I had taken before. I thought it would be better to continue studying in the same field so that my understanding could develop more deeply and consistently.”*

P2 also added:

*“The course uses English in a different and practical context. I imagined that there would be projects such as creating products and promoting them. These activities sounded fun and not only theoretical.”*

P1 mentioned skill development:

*“I wanted to learn something new and improve my soft skills, such as leadership, creativity, and management.”*

P7 also stated:

*“I wanted to choose a course that could give me practical knowledge, not only theoretical understanding. I believed this course would help me develop skills that are applicable in real life.”*

These responses indicate that students perceived the course as academically beneficial and practically useful.

### d. Situational and Technical Factors

Although many students were motivated by interest and future considerations, some decisions were influenced by situational and technical factors.

P6 clearly stated:

*“When I was filling out my KRS, my main reason for choosing Entrepreneurship wasn't personal interest, but rather a scheduling conflict with other courses I was interested in. I had to quickly find an alternative with available time slots. Luckily, my circle of friends had chosen Entrepreneurship, and its schedule didn't conflict with my required courses.”*

P6 further explained:

*“The decision was quite spontaneous and situational. I was confused and a bit panicked because some classes were full.”*

Similarly, P4 initially wanted another course:

*“I initially wanted to choose Second Language Acquisition because I thought it would align with my previous courses. However, the slots were already full, so I preferred Entrepreneurship among the remaining options.”*

Several participants also mentioned schedule and credit considerations. For example, P1 stated:

*“Technical factors such as schedule and number of credits were important. I made sure the schedule did not clash with other courses.”*

Based on the findings above, it can be understood that students' decisions in choosing the Entrepreneurship course are influenced by a combination of internal and external factors. Internal factors such as personal interest and future aspirations play a significant role, while external factors such as course availability and peer influence also contribute to the decision-making process. This indicates that students' academic choices are not made randomly, but are shaped by thoughtful considerations related to both their current academic needs and future career plans.

Furthermore, the findings suggest that students tend to view entrepreneurship not only as an academic subject, but also as a practical life skill that can support their long-term goals. This perspective reflects a growing awareness among students about the importance of adaptability and independence in facing future challenges.

## **2. Students' Motivation in Choosing the Entrepreneurship Course**

This section presents the findings related to students' motivation in selecting the Entrepreneurship course. Based on the interview data, students expressed various forms of motivation that influenced both their decision to enroll in the course and their experience during the learning process. Their responses indicate that motivation was not shaped by a single factor, but rather by a combination of personal goals, expectations, learning experiences, and social influences.

Referring to the framework used in this study, students' motivation can be identified through four main aspects: competence, autonomy, relatedness, and intrinsic and extrinsic motivation. These aspects appear in different ways across participants, depending on their background, previous experiences, and reasons for taking the course. The following subsections describe each aspect in detail, supported by participants' statements.

### **a. Competence**

Competence was the most dominant motivational aspect. Many participants expected to improve their skills before taking the course and later reported positive development.

Before enrolling, P1 stated:

*“I hoped to improve my creative thinking, public speaking, teamwork, and business planning skills. I also wanted to become more confident in sharing my ideas.”*

P5 mentioned:

*“I hoped to develop skills in managing a business more effectively, such as planning, marketing, and financial management. I also wanted to improve my creativity and problem-solving skills.”*

P7 also explained:

*“Before taking this course, I mainly hoped to develop a more independent mindset and the confidence to take risks.”*

After completing the course, students reported improvement.

P3 stated:

*“After completing the course, I felt that my self-confidence improved significantly. I became more confident in expressing ideas and discussing business concepts.”*

P6 also acknowledged:

*“The most noticeable improvement is my confidence when presenting ideas to the class. I also feel more skilled at developing simple business plans.”*

P4 described her practical experience:

*“Through the internship, I had the opportunity to interview a business owner and assist with activities at the business place. This allowed me to experience what it feels like to work in that environment.”*

These responses show that students experienced increased competence after joining the course.

### **b. Autonomy**

Most participants stated that choosing the course was mainly their personal decision.

P3 stated:

*“This decision was entirely my personal initiative. No one influenced or pressured me”.*

P4 emphasized:

*“I am 100% sure that this was entirely my own initiative.”*

P1 mentioned:

*“This decision was mostly my own initiative, around 80–90%.”*

However, P6 admitted:

*“If you ask how much was personal initiative, maybe around 40%. The biggest push came from circumstances and the influence of friends.”*

Overall, most participants experienced a sense of freedom in making their decision.

### **c. Relatedness**

Relatedness appeared in the form of peer influence and classroom interaction.

Before choosing the course, P4 explained:

*“I asked my friends about what they had learned in that course, and from their stories, the activities sounded very interesting.”*

P6 also stated:

*“The most influential were definitely my friends in my circle. They said the course wasn’t too challenging and involved more practice.”*

During the course, interaction increased motivation.

P1 stated:

*“Group discussions and presentations helped me become more active. The lecturer gave helpful feedback, and I felt that my ideas were appreciated.”*

P7 explained:

*“The class discussions were active, and everyone was encouraged to share ideas. The lecturer also gave constructive feedback.”*

These responses show that social interaction supported students’ motivation.

#### **d. Intrinsic and Extrinsic Motivation**

The findings indicate that students demonstrated both intrinsic and extrinsic motivation.

Intrinsic motivation was seen in participants who had genuine interest in entrepreneurship.

P3 stated:

*“I genuinely wanted to learn and develop my entrepreneurial skills.”*

P5 described entrepreneurship as:

*“Interesting and challenging. I wanted to learn how to manage and develop a business properly.”*

Extrinsic motivation appeared in some cases, particularly due to external circumstances.

P6 stated:

*“I initially took it due to scheduling conflicts and to join a friend.”*

However, after participating in the course, P6 added:

*“Although I initially took it due to scheduling conflicts, it turned out to be a valuable lesson. My perspective changed, and I became more open to the possibility of starting a small business in the future.”*

This shows that while some students initially chose the course due to external reasons, many experienced positive motivational developments after completing it.

Based on the findings presented above, it can be concluded that students chose the Entrepreneurship course for various interconnected reasons. The most dominant factor was future career and financial considerations, where students viewed entrepreneurship as an alternative or complementary career path besides becoming a teacher. Personal interest in business, academic relevance, and skill development also played important roles in influencing their decisions. In some cases, situational and technical factors such as schedule conflicts and class availability also contributed to course selection.

In terms of motivation, competence emerged as the most prominent aspect, as students expected skill improvement and later reported increased confidence and practical abilities. Most participants also experienced autonomy in making their decision, although some were influenced by external conditions. Relatedness appeared through peer and lecturer support, which helped maintain motivation during the course. Overall, the findings show that students' motivation was shaped by both personal interest and external circumstances, and many participants experienced positive development after completing the course.

## **B. Discussion**

This section discusses the findings of the study in relation to the research questions and the theoretical framework presented in Chapter II. The discussion connects the interview results with previous studies and relevant literature, particularly Self-Determination Theory (SDT) and concepts of motivation in education.

### **1. Reasons for Choosing the Entrepreneurship Course**

The first research question aimed to explore why students chose Entrepreneurship as an optional course. The findings show that the most dominant reason was future career and financial considerations. Many participants expressed concern about relying solely on teaching as a future profession and viewed entrepreneurship as an alternative or complementary career path.

This finding supports the argument of Putriani & Andri Nurmaning (2025), who state that entrepreneurship is not merely about starting a business, but about developing adaptability and the ability to create opportunities in uncertain economic conditions. Similarly, Siregar et al. (2023) emphasize that entrepreneurship education in higher education plays a strategic role in preparing students to become job creators rather than job seekers. The participants' responses reflect this awareness, as they considered entrepreneurship as a form of career flexibility and financial independence.

In addition, this finding aligns with Wang & Xue (2022), who explain that motivation influences individuals' decision-making when they perceive that

certain actions are meaningful and aligned with their long-term goals. In this study, students perceived the Entrepreneurship course as valuable for their future, which strengthened their intention to choose it.

Another significant reason was personal interest in entrepreneurship. Some participants had prior business experiences, such as selling products or managing small businesses. This indicates that internal interest played a role in shaping their academic choice. According to Ryan & Deci (2020), intrinsic motivation arises when individuals engage in activities out of genuine interest and enjoyment. The participants who expressed curiosity and enthusiasm about learning business concepts demonstrate characteristics of intrinsic motivation.

Moreover, academic relevance and skill development were also important considerations. Students perceived the course as beneficial for developing practical skills such as leadership, creativity, communication, and business planning. This supports the findings of Khotimah et al., (2025), who argue that entrepreneurship education in higher education enhances students' practical competencies and prepares them for real-world challenges. The participants' expectations of gaining applicable skills show that their academic decisions were influenced by perceived usefulness.

However, situational and technical factors also influenced some students. For example, scheduling conflicts and class availability led a few participants to choose Entrepreneurship. This finding reflects what Ryan & Deci (2017) describe as externally regulated behavior, where decisions are influenced by external conditions rather than purely personal interest. Although these students

did not initially choose the course based on strong internal desire, their experiences during the course later affected their perspective and motivation.

Overall, the findings suggest that students' reasons for choosing the Entrepreneurship course were shaped by a combination of future-oriented goals, personal interest, perceived academic benefits, and situational constraints. This confirms that academic decision-making is multidimensional and influenced by both internal and external factors.

This finding also strengthens previous studies which emphasize the importance of entrepreneurship education in shaping students' career perspectives. However, unlike earlier research that mainly focuses on students' perceptions after taking the course, this study highlights the importance of motivation prior to course selection. This provides a deeper understanding of how students make academic decisions based on their expectations and personal considerations.

Moreover, the presence of situational factors indicates that not all academic decisions are purely based on interest. In some cases, students are required to adapt to available options, which later influence their learning experiences. This suggests that flexibility in academic systems may play a role in shaping students' motivation.

## **2. Students' Motivation in Choosing the Entrepreneurship Course**

The second research question focused on students' motivation in choosing Entrepreneurship as an optional course. Using Self-Determination

Theory (SDT) as the analytical framework, this study identified competence, autonomy, relatedness, and intrinsic and extrinsic motivation as key aspects.

#### **a. Competence**

Competence emerged as the most dominant motivational aspect. Many participants expressed a desire to improve skills such as business planning, creativity, public speaking, and confidence. After completing the course, they reported noticeable improvement in these areas.

This finding strongly supports Ryan & Deci (2000), who state that the need for competence refers to individuals' desire to feel capable and effective in dealing with challenges. When students perceive that a course provides opportunities to develop meaningful skills, their motivation increases.

Furthermore, Puspita & Fatimah (2025) argue that entrepreneurship learning strategies that combine theory and practice significantly enhance students' motivation because they allow students to experience skill development directly. The participants' reports of improved confidence, practical knowledge, and real-life exposure confirm that the Entrepreneurship course fulfilled their need for competence.

Thus, competence was not only an expectation before taking the course, but also an experienced outcome after completing it.

#### **b. Autonomy**

Autonomy was reflected in students' perception that choosing the course was their personal decision. Most participants stated that they selected Entrepreneurship based on their own initiative, without pressure from others.

According to Ryan & Deci (2000), autonomy refers to experiencing one's actions as self-endorsed rather than externally controlled. In this study, students who reported making independent decisions demonstrate autonomous motivation. This sense of ownership likely contributed to their engagement and positive learning experience.

However, one participant admitted that the decision was influenced by situational factors and peer circumstances. This indicates that autonomy can vary among individuals. As explained by Ryan & Deci (2017), motivation exists along a continuum, and not all decisions are fully autonomous. Some may begin with external influence but gradually become more internalized.

Therefore, while autonomy was dominant among most participants, it was not equally experienced by all.

### **c. Relatedness**

Relatedness appeared through peer influence and classroom interaction. Several participants mentioned that friends' suggestions and lecturer support influenced their decision and learning experience.

This finding aligns with Ryan & Deci (2000), who emphasize that relatedness refers to the need to feel connected and supported by others. When students feel accepted and encouraged within a learning environment, their motivation is strengthened.

In addition, Bureau et al. (2021) highlight that supportive social environments contribute significantly to autonomous motivation. The participants described active discussions, constructive feedback, and

collaborative projects, which indicate that the classroom atmosphere fostered a sense of belonging. This social support enhanced their engagement and confidence.

Thus, relatedness played an important role not only in the decision-making process but also in sustaining motivation during the course.

#### **d. Intrinsic and Extrinsic Motivation**

The findings show that students demonstrated both intrinsic and extrinsic motivation. Some participants had genuine interest in entrepreneurship, while others initially chose the course due to external reasons such as scheduling conflicts.

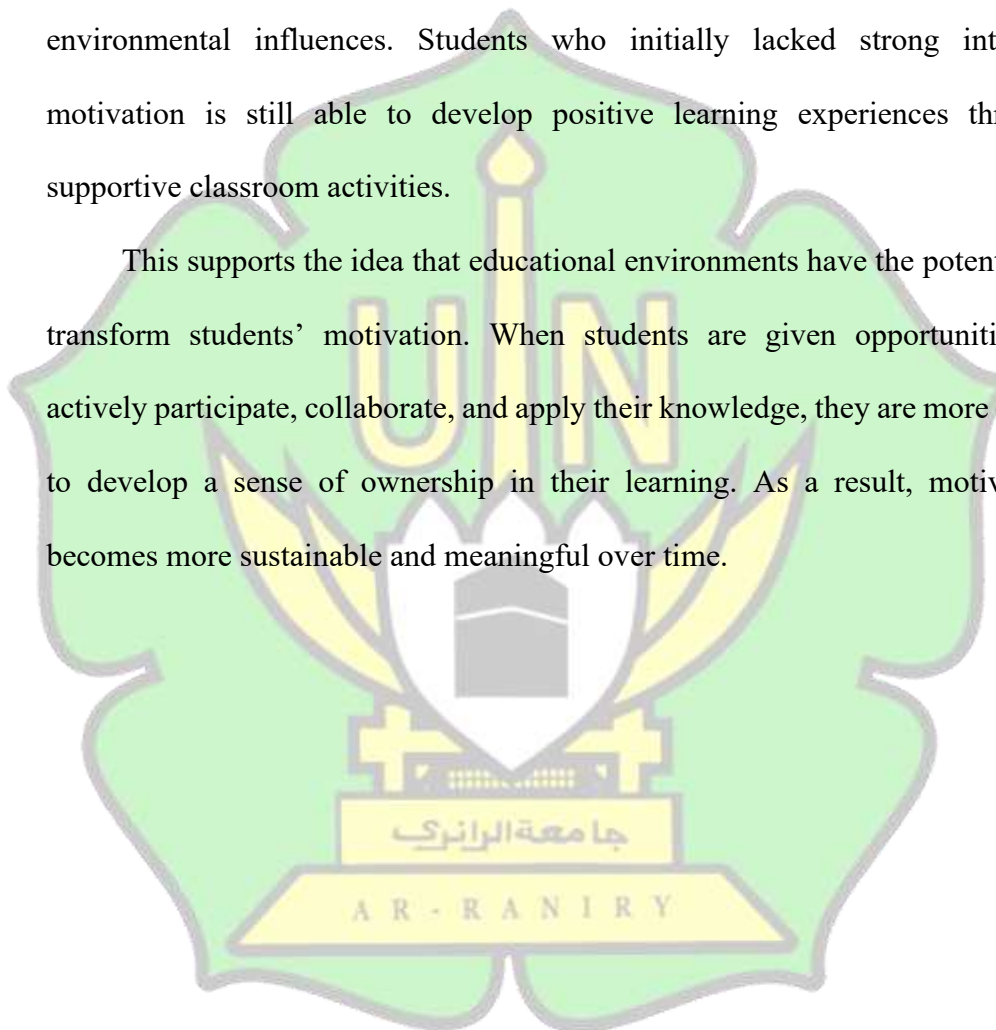
According to Ryan & Deci (2020), intrinsic motivation arises from internal interest and enjoyment, whereas extrinsic motivation is driven by external factors. In this study, students who expressed curiosity, enthusiasm, and personal goals related to entrepreneurship represent intrinsic motivation.

On the other hand, students who chose the course because of schedule constraints reflect extrinsic motivation. However, an important finding is that some of these students experienced a positive change in perspective after participating in the course. This transformation supports the concept of internalization described by Ryan & Deci (2017), where externally motivated behavior can gradually become more self-determined when basic psychological needs are fulfilled.

This indicates that the Entrepreneurship course provided an environment that supported competence, autonomy, and relatedness, allowing students' motivation to develop positively over time.

In addition, the findings reveal that motivation is not a single-dimensional concept, but rather a complex interaction between personal intentions and environmental influences. Students who initially lacked strong intrinsic motivation is still able to develop positive learning experiences through supportive classroom activities.

This supports the idea that educational environments have the potential to transform students' motivation. When students are given opportunities to actively participate, collaborate, and apply their knowledge, they are more likely to develop a sense of ownership in their learning. As a result, motivation becomes more sustainable and meaningful over time.



## CHAPTER V

### CONCLUSION AND RECOMMENDATION

#### A. Conclusion

This study aimed to explore the reasons why students chose Entrepreneurship as an optional course and to analyze their motivation using the framework of Self-Determination Theory (SDT). Based on the findings presented in Chapter IV, several important conclusions can be drawn.

First, students chose the Entrepreneurship course for various interconnected reasons. The most dominant reason was future career and financial considerations. Many participants perceived entrepreneurship as an alternative or complementary career path besides becoming a teacher. They expressed awareness that relying solely on one profession may not be sufficient in today's economic context. Therefore, entrepreneurship was viewed as a means of gaining financial independence and creating broader career opportunities.

Second, personal interest in entrepreneurship also played a significant role. Some students had prior experiences in small businesses or had long-standing curiosity about the business world. This indicates that internal factors, such as curiosity and genuine interest, influenced their academic decisions.

Third, academic relevance and skill development were important considerations. Students believed that the course could help them develop practical skills such as creativity, leadership, business planning, and communication. These expectations were later supported by their learning experiences, as many

participants reported increased confidence and improved competencies after completing the course.

In addition, situational and technical factors, such as schedule conflicts and course availability, influenced several students. However, even those who initially selected the course due to external reasons experienced positive changes in perspective after participating in the learning process.

From the perspective of Self-Determination Theory, competence emerged as the most prominent psychological need fulfilled in this study. Students not only expected to improve their abilities but also reported real development in skills and self-confidence. Autonomy was also evident, as most participants stated that choosing the course was primarily their own initiative. Meanwhile, relatedness appeared through peer influence and supportive classroom interactions, which strengthened their engagement during the course.

Furthermore, this study found the presence of both intrinsic and extrinsic motivation. While some students were driven by genuine interest in entrepreneurship, others initially chose the course due to external circumstances. Nevertheless, the learning environment allowed for internalization to occur, where externally driven decisions gradually became more self-determined.

Overall, the Entrepreneurship course functioned not only as an elective academic subject but also as a meaningful learning experience that supported students' psychological needs and motivational growth.

## **B. Recommendations**

Based on the findings of this study, several recommendations are proposed for lecturers, the department, students, and future researchers.

First, for lecturers who teach the Entrepreneurship course, it is important to continue implementing learning strategies that actively support students' sense of competence. The findings showed that competence was the most dominant psychological need fulfilled in this study. Students felt more motivated when they experienced real skill development, such as business planning, presentations, project-based learning, and internships. Therefore, practical activities should remain a central component of the course. Lecturers are also encouraged to provide constructive feedback, as students reported that feedback helped increase their confidence and engagement. Maintaining a balance between theory and practice will ensure that students not only understand business concepts but also experience personal growth.

Second, regarding autonomy, the department should maintain a system that allows students to make independent and informed decisions when choosing elective courses. Since most participants experienced a strong sense of personal initiative in selecting the Entrepreneurship course, it is important to preserve this freedom of choice. However, clearer academic guidance could be provided so that students who choose courses due to situational factors such as schedule conflict still understand the value and potential benefits of the course. Academic advisors may play a more active role in helping students reflect on how elective courses align with their long-term goals.

Third, relatedness should continue to be strengthened within the classroom environment. The study revealed that peer interaction and lecturer support significantly contributed to students' motivation. A collaborative and supportive learning atmosphere encourages students to participate actively and feel appreciated. Therefore, lecturers are encouraged to continue using group discussions, collaborative projects, and interactive presentations to foster a sense of belonging and mutual support among students.

Fourth, for the English Education Department, it may be beneficial to conduct orientation sessions or brief informational programs that explain the relevance of entrepreneurship skills for non-business students. Some students initially perceived entrepreneurship as unrelated to their major. Providing clearer information about how entrepreneurial competencies can support teaching careers, language services, tutoring businesses, or educational startups may help students see the broader relevance of the course.

Fifth, for future researchers, it is recommended to explore the perspectives of students who did not choose the Entrepreneurship course. This would provide a comparative understanding of motivational differences between those who selected and those who avoided the course. Additionally, future studies may apply a mixed-method design to measure motivational dimensions quantitatively while still exploring in depth experiences qualitatively.

Finally, students are encouraged to approach optional course selection thoughtfully, considering not only immediate technical factors but also long-term personal and professional development. As demonstrated in this study, even when

initial motivation is externally influenced, a supportive learning environment can facilitate internalization and meaningful motivational growth.

### **C. Implications of the Study**

The findings of this study have several important implications for educational practice. First, for lecturers, it is essential to design entrepreneurship learning activities that emphasize practical experience and active participation. The results of this study indicate that students feel more motivated when they are directly involved in real or simulated business activities. Therefore, incorporating project-based learning, group discussions, and real-world applications can significantly enhance students' engagement.

Second, for the department, the findings suggest that entrepreneurship courses should be clearly positioned as relevant and beneficial for students from non-business backgrounds. Many students initially perceive entrepreneurship as unrelated to their major; however, this study shows that the course can support various career paths, including teaching, freelancing, and independent business development. Providing clear academic guidance and course orientation can help students make more informed decisions.

Furthermore, this study highlights the importance of creating a supportive learning environment that fulfills students' psychological needs, particularly competence, autonomy, and relatedness. When these needs are met, students are more likely to develop positive motivation and actively engage in the learning process.

Finally, this study contributes to the broader understanding of student motivation in higher education, particularly in the context of elective courses. It demonstrates that motivation is not only influenced by internal interest but also shaped by learning experiences and social interactions. Therefore, educational institutions should pay greater attention to how courses are designed and delivered to support students' overall development.







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