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Motivation and Agribusiness Entrepreneurial Intention among Generation Z at Tanah Laut State Polytechnic

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Abstract

Z Generation is a generation whose main characteristic is being accustomed to technology. Likewise in the choice of entrepreneurial motivation. Generally, Gen Z prefers entrepreneurship to express self-actualization and the abilities they have. The research is included in quantitative research with a correlational approach. The population and sample are students of Tanah Laut Polytechnic majoring in Tax Accounting, Accounting, Agroindustry and Agro-Industrial Product Development. Data collection through questionnaires and analysis using Pearson correlation.

Results show that motivation of Z Generation entrepreneurial is high category and has an impact on agribusiness entrepreneur intention which is also high. The results concluded that there was significantly relationship bet ween motivation and agribusiness entrepreneur intention.

Keywords: motivation, entrepreneurial intentions, agribusiness

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INTRODUCTION

Generation Z is commonly defined as individuals born after 1996 or between 1997 and 2012. This cohort is widely characterized as a generation that has grown up in a digitally mediated environment, where internet access, social media, mobile applications, and digital platforms have become embedded in daily life (Dimock, 2019). As digital natives, Generation Z possesses relatively high exposure to technology, online communication, and digital information flows, which may provide a strategic advantage in identifying, developing, and commercializing entrepreneurial opportunities. In the entrepreneurship context, digital technology has transformed how opportunities are discovered, resources are mobilized, and new ventures are created, thereby expanding the scope of entrepreneurial agency beyond conventional business models (Nambisan, 2017). Therefore, Generation Z has the potential to become an important driver of the entrepreneurial ecosystem, particularly in sectors that increasingly require digital adaptation and innovation, including agribusiness.

Entrepreneurship is widely recognized as a critical mechanism for economic development, employment creation, innovation, and social transformation. In developing economies, entrepreneurial activity plays a strategic role in strengthening economic resilience and reducing dependence on formal employment opportunities. However, the development

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of entrepreneurship does not only depend on the number of entrepreneurs but also on the quality, competitiveness, and sustainability of entrepreneurial initiatives. In Indonesia, the need to strengthen entrepreneurial capacity remains highly relevant, particularly among university and polytechnic students who are expected to become future job creators rather than merely job seekers. Recent studies emphasize that entrepreneurial intention is an essential predictor of future entrepreneurial behavior, as intention reflects an individual's conscious state of mind and readiness to engage in venture creation (Liñán & Fayolle, 2015; Nguyen et al., 2021).

The rapid expansion of digital connectivity in Indonesia further strengthens the relevance of entrepreneurship among Generation Z. According to the Indonesian Internet Service Providers Association, internet penetration in Indonesia reached 79.5% in 2024, with more than 221 million internet users nationwide (APJII, 2024). This condition indicates that Indonesia represents one of the largest digital markets in Southeast Asia. For Generation Z, high digital exposure creates opportunities to access information, build networks, identify market trends, promote products, and manage digital-based businesses. However, if these opportunities are not transformed into productive entrepreneurial activities, Generation Z may become passive digital consumers rather than active digital value creators. This issue is particularly important in agribusiness, where digital platforms, e-commerce, smart farming, and online marketing can improve productivity, market access, and business competitiveness.

Entrepreneurial intention among students does not emerge automatically; rather, it is shaped by the interaction of personal, social, educational, and environmental factors. Personal factors such as motivation, self-confidence, creativity, and perceived capability influence an individual's willingness to initiate a business. Social support from family, peers, lecturers, and entrepreneurial communities may strengthen students' confidence and reduce perceived risk. At the same time, entrepreneurship education, practical training, internship programs, and exposure to real business activities can enhance entrepreneurial knowledge and self-efficacy. A meta-analysis by Liu et al. (2022) found that entrepreneurship education has a significant positive effect on entrepreneurial intention among college students, indicating that structured educational experiences can shape students' entrepreneurial mindset and readiness. Similarly, recent research in the Indonesian higher education context shows that entrepreneurial education, self-efficacy, creativity, and perceived behavioral control are important determinants of students' entrepreneurial intention (Ginting et al., 2025; Indriyarti et al., 2025).

Motivation is one of the most important psychological factors influencing entrepreneurial intention. Entrepreneurial motivation refers to the internal drive that encourages individuals to recognize opportunities, take risks, initiate business activities, and persist in achieving entrepreneurial goals. Highly motivated individuals tend to demonstrate stronger commitment, resilience, innovation orientation, and willingness to overcome uncertainty in business creation. In the context of student entrepreneurship, motivation may emerge from various sources, including the desire for independence, financial achievement, self-actualization, social contribution, family background, or the aspiration to create employment opportunities. Prior studies indicate that motivation is closely associated with entrepreneurial intention because it influences how individuals evaluate entrepreneurial opportunities and their confidence in pursuing them (Hockerts, 2017; Sadiyah et al., 2025). In agribusiness, entrepreneurial motivation becomes increasingly important because the sector is often perceived as traditional, risky, and less attractive to younger generations. Nevertheless, agribusiness offers substantial opportunities for innovation, especially through

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digital marketing, food processing, agricultural technology, supply-chain integration, and sustainable business models. Recent research on Generation Z agripreneurship in Indonesia suggests that motivation and organizational commitment are relevant factors in shaping agripreneurial intention among young people (Murtisari et al., 2025). This finding supports the view that agribusiness entrepreneurship should not be understood merely as farming activity but as a broader entrepreneurial field that integrates production, technology, distribution, branding, and market innovation. Higher education institutions have a strategic responsibility to foster entrepreneurial orientation among students. Polytechnic institutions, in particular, are expected to produce graduates with practical skills, applied knowledge, and readiness to enter dynamic labor markets. Entrepreneurship-related programs such as entrepreneurship courses, business internships, student business projects, entrepreneurial mentoring, and student entrepreneurship programs can provide experiential learning that strengthens students' motivation and intention to start a business. These programs are essential in encouraging students to transform business ideas into real entrepreneurial actions.

Tanah Laut State Polytechnic is one of the higher education institutions that aims to produce educated, skilled, and work-ready graduates. Its academic environment, particularly through study programs related to economics, business, agriculture, and applied sciences, provides opportunities to develop entrepreneurial competencies among students. In this study, final-year students categorized as Generation Z were selected because they are at a transitional stage from higher education to the labor market. At this stage, students begin to evaluate their career options, including whether to seek employment or create their own business. Therefore, examining the effect of motivation on agribusiness entrepreneurial intention among Generation Z students at Tanah Laut State Polytechnic is relevant for understanding how internal psychological factors contribute to the formation of entrepreneurial intention in the agribusiness sector. Based on this background, this study aims to analyze the influence of motivation on agribusiness entrepreneurial intention among Generation Z students at Tanah Laut State Polytechnic. The findings are expected to contribute theoretically to the literature on entrepreneurial intention and agripreneurship, particularly in the context of Generation Z and vocational higher education. Practically, this study may provide insights for higher education institutions, policymakers, and entrepreneurship program designers in developing more effective strategies to foster agribusiness entrepreneurship among young people.

METHODOLOGY

This research is a quantitative study with a correlational approach. The population and those used were 218 students of the Tanah Laut State Polytechnic in the third and fifth semesters of the Accounting, Taxation, Accounting, Agroindustry, and Agro-Industrial Product Development study programs . The sample size was 69 people using purposive sampling technique. Data were collected through questionnaires distributed to all selected respondents. Data analysis used Pearson correlation.

The operational definitions of the variables are described in Table 1.

Table 1 Operational Definition

Variables	**Operational Definition**
Motivation	A person's drive for achievement, risk taking, tolerance of uncertainty, self-confidence, independence, strong desires, and creativity.

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Intention to become an entrepreneur	Viewed from the concept of *the Theory of Planned Behavior* , a person's intentions are based on *behavioral beliefs, normative beliefs* , and *control beliefs.*

RESULTS AND DISCUSSION

Before presenting the research results, the data collection process is presented as in Table 2.

Table 2. Research Data Collection Process

Questionnaires distributed	**80**
Incompletely answered questionnaires	(11)
Processable questionnaire	69
Rate of return	86.3%

The data in Table 2 indicates that the number of respondents used in the sample was 69. This data indicates that the sample size required for this study was sufficient.

Next, the researcher presents the research results which can be presented as explained below:

Respondent Characteristics

Respondent characteristics are presented as follows:

1. Gender

Table 3. Respondent Gender

Gender	Frequency	Percentage (%)
Man	29	42.03
Woman	40	57.97
Amount	69	100.00

The data in Table 3 provides information that the majority of respondents used were female, reaching 57.97%, and the remainder were male, namely 42.3%.

2. Study program

Table 4. Respondent's Study Program

Study program	Frequency	Percentage (%)
Tax Accounting	9	13.04
Accountancy	36	52.17
Agroindustry	20	28.99
Agro-Industrial Product Development	4	5.80
Amount	69	100.00

The data in Table 4 provides information that the majority of respondents were dominated by Accounting majors, reaching 52.17%, and the least contribution came from the Agro-Industrial Product Development major, namely 5.80%.

Semester

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Table 5. Respondent Semester

Semester	Frequency	Percentage (%)
Semester 5	38	55.07
Semester 3	31	54.93
Amount	69	100.00

The data in Table 5 provides information that the majority of respondents who made the largest contribution were in semester 5, namely 55.07%, and the remainder were from semester 3 , namely 54.93%.

RESULTS AND DISCUSSION

1. Instrument Test Results

a. Validity

The results of the research instrument item test for the motivation variable showed that the $_{\text{calculated r value}}$ ranged from 0.523 to 0.784, which was greater than the $_{\text{table r value}}$ of 0.444 (n=20;α=5%). These results indicate that the motivation statement items are valid.

Table 6. Instrument Validity Test Results

Item	r_{count}	Information
X1.1	0.523	Valid
X1.2	0.784	Valid
X1.3	0.596	Valid
X1.4	0.804	Valid
X1.5	0.784	Valid
X1.6	0.595	Valid
Y1.1	0.708	Valid
Y1.2	0.508	Valid
Y1.3	0.637	Valid
Y1.4	0.502	Valid
Y1.5	0.575	Valid
Y1.6	0.541	Valid
Y1.7	0.681	Valid
Y1.8	0.482	Valid
Y1.9	0.601	Valid

The results of the research instrument item test for the entrepreneurial intention variable showed that the $_{\text{calculated r value}}$ ranged from 0.482 to 0.708, which was greater than the $_{\text{table r value}}$ of 0.444 (n=20;α=5%). These results indicate that the entrepreneurial intention statement item is valid.

b. Reliability

Table 7. Reliability Test Results

Variables	Alpha	Information
Motivation	0.853	Reliable
Entrepreneurial Intention	0.819	Reliable

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The results of the instrument reliability test showed that the Cronbach's alpha coefficient for the motivation variable was 0.853 and the entrepreneurial intention was 0.819, both of which were greater than 0.70. This indicates that the instrument used in this study is reliable.

2. Prerequisite Analysis

The prerequisite analysis for using the Pearson Product Moment (PPM) correlation test, which is categorized as a parametric analysis, requires two assumptions: data normality and linearity. The results of these two assumptions are presented in the following explanation:

Table 8. Prerequisite Test Results

Prerequisite Test	**Method**	**Results**	**Conclusion**
Data Normality	Statistics	0.177	Fulfilled
Linearity	Statistics	0,000	Fulfilled

The normality test in this study using the Kolmogorov-Smirnov statistical method presented in Table 8 shows a sig. (p) of 0.177, greater than 0.05. This can be interpreted as indicating that the data variance has a normal distribution. Furthermore, the assumption of a linear model is that the test results with a sig. = 0.000 is less than 0.05, which can be concluded that the model is linear.

3. Entrepreneurial motivation

Table 9. Frequency Distribution of Entrepreneurial Motivation

Entrepreneurial Motivation	**Frequency**	**Percentage (%)**
Tall	61	88.41
Currently	8	11.59
Low	0	0.00
Amount	69	100.00

data in Table 9 indicates that the majority of Gen Z students surveyed had a high entrepreneurial motivation (88.41%), with the remainder in the moderate category (11.59%). The results of this study indicate that Gen Z students have a high entrepreneurial motivation. This aligns with the characteristics of Gen Z, which tend to prefer working on projects that have a positive impact and add value to society and themselves.

4. Intention to become an agribusiness entrepreneur

Table 10. Frequency Distribution of Intention to Become an Agribusiness Entrepreneur

Entrepreneurial Motivation	Frequency	Percentage (%)
Tall	62	89.86
Currently	7	10.14
Low	0	0.00
Amount	69	100.00

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The data in Table 9 provides information that the majority of Gen Z students who were respondents had a high entrepreneurial intention, namely 89.86%, and the rest were in the medium category, namely 10.14%.

The results of this study indicate that Gen Z students have a high level of entrepreneurial intention in agribusiness. This high level of entrepreneurial intention stems from their preference for flexible work and the ability to manage information through the internet and digital networks. Furthermore, they already possess skills in agribusiness management that they can apply in their future environments.

5. The Relationship Between Motivation and Entrepreneurial Intentions

Table 10. Hypothesis Test Results

Motivation	Entrepreneurial Intention
Pearson Correlation	0.660**
Sig. (2-tailed)	0,000

The data in Table 10 presents the results of the hypothesis testing. The test results show that p = 0.000 is smaller than 0.05 (α), which can be concluded that **the hypothesis is accepted** , meaning that motivation is related to entrepreneurial intentions. The strength of the relationship between the two variables is indicated by the correlation coefficient of 0.660 which is at 0.60 - 0.799, meaning that the two variables are strongly correlated. The results of this hypothesis test support Aldino's (2011) research showing that motivation has a significant effect on entrepreneurial intentions and Kumalasari's (2013) research, Pormes & Sipakoly (2019) research that motivation has a positive and significant effect on entrepreneurial interest. However, the results of this study contradict the research of Rosmiati, Junias, and Munawar (2015) which states that motivation does not have a significant effect on entrepreneurial intentions.

The research results explain that motivation is a person's drive to carry out their inner intentions. Motivation can be a key driving force in realizing their desires, prompting individuals to strive to achieve their intentions. In this study, motivation is a tool to stimulate students' entrepreneurial aspirations.

The results of this study align with the opinion of Ismail & Nugroho (2022), who stated that motivation stems from an internal desire to perform work because it is perceived as enjoyable or satisfying. High entrepreneurial motivation among Generation Z will impact their intention to become entrepreneurs in the future.

CONCLUSION

Based on the research findings, it can be concluded that Generation Z students at Tanah Laut State Polytechnic generally demonstrate a high level of entrepreneurial motivation and a strong intention to become agribusiness entrepreneurs. This indicates that students have positive psychological readiness, interest, and willingness to engage in entrepreneurial activities within the agribusiness sector. Their motivation is reflected in their desire to achieve independence, develop business opportunities, improve economic welfare, and contribute to the development of the agricultural-based economy. As members of Generation Z, students are also supported by their familiarity with digital technology, social media, and online platforms, which may strengthen their confidence in exploring agribusiness opportunities through more innovative and market-oriented approaches.

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The findings also show that motivation has a statistically significant relationship with the intention to become an agribusiness entrepreneur. This means that the higher the entrepreneurial motivation possessed by students, the stronger their intention to pursue agribusiness entrepreneurship. Motivation plays an important role in shaping students' attitudes, commitment, and readiness to start a business. Students with strong motivation are more likely to recognize business opportunities, take initiative, accept challenges, and develop the confidence needed to enter the agribusiness sector. Therefore, motivation can be considered one of the essential internal factors influencing entrepreneurial intention among Generation Z students. Furthermore, the results suggest that agribusiness entrepreneurship has promising potential to be developed among students, particularly in vocational higher education institutions such as Tanah Laut State Polytechnic. Agribusiness is not only limited to conventional agricultural production but also includes processing, marketing, distribution, digital promotion, and value-added business activities. For Generation Z students, this sector offers broad opportunities to combine agricultural resources with creativity, innovation, and digital technology. Thus, strengthening motivation among students may encourage them to view agribusiness as an attractive and sustainable career choice.

These findings provide important implications for higher education institutions. Entrepreneurship education should not only focus on theoretical knowledge but also provide practical experiences that can strengthen students' motivation and entrepreneurial confidence. Programs such as entrepreneurship courses, business incubation, agribusiness mentoring, field practice, internships, student business projects, and collaboration with industry partners are needed to help students transform their entrepreneurial intention into real business action. Institutional support is also necessary to create an entrepreneurial ecosystem that encourages students to develop ideas, test products, access markets, and build networks with agribusiness actors. In conclusion, entrepreneurial motivation is a significant factor in encouraging Generation Z students' intention to become agribusiness entrepreneurs. The high level of motivation and intention found in this study shows that students have strong potential to participate in the development of agribusiness entrepreneurship. Therefore, continuous support from educational institutions, government, business practitioners, and the surrounding environment is required to ensure that students' entrepreneurial motivation can be transformed into sustainable agribusiness ventures. Future research may further examine other factors that influence agribusiness entrepreneurial intention, such as entrepreneurship education, family support, digital literacy, self-efficacy, access to capital, and market opportunities, in order to provide a more comprehensive understanding of entrepreneurial behavior among Generation Z.

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