



Determinant Of Students Entrepreneurial Interest

Elsa Puspasari^{a1}, Asri Rizani^b, Oki Anggraeni^c, Ahmad Nasori^d, Dwi Astarani Aslindar^e

^{a,c,d,e} Faculty of Economics, Universitas Jenderal Soedirman, Purwokerto, Indonesia

^b Sekolah Tinggi Keguruan dan Ilmu Pendidikan Nahdlatul Ulama Kabupaten Tegal, Tegal, Indonesia

ARTICLE INFO

ABSTRACT

Keywords:

Entrepreneurship Knowledge,
Entrepreneurial Motivation,
Entrepreneurial Interest, TPB

Article History:

Received 20 May 2024

Accepted 24 August 2024

Available online 3 September

2024



10.26740/jpap.v12n1.p247-256

One of the most critical issues facing Indonesia is the high unemployment rate. Entrepreneurship provides individuals with the freedom to innovate and create employment opportunities. This study aims to analyze and identify the factors that influence students' entrepreneurial interest. The study used quantitative approach with a sample of 39 students. The sampling technique used is proportional random sampling. The data were collected using a questionnaire and analyzed using descriptive analysis. The findings showed 55.9% relationship between entrepreneurial interest and entrepreneurial knowledge. The entrepreneurial curiosity is influenced by entrepreneurial motivation with 16.4%. The results suggest that entrepreneurial motivation and knowledge partially influence the variables tested in study. To increase students' interest in entrepreneurship, it is important for both campuses and the government to allocate more resources and time to entrepreneurship education.

INTRODUCTION

The high unemployment rate in Indonesia, which affects people at all educational levels, shows a significant challenge. Over the past two years, Indonesia's open unemployment rate has seen an increase (BPS, 2022). The unemployment rate in Tegal Regency was relatively high at 9.82% in 2020, had increased to 9.97% in 2021. This significant increase was due to graduates from senior high schools (SMA), vocational high schools (SMK), and universities, who are primarily trained for the workforce rather than entrepreneurship (Nisa & Murniawaty, 2020). This rising unemployment problem, particularly among university graduates, shows several challenges for the younger generation. From a sociological perspective, this could reduce public trust in education and weaken the country's economic position (Ikawati, 2019). Thus, there has to be a decrease in Indonesia's high rate of educated unemployment. Encouraging the community and educated graduates to become entrepreneurs is one way to minimize unemployment (Husna, 2020; Supeni & Efendi, 2017). Entrepreneurship is the only way to reduce unemployment and help the economy grow (Ginting et al., 2023). The ability to develop and create jobs is made possible by entrepreneurship (Mugiyatun & Khafid, 2020). Furthermore, according to (Husna, 2020) entrepreneurship is the best solution that will help the Indonesian economy grow.

Data from the Ministry of Cooperatives and MSMEs shows that the number of business units in Indonesia is expected to increase by 1.7% in 2023 compared to the previous year, with micro-enterprises making up the majority. However, despite this growth, Indonesia ranks relatively low globally in

¹ Correspondence:

Elsa Puspasari, Faculty of Economics, Universitas Jenderal Soedirman, Purwokerto, Indonesia. Email: elsa.puspasari@unsoed.ac.id



This work is licensed under a [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/).

entrepreneurship, at 76th out of 116 countries, below Kazakhstan and the Philippines (KKUKM, 2023). It is crucial for Indonesia to have more entrepreneurs from a wider range of business sectors because of this issue. Interest in business, particularly among students, can increase the number of entrepreneurs. Entrepreneurial interest is often driven by a natural inclination toward entrepreneurship and the development of an entrepreneurial mindset (Nisa & Murniawaty, 2020) define entrepreneurial interest as an individual's desire to achieve business goals and interest in entrepreneurship. Entrepreneurial activities are further supported by a self-driven motivation to explore new opportunities and avoid relying on others (Jaya & Harti, 2021). To cultivate quality young entrepreneurs, it's important to identify and understand the factors that influence entrepreneurial interest. Multiple stakeholders, especially educational institutions, should pay close attention to these factors (Khusna, et al 2020).

STKIPNU Tegal, a private university in Tegal Regency, profiles its graduates as both teachers and entrepreneurs. During their studies, students at STKIPNU Tegal are encouraged to pursue entrepreneurship through courses, projects, and participation in the Ministry of Education and Culture's Student Creativity Programme in Entrepreneurship (PKM-K). However, results from a tracer study reveal that entrepreneurial interest among Economic Education students at STKIPNU Tegal is still relatively low, namely from 137 students in 3 batches of only 17 students who are entrepreneurs, while the rest become teachers and have not worked. Entrepreneurial interest can be driven by several factors which in this case is interpreted by the Theory of Planned Behavior by (Ajzen, 1991) that individual behaviour is influenced by the intention to perform the behaviour in which the intention is driven by attitudes, subjective norms, and perceived behavioural control.

Theory of Planned Behaviour (TPB) components significantly influence entrepreneurial intention (Urban & Ratsimanetrimanana, 2019). Entrepreneurial interest in this study is identified through Theory of Planned Behaviour by looking at positive attitudes and subjective norms through the knowledge students have about entrepreneurship which builds the confidence needed to start and run a business in line with established norms. Behavioral control is examined through students' entrepreneurial motivation, which provides the internal drive to overcome entrepreneurial challenges (Doan & Phan, 2020) stated that there is a relevance of Theory of Planned Behaviour (TPB) to entrepreneurial interest, namely academic education affects entrepreneurial interest.

When individuals have knowledge or information about entrepreneurship, their interest in it tends to grow. Educational institutions can foster entrepreneurial knowledge through courses, seminars, and training (Chengalvala & Rentala, 2017). Entrepreneurship knowledge is the capacity of individuals to create new works and innovations in products (Syafii et al., 2015). an individual's knowledge of entrepreneurship can be used to determine how successful they are in entrepreneurship (Nisa & Murniawaty, 2020). Additionally, (Jaya & Harti, 2021) claimed that entrepreneurial knowledge influences students' enthusiasm in entrepreneurship. According to (Rachmawati et al., 2022), entrepreneurship education is crucial in fostering students' enthusiasm in starting their own businesses. This goes against the findings of (Agusmiati & Wahyudin, 2019) study, which found no relationship between entrepreneurial motivation and expertise.

A number of characteristics, including opportunity, skills, competence, and strong determination, influence the factors that drive entrepreneurial desire (Suryana, 2013). An individual with entrepreneurial ambition is able to manifest strong will and determination. According to (Solevik et al., 2019), there is a relationship between entrepreneurial motivation and motivation. Entrepreneurial motivation is the desire in an individual to have a strong willingness to seize business possibilities (Jaya & Harti, 2021). If there is a need that is sought, entrepreneurial drive will emerge (Aini & Oktafani, 2020). Implementing business prospects is one of the goals of entrepreneurship motivation, according to (Rosmiati, et al., 2015). According to (Noviantoro & Rahmawati, 2017), entrepreneurial curiosity is positively impacted by entrepreneurial motivation. (Hendrawan & Sirine, 2017) however, demonstrate contrasting outcomes, specifically entrepreneurial.

Based on the background described above, this study aims to determine the factors that influence entrepreneurial interest seen from entrepreneurial knowledge and entrepreneurial motivation. The results of this study can be used as a basis for developing educational policies and support programmes that are more effective in overcoming unemployment and encouraging economic growth through increasing the number of new entrepreneurs.

LITERATURE REVIEW AND HYPOTHESES DEVELOPMENT

The Theory of Planned Behavior (TPB) provides a framework for understanding how various factors influence behavior and how these factors can be used to predict specific behaviors. According to (Ajzen, 1991), the primary concern of this theory is that intention is determined by three factors: a personal factor, a social influence factor, and a control factor. The Theory of Planned Behavior model is very amenable to the addition of additional predictor factors in order to forecast behavior and intentions for the object of study (Ajzen, 1991). Essentially, the theory helps explain why people behave in certain ways. According to TPB, the three primary determinants of intention are attitude toward the behavior, subjective norms, and perceived behavioral control.

Entrepreneurial intention is strongly influenced by components of the Theory of Planned Behavior (TPB) (Urban & Ratsimanetrimanana, 2019). This study uses TPB to identify entrepreneurial interest by examining positive attitudes, subjective norms, and behavioral control through students' knowledge of and motivation for entrepreneurship, allowing entrepreneurial interest to emerge in line with relevant norms.

Entrepreneurial knowledge involves understanding how to use innovative, creative, and positive characteristic to capitalize on profitable business opportunities (Yusuf & Melasari, 2022). Darmawan, (2021) mention that that entrepreneurial ability includes self-awareness, communication skills, and creativity. Indicators for measuring entrepreneurial knowledge according to (Aini & Oktafani, 2020) are looking for business opportunities, creating innovation and creativity, measuring abilities, leadership and taking risks. Entrepreneurial interest will arise if there is a push from the self to take advantage of business opportunities and goals (Rosmiati, et al., 2015). Entrepreneurial motivation is defined by (Solesvik et al., 2019) as a strong desire from a person's series to use business opportunities through various innovations. (Oktiena&Dewi, 2021) states that there is a positive relationship between interest and entrepreneurial motivation.

However, the results of research by (Nengseh & Kurniawan, 2021) show a negative correlation between entrepreneurial motivation and interest. The dimensions used to measure learning motivation include the need for achievement, self-confidence, risk-taking, and creativity. Entrepreneurial interest is described as an individual's inclination to turn business opportunities into concrete business activities (Rachmawati et al., 2022). A sense of pleasure to learn and develop a business with innovation is part of entrepreneurial interest (Hendrawan & Sirine, 2017). High interest is shown by the enthusiastic attitude of someone managing a business by developing a business, having creative and innovative thinking in their business output. Interest in entrepreneurship is measured through indicators of profit, desire, social status, and perseverance in work.

Hypothesis development is used when scientific articles use quantitative research

Hypotheses of this study:

H1: There is an effect of entrepreneurial knowledge on entrepreneurial interest

H2: There is an effect of entrepreneurial motivation on interest in entrepreneurship

METHOD

The data for this study were collected using a closed-ended questionnaire. The study used a quantitative approach, with data analyzed through multiple linear regression and descriptive analysis. The participants in this study were STKIPNU Tegal semesters 4 through 8 Economic Education students who had completed entrepreneurial courses. The sample size, determined using the Slovin formula, was 39 students. The sampling method used was proportional random sampling. The study focused on three main variables: motivation, knowledge, and interest in entrepreneurship. Data collection was conducted using a Likert scale questionnaire.

When using multiple linear regression for data analysis, several evaluations of classical assumptions and prerequisites are necessary. These evaluations help assess the predictability of the findings. The assessments of classical assumptions and prerequisites are as follows:

1. Normality test formula using the Kolmogorov-Smirnov (KS) test. A significance value greater than 5% or 0.05 indicates that the data is regularly distributed.
2. The multicollinearity test, which is the second necessary test, looks for multicollinearity in the regression model. The Variance Inflation Factor (VIF) was employed in this investigation to find multicollinearity. The absence of multicollinearity in the model is indicated if the VIF value falls between 1 and 10. On the other hand, if any of the VIF values above 10, multicollinearity issues are indicated.

RESULTS AND DISCUSSIONS

The study's findings were analyzed using multiple regression analysis to determine the outcomes. This analysis provided a descriptive overview of the respondents concerning the research variables. Below are the results of the descriptive analysis of student interest:

Table 1 Results of Descriptive Analysis of Entrepreneurial Interest

No	Interval	Frequency	Criteria
1	43- 50	4	Very good
2	36 – 42	5	Good
3	28 – 35	21	Good enough
4	19 – 26	9	Deficient
5	10 – 18	0	Very Poor
	Total	39	
	Average		18
	Criteria		Good enough

The normality test and the multicollinearity test are the two prerequisite tests conducted to validate the study results. The normality test is used to determine whether the confounding or residual variables in the regression model are normally distributed (Ghozali, 2019). The results of the normality test are presented in Table 4.1:

Table 4.1: Results of the Normality Test

One-Sample K-S Test	
	Unstandardized Residual
N	39
Asymp. Sig. (2-tailed)	.200 ^{c,d}

Table 4.1 shows the result of the normality test where the significance value is 0.200, or $0.200 > 0.05$, indicating that the data are normally distributed.

Table 4.2 the results of the multicollinearity test:

Tabel 2 Hasil Uji Multikolineritas

Model		Collinearity Statistics		
		B	Tolerance	VIF
1	(Constant)	16,879		
	Pengetahuan Kewirausahaan	0,559	0,609	1,641
	Motivasi Berwirausahaa	0,164	0,609	1,641

The results of the multicollinearity test, as shown in Table 4.2, indicate no multicollinearity issues. This is evident from the tolerance value, which is 0.609 and more than 0.10, as well as the variance inflation factor (VIF), which is 1.641 and less than 10.

This study employed multiple linear regression analysis as its method of data analysis.

Table 1. Results Of Multiple Regression Analysis

Information		Mark
Constant		16,879
Entrepreneurship coefficient	Knowledge	0,559
Entrepreneurship coefficient	Motivation	,164
t _{count} Entrepreneurship Knowledge variable		2,082
Significance of the Entrepreneurship Knowledge variable		,044
t _{count} Entrepreneurship Motivation variables		,218
Significance of Entrepreneurship Motivation variables		,046

The hypothesis test table above shows the regression equation as follows:

$$Y = 16,879 + 0,559X_1 + 0,164X_2 + \varepsilon$$

The constant value of 16.879 in the regression equation shows that entrepreneurial interest is positively influenced by entrepreneurial motivation and expertise by 16.879 points. The entrepreneurial motivation variable (X_2) has a regression value of 0.164, while the entrepreneurial knowledge variable (X_1) has a coefficient of 0.559. The dependent variable, as observed by the t test, is partially tested for independence. H1 and H2 are approved if the probability value is less than 0.05, indicating that the independent variable has some influence on the dependent variable. The t test findings for the entrepreneurial knowledge variable (X_1) probability value of $0.044 < 0.05$ are displayed in Table 4.3. This illustrates how the interest in entrepreneurship is influenced by the variable entrepreneurial knowledge (X_1) in order to get the decision H1 accepted. While the variable entrepreneurial motivation shows a probability of $0.045 < 0.05$. The t test results show that interest in entrepreneurship is influenced by entrepreneurial motivation (X_2), so that H2 is accepted.

1. The Influence of Entrepreneurship Knowledge on Entrepreneurship interest

The first hypothesis test's findings support the idea that students' interest in entrepreneurship is influenced by their understanding of entrepreneurship. This conclusion is supported by t_{observed} of 2.082 and a sig <0.05, which is 0.044. The study's findings are consistent with those of studies by (Rachmawati et al., 2022); (Karen Hapuk et al., 2020), which found that interest a desire to pursue entrepreneurship is influenced by entrepreneurial expertise. A person with a high level of entrepreneurial expertise is also likely to be more interested in starting their own business (Aini & Oktafani, 2020). An individual might motivate themselves to manage their own firm by using entrepreneurial knowledge to analyze and seize business possibilities. Economic Education students at STKIPNU Tegal demonstrate an interest in entrepreneurship, particularly through learning focused on practical entrepreneurial activities.

Entrepreneurial knowledge shapes an entrepreneurial mindset, aiding in decision-making and problem-solving to overcome business challenges (Ni & Ye, 2018). However, this statement against to research by (Agusmiati & Wahyudin, 2019) which found that strong entrepreneurial knowledge is not necessary for someone to be interested in entrepreneurship. For this reason, the government continues to support the increase in entrepreneurial interest through educational programmes by providing a large time allocation in entrepreneurship courses and implementing entrepreneurial student creativity programmes to foster entrepreneurial interest. To increase students' knowledge about entrepreneurship, it is necessary to apply contextual learning methods and make classroom conditions more conducive (Asholikha & Nugraha, 2021). (Sulistyowati & Amri, 2022) stated that the duration of face-to-face learning time affects students' interest in studying entrepreneurship. Meanwhile, Adversity Quotient affects a person's interest in entrepreneurship (Ramadani et al., 2023).

2. The Influence of Entrepreneurship Motivation on Entrepreneurship interest

Further hypothesis testing shows that an individual's motivation for entrepreneurship significantly influences their interest in entrepreneurship. This finding is based t_{observed} of 0.775 and a sig <0.05, which is 0.045. According to (Solevik et al., 2019) ; (Noviantoro & Rahmawati, 2017), students' interest in starting their own firm will be piqued by the presence of entrepreneurial motivation. A person with strong entrepreneurial desire might inspire others' curiosity as stated by (Herdjiono et al., 2018). The results has shown that desire to become independent of work hours and generate extra income through entrepreneurship drives the motivation of STKIPNU Tegal Economic Education students. This motivation is strong enough to foster entrepreneurial interest, making it a crucial factor. Without motivation, a person does not have good control over himself. The desire of students to get additional income is a strong enough motivation to generate interest in entrepreneurship.

Business motivation is influenced by how well-managed and selectively chosen entrepreneurial endeavors are as a revenue stream (Sumerta et al., 2020)(Shaskya&Dewi, 2021). (Nengseh & Kurniawan, 2021) research contradicts earlier findings that suggest business motive has little bearing on an individual's inclination towards entrepreneurship. Based on the study's findings, numerous government and academic initiatives have been implemented to foster an entrepreneurial spirit. These initiatives include entrepreneurship workshops hosted by the cooperative and MSMEs office, as well as student-led projects that involve creating their own goods. Research by (Meliani & Panduwinata, 2022) indicates that students' formation of an entrepreneurial spirit is influenced by their entrepreneurial motivation. According to (Effrisanti & Wahono, 2022) one aspect influencing students' interest in entrepreneurship is self-efficacy.

CONCLUSION

Based on the results of analysis and discussion, it can be concluded that entrepreneurial knowledge and motivation partially influence the entrepreneurial interest of Economic Education students at STKIPNU Tegal. Entrepreneurial knowledge equips individuals with the foundation to create, manage, and develop businesses, making it a significant factor influencing entrepreneurial interest. Entrepreneurial motivation as well as becomes as an internal factor that drives individuals to seize business opportunities.. For this reason, it is necessary to strengthen entrepreneurial knowledge so that interest in entrepreneurship is higher and increase self-motivation for entrepreneurship. This research has implications for the development of entrepreneurship theory in an effort to encourage students' interest in entrepreneurship.

Consequently, it is critical that academic institutions and the government promote entrepreneurship-related learning by expanding the number of entrepreneurship-related initiatives. Programs for funding entrepreneurship that are offered to students wishing to launch a firm are also necessary. The purpose of this is to boost the motivation and interest of students in entrepreneurship.

ACKNOWLEDGMENTS

We'd like to say our gratitude for the support and contributions of all those who made this research possible. Special thanks go to Universitas Jenderal Soedirman and Sekolah Tinggi Keguruan dan Ilmu Pendidikan (STKIP) Nahdatul Ulama Tegal, particularly the Economic Education Study Program, for allowing us to conduct research . We extend our deepest appreciation to everyone who supported and contributed to the successful completion of this research.

REFERENCES

- Agusmiati, D., & Wahyudin, A. (2019). Pengaruh Lingkungan Keluarga, Pengetahuan Kewirausahaan, Kepribadian, Dan Motivasi, Terhadap Minat Berwirausaha Dengan Self Efficacy Sebagai Variabel Moderating. *Economic Education Analysis Journal*, 7(3), 878–893. <https://doi.org/10.15294/eeaj.v7i3.28317>
- Aini, Q., & Oktafani, F. (2020). Pengaruh Pengetahuan Kewirausahaan, Motivasi Berwirausaha Dan Lingkungan Keluarga Terhadap Minat Berwirausaha Mahasiswa Fakultas Komunikasi Dan Bisnis Telkom University. *Jurnal Ilmiah Ekonomi Dan Bisnis*, 17(2), 151–159. <https://doi.org/10.31849/jieb.v17i2.3845>
- Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes*, 50(2), 179–211. [https://doi.org/10.1016/0749-5978\(91\)90020-T](https://doi.org/10.1016/0749-5978(91)90020-T)
- Asholikha, E. D. C., & Nugraha, J. (2021). Pandemi Covid-19 dan Transformasi Pendidikan Kewirausahaan: Sebuah Studi Literatur. *Jurnal Pendidikan Administrasi Perkantoran (JPAP)*, 9(3), 332–349. <https://doi.org/10.26740/jpap.v9n3.p332-349>
- Chengalvala, S., & Rentala, S. (2017). Intentions Towards Social Entrepreneurship Among University Students in India. *International Journal of Research -GRANTHAALAYAH*, 5(6), 406–413. <https://doi.org/10.29121/granthaalayah.v5.i6.2017.2049>
- Darmawan, I. (2021). Menumbuhkan Minat Berwirausaha Mahasiswa Melalui Pendidikan Kewirausahaan Berbasis Caring Economics. *Jurnal Ekonomi Dan Pendidikan*, 18(1), 9–16. <https://doi.org/10.21831/jep.v18i1.40035>
- Doan, X. T., & Phan, T. T. H. (2020). The impact of entrepreneurial education on entrepreneurial intention: The case of Vietnamese. *Management Science Letters*, 10(8), 1787–1796. <https://doi.org/10.5267/j.msl.2019.12.040>
- Effrisanti, Y., & Wahono, H. T. T. (2022). Pengaruh Literasi Keuangan, Efikasi Diri, dan Love of

- Money Terhadap Minat Berwirausaha Mahasiswa Prodi Pendidikan Ekonomi STKIP PGRI Jombang. *Jurnal Pendidikan Administrasi Perkantoran (JPAP)*, 10(2), 148–156. <https://doi.org/10.26740/jpap.v10n2.p148-156>
- Ginting, A. L., Sulistyowati, L., & ... (2023). Pelatihan Strategi Kewirausahaan Bagi Mahasiswa Beasiswa UPBJJ-UT Malang. ... *Jurnal PkM Ilmu* ..., 6(1), 98–106. <https://jurnal.univpgri-palembang.ac.id/index.php/dedikasi/article/view/11238%0Ahttps://jurnal.univpgri-palembang.ac.id/index.php/dedikasi/article/view/11238/7075>
- Hendrawan, J. S., & Sirine, H. (2017). Pengaruh Sikap Mandiri, Motivasi, Pengetahuan Kewirausahaan Terhadap Minat Berwirausaha. *Journal of Innovation and Entrepreneurship*, 02(03), 291–314. <https://doi.org/10.1097/SCS.0b013e318240fa84>
- Herdjiono, I., Puspa, Y. H., Maulany, G., & Aldy, B. E. (2018). The Factors Affecting Entrepreneurship Intention. *International Journal of Entrepreneurial Knowledge*, 5(2), 5–15. <https://doi.org/10.1515/ijek-2017-0007>
- Husna, A. N. (2020). Memetakan kognisi wirausaha : konseptualisasi dan potensi riset di Indonesia. *Universitas Research Colloquium*, 7, 118–126.
- Ikawati. (2019). DAMPAK PENGANGGURAN TERDIDIK DITINJAU DARI SEGI FISIK, PSIKIS, SOSIAL DAN SOLUSINYA. *Media Informasi Penelitian Kesejahteraan Sosial*, 43, 1–10.
- Jaya, H. M., & Harti. (2021). Pengaruh pengetahuan kewirausahaan dan sikap mandiri terhadap minat berwirausaha pada mahasiswa universitas negeri surabaya. *Jurnal Pendidikan Tata Niaga (JPTN)*, 9(3), 1363–1369.
- Karen Hapuk, M. S., Suwatno, S., & Machmud, A. (2020). Efikasi diri dan motivasi: sebagai mediasi pengaruh pendidikan kewirausahaan terhadap minat berwirausaha. *Jurnal Riset Pendidikan Ekonomi*, 5(2), 59–69. <https://doi.org/10.21067/jrpe.v5i2.4577>
- Khusna, A. B. S. M. (2020). FAKTOR-FAKTOR YANG MEMENGARUHI MINAT BERWIRAUSAHA MAHASISWA. *Jurnal Pengembangan Pendidikan Akuntansi Dan Keuangan*, 1(1), 1–15.
- Meliani, D., & Panduwina, L. F. (2022). Pengaruh Mata Kuliah Kewirausahaan dan Motivasi Berwirausaha terhadap Pembentukan Jiwa Green Entrepreneur Mahasiswa. *Jurnal Pendidikan Administrasi Perkantoran (JPAP)*, 10(1), 16–30. <https://doi.org/10.26740/jpap.v10n1.p16-30>
- Mugiyatun, & Khafid, M. (2020). Pengaruh Prakerin, Pendidikan Kewirausahaan, dan Lingkungan Keluarga dengan Self Efficacy sebagai Variabel Intervening terhadap Minat Berwirausaha. *Economic Education Analysis Journal*, 9(1), 100–118. <https://doi.org/10.15294/eeaj.v9i1.37233>
- Nengseh, R. R., & Kurniawan, R. Y. (2021). Efikasi Diri Sebagai Mediasi Pengaruh Pendidikan Kewirausahaan Dan Motivasi Berwirausaha Terhadap Minat Berwirausaha Mahasiswa. *Economic Jurnal Pendidikan Ekonomi*, 9(2), 156. <https://doi.org/10.33603/ejpe.v9i2.5157>
- Ni, H., & Ye, Y. (2018). Entrepreneurship Education Matters: Exploring Secondary Vocational School Students' Entrepreneurial Intention in China. *Asia-Pacific Education Researcher*, 27(5), 409–418. <https://doi.org/10.1007/s40299-018-0399-9>
- Nisa, K., & Murniawaty, I. (2020). Pengaruh Atribut Personal, Lingkungan Keluarga, dan Pengetahuan Kewirausahaan terhadap Minat Berwirausaha Mahasiswa. *Economic Education Analysis Journal*, 9(1), 84–89. <https://doi.org/10.15294/eeaj.v9i1.37229>

- Noviantoro, G., & Rahmawati, D. (2017). Pengaruh Pengetahuan Kewirausahaan, Motivasi Berwirausaha, Dan Lingkungan Keluarga Terhadap Minat Berwirausaha Pada Mahasiswa Akuntansi FE UNY. *Jurnal Fakultas Ekonomi*, 2(1), 1–10.
- Rachmawati, H., Rachmawati, H., & Subroto, W. T. (2022). Pengaruh Lingkungan Keluarga, Pengetahuan Kewirausahaan, Dan Motivasi Berwirausaha Terhadap Minat Berwirausaha Mahasiswa. *Edunomic Jurnal Pendidikan Ekonomi*, 10(1), 56. <https://doi.org/10.33603/ejpe.v10i1.6236>
- Ramadani, D. P., Haidar, K., Rahayu, V. P., & Ellyawati, N. (2023). The Effect of Adversity Quotient and Locus of Control on Entrepreneurial Intentions on Universitas Mulawarman Students. *Jurnal Pendidikan Administrasi Perkantoran (JPAP)*, 11(1), 8–18. <https://doi.org/10.26740/jpap.v11n1.p8-18>
- Rosmiati, Donny Teguh Santosa Junias, M. (2015). Sikap, Motivasi, dan Minat Berwirausaha Mahasiswa di Surabaya. *JURNAL MANAJEMEN DAN KEWIRAUSAHAAN*, 17(2), 21–30. <https://doi.org/10.21070/jkmp.v5i2.1310>
- Shaskya Wida Oktiena; Retno Mustika Dewi. (2021). Pengaruh pendidikan kewirausahaan dan motivasi terhadap minat berwirausaha mahasiswa Prodi Pendidikan Ekonomi Universitas Negeri Surabaya. *Jurnal Paradigma Ekonomika*, 16. <https://doi.org/10.35446/dayasaing.v3i2.96>
- Solesvik, M., Iakovleva, T., & Trifilova, A. (2019). Motivation of female entrepreneurs: a cross-national study. *Journal of Small Business and Enterprise Development*, 26(5), 684–705. <https://doi.org/10.1108/JSBED-10-2018-0306>
- Sulistyowati, S. nugroho, & Amri, F. (2022). Pengaruh Pembelajaran Tatap Muka Terbatas Terhadap Minat Belajar Kewirausahaan Siswa SMK Plus Umar Zahid. *Jurnal Pendidikan Administrasi Perkantoran (JPAP)*, 10(2), 140–147. <https://doi.org/10.26740/jpap.v10n2.p140-147>
- Sumerta, I. K., Redianingsih, N. K., Pranawa, I. M. B., & Indahyani, D. N. T. (2020). Pengaruh Tingkat Penggunaan Media Sosial Dan Motivasi Terhadap Minat Berwirausaha Pada Mahasiswa Program Studi Manajemen Perguruan Tinggi Di Kota Denpasar. *E-Jurnal Ekonomi Dan Bisnis Universitas Udayana, April*, 627. <https://doi.org/10.24843/eeb.2020.v09.i07.p03>
- Supeni, R. E., & Efendi, M. (2017). Minat Mahasiswa dalam Berwirausaha pada Perguruan Tinggi Swasta di Kabupaten Jember. *Prosiding Seminar Nasional Dan Call For Paper Ekonomi Dan Bisnis (NSAPER-EBIS 2017)*, 1, 449–463. <https://jurnal.unej.ac.id/index.php/prosiding/article/view/6696>
- Syafii, M. E. N., Murwatiningsih, & Prajanti, S. D. W. (2015). Pengaruh Pengetahuan Kewirausahaan, Lingkungan Keluarga Dan Kepribadian Wirausaha Terhadap Minat Berwirausaha Siswa Kelas Xii Smk Se-Kabupaten Blora. *Journal of Economic Education*, 4(2), 66–74. <http://journal.unnes.ac.id/sju/index.php/jeec>
- Urban, B., & Ratsimanetrimanana, F. (2019). Access to finance and entrepreneurial intention: An empirical study of Madagascan rural areas. *Journal of Enterprising Communities*, 13(4), 455–471. <https://doi.org/10.1108/JEC-12-2018-0106>
- Yusuf, E., & Melasari, P. (2022). Faktor-Faktor Yang Mempengaruhi Minat Berwirausaha Pada Generasi Milenial Program Studi Pendidikan Ekonomi Universitas Muhammadiyah Bengkulu. *Jurnal Multidisiplin Dehasen (MUDE)*, 1(4), 513–518. <https://doi.org/10.37676/mude.v1i4.2781>

INFORMATION ABOUT THE AUTHORS

Elsa Puspasari: (Faculty of Economics, Universitas Jenderal Soedirman, Purwokerto, Indonesia)
(elsa.puspasari@unsoed.ac.id)

Asri Rizani: (Sekolah Tinggi Keguruan dan Ilmu Pendidikan Nahdlatul Ulama Kabupaten Tegal, Tegal, Indonesia) (asririzani39@gmail.com)

Oki Anggraeni: (Faculty of Economics, Universitas Jenderal Soedirman, Purwokerto, Indonesia)
(oki.anggraeni@unsoed.ac.id)

Ahmad Nasori: (Faculty of Economics, Universitas Jenderal Soedirman, Purwokerto, Indonesia)
(ahmad.nasori@unsoed.ac.id)

Dwi Astarani Aslindar: (Faculty of Economics, Universitas Jenderal Soedirman, Purwokerto, Indonesia)
(dwi.astarani@unsoed.ac.id)