



The Influence Of Entrepreneurship Education And Motivation Entrepreneurship Regarding Entrepreneurial Interest Entrepreneurship Study Program Students Of The Institute Keling Kumang Technology

Anisa Safitri ¹, Riska Juliarsihi ², Veronika Lidia ³

^{1,2,3} Program Studi Kewirausahaan, Institut Teknologi Keling Kumang, Indonesia

Email: ¹⁾ safitrianisa816@gmail.com

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ABSTRACT

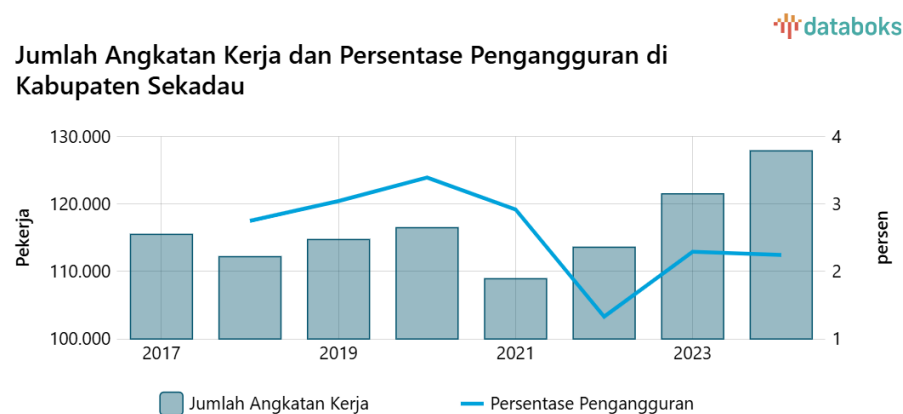
This study aims to analyze the influence of entrepreneurship education and entrepreneurial motivation on the entrepreneurial interest and creativity of students in the entrepreneurship study program at the keling kumang institute of technology. The study used a quantitative approach with structural equation modeling analysis techniques based on partial least squares (sem-pls). Data were obtained through distributing questionnaires to students as respondents, then analyzed through evaluation of the measurement model (outer model) and structural model (inner model). The results showed that all indicators met the criteria of convergent validity, discriminant validity, and reliability. Structurally, entrepreneurship education has a positive effect on students' entrepreneurial interest and creativity, although with a relatively smaller effect compared to entrepreneurial motivation which shows a more dominant influence. The r-square value of 0.494 indicates that the variables of entrepreneurship education and entrepreneurial motivation simultaneously are able to explain 49.4% of the variation in students' entrepreneurial interest and creativity, while the rest is influenced by other factors outside the research model. The results of this study emphasize the importance of strengthening practice-based entrepreneurship education and increasing student motivation in encouraging the growth of entrepreneurial interest and creativity.

INTRODUCTION

Entrepreneurship is now a serious idea. Various stakeholders, including the government, education, industry, and the community, have made several efforts to foster an entrepreneurial spirit. However, according to Daniel & Handoyo (2021), many young men and women in Indonesia are primarily interested in being job seekers rather than job creators. Even for graduates who have found work, their fate is still threatened by layoffs, which make employment insecure, given that Indonesia's economy has yet to recover from its slump. The global crisis, rooted in capitalism, has also impacted the unemployment rate.

High unemployment requires alternative solutions, one of which is empowering students and college graduates through entrepreneurship. Cultivating an entrepreneurial spirit among students is believed to be one solution to reducing the unemployment rate. According to Trihatmoko & Harsono, entrepreneurship is an activity that utilizes resources owned by an individual or organization with the aim of providing added value to those resources in a sustainable manner (Wijaya, 2021). The following table shows data on the number of workers and unemployed in Sekadau Regency:

Figure 1 Number of Workforce and Percentage of Unemployment



Sumber:
Badan Pusat Statistik (BPS)

Informasi Lain:

Source: <https://databoks.katadata.co.id>

Based on the data above, the number of workers in Sekadau Regency has increased over the past three years. Historically, 112,070 workers were recorded in 2022, then increased to 118,710 workers in 2023, and 124,990 workers in 2024. Meanwhile, according to Statistics Indonesia (BPS), the open unemployment rate (TPT) in Sekadau Regency in December 2024 decreased by 0.05% to 2.24% compared to December 2023. Meanwhile, compared to December 2022, the open unemployment rate (TPT) increased from 1.33% previously.

Universities, as educational institutions, are expected to actively participate and contribute to the development of our nation's slumping economy. The lack of student interest in the business world and entrepreneurship among university graduates is deeply regrettable (Rento et al., in Trihudiyatmanto, 2019). Students are agents of change in society. Entrepreneurship is a manifestation of change and a benefit of student participation. Furthermore, with students as entrepreneurs, it is hoped that this will also change the social status of those around them (Aang, 2020).

Interest in becoming an entrepreneur is a person's desire to work independently (self-employed) or run their own business. Entrepreneurial interest is the desire, interest, and willingness to work hard or the will to strive to meet their life's needs without fear of the risks they will face, the ability to learn from previous failures, which can then develop the business they have created. Entrepreneurial interest can also be seen from the willingness to work hard to achieve progress in the business they have founded, the willingness to bear all the risks associated with their actions (Rahayu & Laela, 2018).

Education is one way to improve the quality of human resources (HR). Both formal and informal education will foster a much better mindset for a country's human resources, as it transforms knowledge, shapes students' personalities, and fosters their abilities.

Education is the most appropriate medium for developing entrepreneurial talent, especially at the university level. The quality of education is considered to support the development of entrepreneurial talent in students, therefore the government and related agencies must collaborate to make various new breakthroughs and improve the quality of education (Sarifuddin, 2016). Based on this background, researchers conducted a study on "The Influence of Entrepreneurship Education and Motivation on Entrepreneurial Interests of Entrepreneurship Study Program Students at the Keling Kumang Institute of Technology."

LITERATURE REVIEW

Understanding Entrepreneurial Interest

The definition of entrepreneurial interest comes from the words interest and entrepreneurship. Interest is an important factor in doing something, with the existence of interest, the actions taken by a person are carried out with full interest and strong desire, as Syah (2010: 133) stated that, "interest is a tendency and high passion or great desire for something". Another opinion about the definition of interest was put forward by Slameto (2015: 180) that: Interest is a feeling of preference and a sense of attachment to something or activity, without anyone telling. Interest is basically the acceptance of a relationship between oneself and something outside of oneself. The stronger or closer the relationship, the greater the interest.

Interest is the strength of a person's soul to act according to what is desired, as stated by Sadirman (2011: 76), "interest is defined as a person's soul's tendency towards something (usually accompanied by a feeling of pleasure), therefore feeling that there is an interest in that something" Entrepreneurship is an activity carried out by a person to realize his desires with a creative and innovative soul that he has, as understood by Sudrajad (2012: 28) "entrepreneurs are people who are creative and innovative and are able to realize it to improve the welfare of life, the welfare of society and the environment". According to Djaali (2012: 132): "internal factors which include health, motivation and learning methods, external factors including family and school", factors that influence interest according to the expert opinion above can be described as follows:

1. Internal factors
 - Health
 - Motivation
 - How to Learn
2. External factors consisting of
 - Family
 - School
 - Crisis

Entrepreneurship Education

Definition of Entrepreneurship Education According to Adnyana and Purnami (2016:1169) Entrepreneurship education is defined as an educational program that is a source of

entrepreneurial attitudes and overall interest in becoming successful entrepreneurs in the future. According to Rosyanti and Irianto (2019:588), Entrepreneurship Education is a planned and applied effort to increase the knowledge, intention or intention and competence of students to develop their potential by being manifested in creative, innovative behavior and daring to take and manage risks. Chimucheka (2014:406) argues that "Entrepreneurship education is developing and improving the competencies that are needed to successfully establish and run an entrepreneurial venture." This means that entrepreneurship education is the development and improvement of competencies needed to successfully build and run a business. According to Shinta Wahyu Hati (2017:229) Entrepreneurship Education

Entrepreneurship is a learning process carried out to instill an understanding of entrepreneurial values and attitudes so that they can learn to be independent and creative, in addition to providing provisions and experience in learning entrepreneurship. Wira Bharata (2019:103) argues that entrepreneurship education is a systematic effort in a plan to help provide knowledge related to business opportunities that are still wide open and increasingly growing for now. Nurmansyah (2017:128) argues that Entrepreneurship Education is a learning process to change the attitudes and mindset of students towards choosing a career as an entrepreneur. Based on several expert opinions above, the author can draw the conclusion that Entrepreneurship Education is an educational program that can increase students' knowledge and competence regarding entrepreneurship and change their attitudes and mindset to want to choose a career as an entrepreneur. Scope of Entrepreneurship Education:

1. Character
2. Draft
3. Skills

Integrating Entrepreneurship Education. According to Laksmi Dewi, Ahmad Yani, and Asep Dudi (2015: 403), entrepreneurship education can be implemented in an integrated manner within the teaching and learning process in educational institutions, encompassing various activities. Some forms of entrepreneurship education integration include:

- a. Entrepreneurship Education Through Self-Development
- b. Changes in the Implementation of Entrepreneurship Learning from Theory to Practice
- c. Integrating Entrepreneurship Education into Learning Materials
- d. Integration of Entrepreneurship Education through Culture
- e. Integrating Entrepreneurship Education through Local Content

Entrepreneurial Motivation

Understanding Entrepreneurial Motivation Motivation is the most important thing that a person must have, with motivation a person will be encouraged to take action, one of which is the action of entrepreneurship. The opinion regarding motivation according to Djaali (2015:101): "motivation is a physiological and psychological condition within a person that drives him to carry out certain activities in order to achieve a goal (need)".

Motivation is a drive from within a person to do something, in accordance with what they want to do, for example, carrying out entrepreneurial actions. Expert opinion on the definition of entrepreneurial motivation is conveyed by Handoko (2000: 25), namely "a condition within a person that encourages individuals to carry out certain activities to achieve business goals." The expert explains that entrepreneurial motivation is the drive to carry out business activities.

Based on the definition of motivation according to the experts above, it can be concluded that entrepreneurial motivation is a state of mind and mentality of a person that provides the impetus for someone's soul to become an entrepreneur. People who have an entrepreneurial spirit are creative and innovative and the person is brave to take risks and able to see opportunities around them. The stronger the motivation, the more it will determine the quality of behavior in entrepreneurship, in accordance with the goals to be achieved.

The following is the hypothesis:

H1: Entrepreneurship education has a positive influence on students' interest and creativity in entrepreneurship .

Entrepreneurship education is a learning process aimed at developing entrepreneurial knowledge, attitudes, and mindsets through strengthening character, concepts, and practical business skills. Through structured and applied learning, students not only understand business theory but are also trained to think creatively, innovatively, and dare to take risks. Effective entrepreneurship education can increase students' self-confidence and perception of self-control regarding business opportunities, thereby encouraging the growth of interest and the ability to generate creative ideas in entrepreneurship. Therefore, the better the quality of entrepreneurship education students receive, the higher their interest and creativity in entrepreneurship.

H2: Entrepreneurial motivation has a positive influence on students' entrepreneurial interest and creativity

Entrepreneurial motivation is an internal and external drive that drives individuals to engage in business activities to achieve specific goals, such as financial independence, self-actualization, and the need for achievement. Students with high levels of motivation tend to be more willing to take risks, more persistent in facing challenges, and more creative in finding solutions to business problems. Strong motivation will strengthen the intention and mental readiness to start a business, thereby increasing interest and creativity in developing business ideas. Therefore, the higher a student's level of entrepreneurial motivation, the greater their interest and creativity in engaging in entrepreneurial activities.

H3: Entrepreneurship education and entrepreneurial motivation simultaneously have a positive influence on students' entrepreneurial interest and creativity .

Entrepreneurial interest and creativity are not influenced by a single factor, but rather the result of an interaction between external factors, such as entrepreneurship education, and internal factors, such as entrepreneurial motivation. Education provides the foundation of knowledge and skills necessary for running a business, while motivation provides the psychological drive to translate that knowledge into concrete actions. The combination of conceptual understanding, practical experience, and strong internal drive will shape students' readiness for creative and innovative entrepreneurship. Therefore, the more optimal the entrepreneurship education received and the higher the motivation possessed by students, the greater the potential for increasing their entrepreneurial interest and creativity.

METHODS**Data Types and Sources**

The type of data in this study is quantitative data, which is data in numerical form and can be analyzed statistically to determine the relationship and influence between research variables. Quantitative data in research is generally obtained through measurements using research instruments such as questionnaires or questionnaires compiled based on the indicators of the variables being studied. Research data sources consist of primary data and secondary data. Primary data is data obtained directly from respondents through data collection processes in the field, for example through questionnaires, structured interviews, or directed observations, so that the data is authentic and in accordance with the research conditions. Meanwhile, secondary data is supporting data obtained not directly from respondents, but through documents, archives, reports, or official records relevant to the research object and serves to complement and strengthen the analysis of primary data. The use of quantitative data and grouping data sources into primary and secondary data is a common procedure used in scientific research

because it allows researchers to obtain objective, measurable data that can be statistically tested to draw valid conclusions.

This is in line with the opinion of Sugiyono (2019) who stated that quantitative research uses data in the form of numbers that are analyzed statistically and utilizes primary and secondary data as sources of research information, then reinforced by Suharsimi Arikunto (2013) who explains that primary data is obtained directly from research subjects while secondary data comes from documents or indirect sources, and is supported by the view of John W. Creswell (2014) who emphasized that quantitative research emphasizes measuring variables with numerical data collected through standardized instruments to produce objective and generalizable analysis.

Data Analysis Methods

This research method uses a quantitative approach with Structural Equation Modeling analysis technique based on Partial Least Squares (SEM-PLS) to test the relationship between latent variables X1 and X2 to variable Y. Data analysis was carried out through two main stages, namely evaluation of the measurement model (outer model) and the structural model (inner model). In the outer model stage, testing was carried out to ensure the quality of the instrument through a convergent validity test using outer loading and AVE values, a reliability test using Cronbach's Alpha and Composite Reliability, and a discriminant validity test using HTMT values. After the measurement model was declared valid and reliable, the analysis continued to the inner model to test the influence between latent variables through the path coefficient and the model's ability to explain the dependent variable using the R-square value.

This approach is in line with the opinion of Sugiyono (2019) who stated that quantitative research emphasizes the analysis of numerical data with statistical techniques to test hypotheses, reinforced by Suharsimi Arikunto (2013) who explained that ex post facto research is used to examine causal relationships without direct treatment, and supported by John W. Creswell (2014) who emphasized that statistical analysis in quantitative research is carried out through systematic stages starting from data description to testing the relationship between variables to obtain valid and reliable conclusions.

RESULTS

Analysis – Partial Least Square (PLS).

In research Here, data analysis is carried out using the Structural Equation Modeling (SEM) method based on Partial Least Square (PLS). SEMPLS selected Because of its abilities in testing complex relationships between latent variables with relatively small sample and assumptions flexible normality (Ghozali, 2021). SEM -PLS analysis in study This uses SmartPLS 4 software and consists of two sub-models , namely the Measurement Model (Outer Model) to specify connection between latent variables with the indicators . The outer model defines How each indicator is related to its latent variables and Structural Model (Inner Model) to describe connections between latent variables based on substantive research theory. The inner model describes the connection between latent variables based on hypothesis study.

Measurement Model or Outer Model

Convergent validity aims to test correlation between items/indicators in measuring construct . Convergent validity from the measurement model with reflective indicators can be seen from correlation between score indicators with score the calculated construct (loading factor) with PLS.

Convergent Validity (Convergent Validity)

According to Ghozali (2021), the usual rule of thumb used For evaluating validity convergent that is loading factor value must be more than 0.7 for confirmatory research and loading factor values between 0.6-0.7 for exploratory research is still ongoing can be accepted as well as Average Variance Extracted (AVE) value must be greater than 0.5. However, for study stage beginning from development scale measurement, loading value 0.5-0.6 is still considered sufficient (Chin, 1998 in Ghozali 2021) The outer loading value for convergent validity test.

Table 1. Outer Loading Value

Indicator	X1	X2	Y
X1.1	0.798		
X1.2	0.802		
X1.3	0.854		
X1.4	0.786		
X2.1		0.711	
X2.2		0.788	
X2.3		0.842	
X2.4		0.767	
X2.5		0.763	
Y1			0.762
Y2			0.814
Y3			0.836
Y4			0.833

Source: SEM PLS 4.2026

The results of the outer loading analysis show that all over indicators on variables X1, The indicators on variable X1 have loading values between 0.786 to 0.854, variable X2 between 0.711 to 0.842, and variable Y between 0.762 to 0.836. The values show that each indicator is capable of representing latent constructs being measured in a good way and have a strong relationship with their respective variables. Thus, all indicators in the research model were declared valid and worthy of use. For analysis further continue on to the structural model without needing to delete indicators.

Discriminant Validity

Discriminant validity test in SmartPLS is method For evaluating to what extent the construct in the measurement model can be clearly differentiated from other constructs . If the discriminant validity is fulfilled, this shows that the constructs are measuring their own characteristics unique and different from other existing constructs in the model. One of the methods evaluate validity This is by comparing mark correlation between construct with root AVE (average extracted) squared . Discriminant validity considered Good If mark root squared AVE of each construct is bigger compared to mark correlation between construct . In addition, the cross loading factor value of the reflective indicator is also important, where ideally more than 0.70, although the value of 0.6 can still be accepted (Ghozali, 2021).

Table 2. discriminant validity

Variables	X1	X2	Y
Entrepreneurship Education			
Motivation	0.691		
Interest	0.600	0.826	

Source: SEM PLS 4.2026

The results of the discriminant validity analysis using Heterotrait – Monotrait Ratio (HTMT) show that the mark connection between constructs is still below the recommended limit, namely < 0.90 (or more strictly < 0.85). The HTMT value between X1 and X2 is 0.691, between X1 and Y is 0.600, and between X2 and Y is 0.826. All mark the be under threshold is set, so it can be concluded that each latent variable has clear and unclear differences each other overlapping in a way concept. Thus, the research model has fulfilled the criteria of discriminant validity, which means every construct truly measures different concepts and measurement models stated Good as well as worthy For continued with the structural model analysis.

In addition to looking at the loading factor, construct validity can also be evaluated through AVE (Average Variance Extracted) value. The AVE value indicates the extent to which latent variables are able to explain variation from indicators that measure it. The higher the AVE value, the more Good his abilities in explaining variability indicators said. For fulfilling criteria validity construct, the AVE value must be more than 0.5. Here is the resulting AVE value from SEM-PLS data processing.

Table 3. Construct Reliability and Validity

Variables	Cronbach's Alpha	Composite Reliability	Composite Reliability	Average Variance Extract
Entrepreneurship Education	0.827	0.838	0.884	0.657
Motivation	0.833	0.841	0.882	0.601
Interest	0.827	0.829	0.885	0.659

Source: SEM PLS 4.2026

The results of the SEM-PLS analysis in the table show testing reliability and validity construct through Cronbach's Alpha, Composite Reliability, and Average Variance Extracted (AVE) values. Variable Variable Meanwhile, The Y variable has a Cronbach's Alpha of 0.827, a Composite Reliability of 0.829 and 0.885, and an AVE of 0.659. Cronbach's Alpha and Composite Reliability values are above 0.70, which indicates that each construct has good internal reliability . In addition, all the AVE values are above 0.50 which indicates that the construct is capable of explaining more than 50% variance of the indicators, so that fulfil criterion validity converges.

Inner (Structural) Model

In this inner model section contains a goodness-of-fit model coefficient determination or R-Square and t-test or hypothesis test Good influence direct and No direct .

R-square

R-Square is assessed based on criteria each of which indicates that the model is classified as strong , medium , or weak . A good R-Square value is generally approach numbers 1 to 100%.

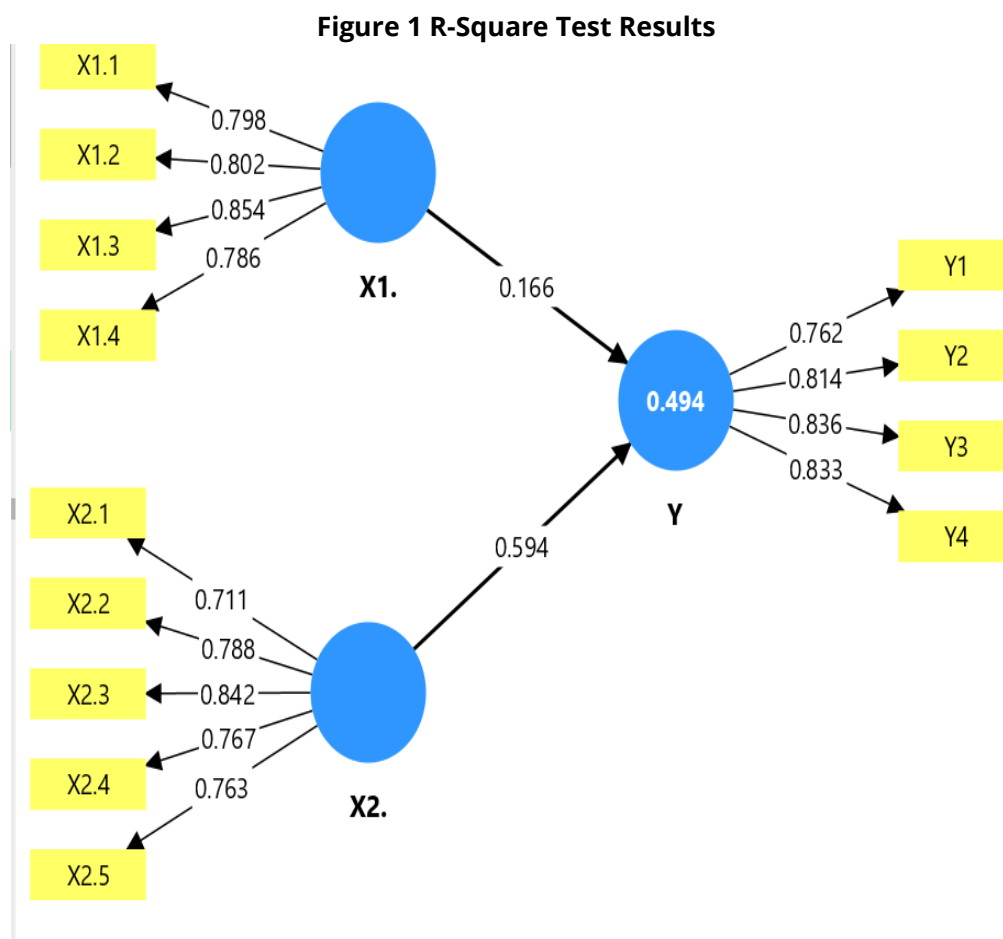
Table 4. Coefficient Determination (R-Square)

Variables	R-square	Adjusted R-square
Interest	0.494	0.484

Source: SEM PLS 4.2026

The results of the R-square analysis (coefficient determination) show that the R-square value for variable Y is 0.494, while the adjusted R-square value is 0.484. This value shows that independent variables in the research model capable of explaining 49.4% of the variation that occurs in variable Y, while the remaining 50.6 % is influenced by other variables outside the research model that are not analyzed. The adjusted R-square value is not much different from R-

square showing that the model has a good level of stability after adjusting with amount of predictor variables. In general, the R-square value of 0.494 can be categorized as ability explanation of the current model or Enough Good.



Source : SmartPLS 4 output , processed data author (2026)

SEM-PLS analysis results in the image show that all over indicators on variables X1, X2, and Y have loading factor value above 0.70, so that declared valid in measuring each construct . In the structural model, variable X1 has a positive influence on Y with coefficient of 0.166 which shows relatively weak influence, whereas variable the research model . overall, research model own quality good measurement and capability sufficient explanation in explaining connection between variables.

DISCUSSION

The results of the study indicate that the measurement model has met the criteria for good validity and reliability. All indicators in the variables of entrepreneurship education, other supporting factors, and entrepreneurial interest/creativity have outer loading values above 0.70, thus being declared valid in measuring the latent construct. In addition, Cronbach's Alpha and Composite Reliability values exceeding 0.70 indicate that the research instrument has good internal consistency. Discriminant validity is also met based on the HTMT value which is below the limit of 0.90, so that each construct can be clearly distinguished.

In the structural model, the research results show that entrepreneurship education has a positive influence on students' entrepreneurial interest and creativity, although the magnitude of the influence is relatively smaller compared to the other variables studied. Meanwhile, the second variable has a stronger influence on entrepreneurial interest and creativity.

This suggests that while entrepreneurship education is important, other factors such as experience, motivation, or environment also play a significant role in shaping students' interest and creativity in entrepreneurship. The R-square value of 0.494 indicates that the research model is able to explain 49.4% of the variation in students' entrepreneurial interest and creativity. This value indicates the model's moderate explanatory power, indicating that there are still other factors outside the model that influence students' entrepreneurial interest and creativity. This result is in line with entrepreneurship theory which states that entrepreneurial interest and creativity are influenced by various internal and external factors such as motivation, social environment, experience, and business opportunities.

CONCLUSION

Based on the results of the SEM-PLS analysis, it can be concluded that all constructs in the study are valid and reliable, making them suitable for use in testing the relationships between variables. Entrepreneurship education has been shown to have a positive effect on students' entrepreneurial interest and creativity, although its effect is relatively smaller compared to the other variables studied. The second variable shows a more dominant influence in increasing students' entrepreneurial interest and creativity. Simultaneously, the independent variables are able to explain 49.4% of the variation in students' entrepreneurial interest and creativity, thus the research model has quite good explanatory power.

LIMITATION

Study This own a number of limitations . First , the variables used in the research model Still limited so that Not yet capable explain all over factor affecting interest and creativity entrepreneurship students . Second , research only done on one college tall so that results study Not yet can generalized in a way extensive . Third , research data obtained through questionnaire so it really depends on perception respondents .

For study Next , it is recommended add other variables such as motivation entrepreneurship , self-efficacy, environment family , experience business , or support social research next also can expand object research on several college tall or different areas so that the results study more representative . In addition , the research furthermore can use mixed method approach to get greater understanding deep about factor former interest and creativity entrepreneurship.

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