



The Effect of Entrepreneurship Education, Entrepreneurial Motivation, and Self-Efficacy on Entrepreneurial Interest

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Article Info	Abstract
<p><i>Keywords:</i></p> <ul style="list-style-type: none"> ○ Entrepreneurship Education, ○ Entrepreneurial Motivation, ○ Self-efficacy, ○ Entrepreneurial Interest 	<p>Purpose – This study aims to obtain empirical evidence on the effect of entrepreneurship education, entrepreneurial motivation, and self-efficacy on entrepreneurial interest, to support the development of more effective entrepreneurship education or training programs, to increase students' interest and readiness to start and manage businesses independently.</p>
<p>Article History</p> <p>Received: 06 – 01 - 2025 Accepted: 15 – 01 - 2025 Published: 01 – 04 - 2025</p>	<p>Design/methodology/approach – This study uses quantitative research methods, using primary data collected from a population of 81 students at the Al Fithrah Institute Surabaya. Data analysis is conducted using Partial Least Square (PLS) software.</p> <p>Findings – The results of this study found that entrepreneurship education has a positive and significant effect on entrepreneurial interest. Furthermore, entrepreneurial motivation has a significantly contributed to building individual interest in running a business. Last, self-efficacy has a positive influence in increasing students' entrepreneurial interest.</p> <p>Research limitations/implications – This study focuses on entrepreneurial interest, where this study identifies each variable that is the most dominant in shaping entrepreneurial interest. In addition, this study makes an important contribution to entrepreneurship education and planning strategies for empowering future entrepreneurs.</p>

INTRODUCTION

Entrepreneurship is an important issue in the economy of a developing nation. The progress or decline of a nation's economy is determined by the existence and role of entrepreneurial groups. Entrepreneurial careers can support the welfare of society which results in real financial barriers. For this reason, our efforts are needed to increase the interest in entrepreneurship for college graduates (Saptarius, 2020). Entrepreneurial is a desire and interest that then develops into an individual's willingness to work hard based on the ideas they have, without fear of the risk that occurs and dares to accept challenges, be able to act confidently, creatively, innovatively, and have the ability and skills to try to meet life's needs (Mulyaningsih and Darwin, 2021)

Unemployment is a problem faced by every country. In Indonesia, the highest unemployment rate is created by educated groups. The low interest of Indonesian youth in entrepreneurship is a serious concern for various parties, including the government, the world of education, the world of industry, and the community. Multiple efforts have been made to foster the entrepreneurial spirit, especially changing the mindset of young people who have only been interested in being job seekers



(Taufik Hidayatullohan, 2017). Based on the Statistics Indonesia, the unemployment rate in Java 2024 is as follows:

Table 1. Unemployment Rate in Java Island 2024

Provinces	Unemployment Rate by Province (Percent)	
	February 2024	August 2024
DKI Jakarta	6.03	6.21
Jawa Barat	6.91	6.75
Jawa Tengah	4.39	4.78
DI Yogyakarta	3.24	3.48
Jawa Timur	3.74	4.19
Banten	7.02	6.68

Source: Statistics Indonesia

This problem is an important concern and a shared responsibility of every party in this country (Wahyuningsih, 2018). The government has made various efforts to eliminate or reduce poverty, but has not shown the expected results. Community empowerment efforts carried out by the Ministry of Education and Culture are through revamping the education curriculum, starting from the secondary education level to higher education. Among other things, by including/adding entrepreneurship subjects/sources, which are intended to instill an entrepreneurial spirit in the younger generation, higher education as the highest level of formal education, is expected to produce a young generation that is independent and can arouse or raise students' awareness to become people who can create jobs (job creators) not people who are looking for work (job seekers) (Armansyah and Yuritanto, 2021).

Another factor that can increase interest in entrepreneurship is entrepreneurial motivation. Jawa Timur education office (Dindik Jatim) held the prestigious Millennial Entrepreneur Award (MEA) 2024, as a forum for innovation for double-track high school students throughout the province. Based on Peraturan Gubernur Jawa Timur No. 139 of 2018, double-track is a term given to schools that organize two education is programs formal education and entrepreneurial skill programs. This achievement is a motivation to continue to excel, innovate in entrepreneurship and develop potential. So that they are increasingly ready to enter the world of work and entrepreneurship.

With strong entrepreneurial innovation, it can certainly increase the number of young entrepreneurs in Indonesia. Most people who succeed have a strong motivation that drives their actions. Entrepreneur motivation is also a driver of increased student interest in entrepreneurship. The success rate of entrepreneurship depends on how motivated the student is. So, the greater a person's motivation, the greater the effort to realize his goals (Abdullah and Septiany, 2022).

In addition to the two factors above that affect entrepreneurial interest, there are other factors, namely self-efficacy. Indonesian millennials tend to avoid risky behavior, stay away from uncertainty, emphasize harmony to maintain relationships between individuals, and are not open to new things. This tendency to play it safe is a barrier for Indonesian millennials to become entrepreneurs (Basuki, Rajiani and Widyanti, 2022). An entrepreneur, especially one who just started his business. Of course, this is very disturbing to work performance and also hinders the success of the business being undertaken. Some of the causes of insecurity for an entrepreneur include experiencing failure or rejection, lack of support from the surrounding environment, wrong parenting, past trauma, and overthinking (Istiqomah, 2022).

Self-efficacy can have an impact on entrepreneurial interest and is considered important for making entrepreneurial plans that are carried out and self-efficacy is the reason individuals have an



interest in entrepreneurship (Patminingsih et al., 2023). The characteristics of individuals with high self-efficacy are if individuals have the belief that can face various problems they have, persevere to do things, and believe in their capabilities. Everyone has an unequal level of efficacy. Someone with a high level of efficacy will have confidence in the ability to do certain activities, and vice versa (Makuku, 2023).

Previous research has found mixed results regarding the effect of entrepreneurship education, entrepreneurial motivation, and self-efficacy on entrepreneurial interest. In this research entrepreneurship education has a positive influence on entrepreneurial interest, in line with Mambu et al. (2019), Wahyuningsih (2020), Abror et al. (2021), Falah and Marlana (2022), and Susilawaty (2022). However, research by Setyaki and Sugiyanto (2023) showed that entrepreneurship education on entrepreneurial interest has a negative effect. Based on the research, entrepreneurial motivation has significantly contribution in building individual interest in running a business, by research by Alifia and Dwiridotjahjono (2019), Armansyah and Yuritano (2021), Wardani and Dewi (2021), Azid and Hikmah (2022), and Sari et al. (2022). However, Julindrastuti and Karyadi (2022) reached a different conclusion that entrepreneurial motivation decreases entrepreneurial interest. This study has the results, that self-efficacy has a positive influence in increasing students' entrepreneurial interest in accordance with the research of Munawar, 2019 (Seba, 2020), Setyanti et al. (2021), Cahyono and Subiyantoro (2022), and Makuku (2023), namely self-efficacy has a positive effect on entrepreneurial interest, in contrast to Ngatiningsih et al. (2023), revealing that self-efficacy has a negative effect on entrepreneurial interest.

The purpose of this study was to determine and analyze the effect of entrepreneurship education, entrepreneurial motivation, and self-efficacy on entrepreneurial interest. This study is expected to provide information about entrepreneurial interest, provide benefits, and can be used as a reference for further researchers and useful in decision making. Entrepreneurial interest is very important to improve the state of the Indonesian economy. Therefore, researchers are interested in examining entrepreneurship education, entrepreneurial motivation, and self-efficacy on entrepreneurial interest, because entrepreneurial interest can help foster the spirit of business and reduce unemployment rates.

LITERATUR REVIEW

Opportunity and Creativity Theories

Opportunity and creativity theories emphasize that entrepreneurship begins with an individual's ability to recognize and take advantage of opportunities that exist around him or her. Creativity plays a key role in identifying unique opportunities and designing innovative solutions to capitalize on them. In the context of entrepreneurship education, this theory has close relevance to entrepreneurial interest, as education can provide knowledge, skills, and an environment that encourages the recognition and exploration of business opportunities.

Expectancy Theory

Expectancy theory explains that entrepreneurial motivation is closely related to entrepreneurial interest through three main components: expectancy, instrumentality, and valence. Expectancy refers to an individual's belief that the effort they put in, such as learning entrepreneurial skills, will result in good performance. Instrumentality is the belief that good performance will lead to certain outcomes, such as financial gain or social recognition, which is often reinforced by direct experience or role models. Valence refers to the value individuals place on the outcome, where if the outcome is perceived as attractive, the motivation for entrepreneurship will increase.

Bandura's Self-efficacy Theory

Self-efficacy theory has a close relationship with entrepreneurial interest. Self-efficacy is a person's belief in their ability to achieve goals, an important basis in encouraging entrepreneurial motivation. Individuals with high self-efficacy feel confident in facing entrepreneurial challenges, such as taking risks, innovating, and managing uncertainty. This belief motivates them to act more proactively, for example by learning new skills or seeking business opportunities. This strengthens entrepreneurial interest as individuals feel that entrepreneurship is a path that suits their abilities.

Entrepreneurship Education

Rusdiana (2021), entrepreneurship education is a process or activity carried out to internalize the entrepreneurial mentality and transmit entrepreneurial knowledge, and skills to students through formal educational institutions (schools and universities) and non-formal institutions (training institutions) to take advantage of business opportunities. According to researchers, entrepreneurship education is a process of teaching and learning about entrepreneurship by developing knowledge, skills, attitudes, and personal character so that they can take advantage of business opportunities.

Entrepreneurial Motivation

Syifa (2021) define entrepreneurial motivation is a condition that arises in a person from a strong will to achieve life goals and needs, strong belief or strength of self, honesty and responsibility, physical and mental endurance, perseverance and tenacity in working and trying, reactive and constructive, future-oriented, and risk-taking. Based on the above understanding, according to researchers, entrepreneurial motivation is an impulse that arises in a person to carry out entrepreneurial activities to achieve their goals and needs (Faisal, 2018).

Self-efficacy

Kibtiyah (2021) explained that self-efficacy is a person's assessment of himself that he can realize what has been set, self-efficacy is needed for each individual to achieve success of whatever size is desired in one's life. As for researchers, self-efficacy is a person's belief in his ability to carry out actions or complete tasks to achieve certain goals.

Entrepreneurial Interest

Mulyaningsih and Darwin (2021) the definition of entrepreneurial interest is a desire and interest that then develops into an individual's willingness to work hard based on the ideas he already has, without fear of the risks that occur and dare to accept challenges, be able to act confidently, creatively, and innovatively and have the ability, and skills to try meet life's needs. According to researchers, entrepreneurial interest is the desire or drive in a person to work hard to build a business based on the ideas he already has, without fear of the risk that occur and dare to accept challenges, be able to act confidently, creatively, and innovatively, and have the ability and skills to meet life's needs.

Hypothesis Development

Entrepreneurship education has a role in foresting students' entrepreneurial interest through the acquisition of entrepreneurial knowledge and skills sourced from the teaching and learning process during the implementation of entrepreneurship courses (Susilawaty, 2022). Education can change one's mindset. By providing entrepreneurship education, it opens the horizons of students' thinking about the concept of capturing business opportunities with ideas and creativity. Universities and related parties have a responsibility to motivate, hone skills, seize opportunities,



manage business, and courage in facing student business risks as prospective entrepreneurs (Wahyuningsih, 2018). This is in line with the theory of opportunity and creativity, which has a close relevance to an environment that encourages the recognition and exploration of business opportunities. The results of the study by Mambu et al. (2019), Wahyuningsih (2020), Abror et al. (2021), Falah and Marlana (2022), and Susilawaty (2022) show that entrepreneurship education has a positive effect on entrepreneurial interest. Meanwhile, research by Setyaki and Sugiyanto (2023) states that entrepreneurship education harms entrepreneurial interest. This means that the higher the entrepreneurship education, the lower the interest in entrepreneurship. Based on the portrayal, the taking after speculations is proposed:

H₁ Entrepreneurship education positively influences the interest in entrepreneurship

According to expectancy theory, entrepreneurial interest is influenced by belief in the success of the business (expectations), the benefits obtained from this success (instrumentality), and the importance of the desired result (valence). When these three factors are high, entrepreneurial interest tends to increase. Entrepreneurial motivation is very necessary and must exist in every individual who will start entrepreneurship so that entrepreneurial interest can be realized (Alifia and Dwiridotjahjono, 2019). With strong entrepreneurial motivation from students, it can certainly increase the number of young entrepreneurs in Indonesia. Entrepreneurial motivation is a driver of increased student interest in entrepreneurship. The level of entrepreneurial success depends on how much motivation the student have (Abdullah and Septiany, 2022). This study is in line with Alifia and Dwiridotjahjono (2019), Armansyah and Yuritanto (2021), Wardani and Dewi (2021), Azid and Hikmah (2022), and Sari et al. (2022) which states that entrepreneurial motivation has a positive effect on entrepreneurial interest. This means that the higher the compensation provided by the employer, the more reluctant a person will be to commit fraud. As for those who state that entrepreneurial motivation harms entrepreneurial interest, namely research (Julindrastuti and Karyadi, 2022). Based on this explanation, the researchers took the hypothesis, namely:

H₂ Entrepreneurial motivation positively influences the desire for entrepreneurship

Self-efficacy in entrepreneurial interest is considered important for making entrepreneurial planning that is carried out. According to Bandura's self-efficacy theory, high self-efficacy makes a person more confident in facing business challenges, taking risks, and managing the business. When individuals believe that they have the necessary skills and abilities to succeed, their interest in entrepreneurship tends to increase, as such beliefs drive motivation and actions relevant to entrepreneurship. The entrepreneurial process is not something easy so entrepreneurial self-efficacy is believed to be able to drive business success (Setyanti et al. 2021). This is evidenced by the results of research showing that self-efficacy has a positive effect on entrepreneurial interest (Munawar, 2019; Seba, 2020; Setyanti, Cahyani Pradana and Sudarsih, 2021; Cahyono and Subiyantoro, 2022; Makuku, 2023). This is different from research Ngatiningsih et al. (2023) which states that self-efficacy has a negative effect on entrepreneurial interest because limited time and resources make it difficult for them to start a new business in the early stages of developing skills and experience. Therefore, the proposed hypothesis is:

H₃ High self-efficacy can increase interest in entrepreneurship

RESEARCH METHOD

The type of investigation used in this research is a correlational study to find important variables related to the problem or identify important factors related to the problem, correlational studies are always conducted in unplanned situations. For the level of intervention, researchers used



minimal intervention. The unit of analysis used in this study is an individual with students of the Institute Al Fithrah Surabaya as the subject of research and the object of this research entrepreneurship education, entrepreneurial motivation, and self-efficacy as an independent variable on the dependent variable, namely interest in entrepreneurship. For the implementation time, one (cross-section) using data analysis is hypothesis testing (Sekaran, 2009). Sources of data used in this study using primary data. Primary data is obtained from the results of distributing questionnaires to respondents. This research method uses quantitative methods that have a significant relationship between the variables studied to get conclusions that will explain the general picture under study in the form of values or sources for the answers given to respondents to statements on the questionnaire. As for the sampling design, the sampling design in this study is non-probability sampling (Sekaran, 2006). In this study, 81 samples were selected from all students, due to the limited number of students who have taken entrepreneurship courses. The variables used in this research are as follows:

Table 2. Variable Measurement

Type	Variable	Dimension	Source
Independent Variables	Entrepreneurship Education	<ol style="list-style-type: none"> 1. Teaching materials 2. Entrepreneurship education objectives 3. Facilities and infrastructure 4. Teaching methods 	Abror, Pardiman and Mustapita (2021)
	Entrepreneurial Motivation	<ol style="list-style-type: none"> 1. The existence of desire and wishes in entrepreneurship 2. The existence of encouragement and needs in entrepreneurship 3. The existence of future hopes and aspirations 4. The existence of appreciation in entrepreneurship 5. The existence of interesting activities in entrepreneurship 	Armansyah and Yurianto (2021)
	Self-Efficacy	<ol style="list-style-type: none"> 1. Experience of success 2. Social modeling 3. Social persuasion 4. Physical and emotional state 	Seba (2020)
Dependent Variable	Entrepreneurial Interest	<ol style="list-style-type: none"> 1. Entrepreneurial desire 2. Future orientation 3. Motivation 	Rusdiana et al. (2024)



The data analysis method used in this study was the Partial Least Square (PLS) methodology. PLS is a structural equation modeling (SEM) solution that is better suited for this research than other SEM approaches. The use of PLS (Partial Least Squares) was chosen in this study because of its ability to handle multidimensional data and model complex relationships between variables, even when the data is not normally distributed. This technique is effective in small sample sizes and can handle latent variables that are difficult to measure directly. The linear equation model in this regression is as follows:

$$EI = \beta_1EE + \beta_2EM + \beta_3SE + \varepsilon$$

RESULTS

Respondent Demographics

Respondents who participated in this study were students at Al Fithrah Institute Surabaya who were spread across several study programs. The data used is primary data, namely by distributing questionnaires to respondents who have criteria. Of the 81 respondents who provided answers to the questionnaire, respondents came from two study programs, namely:

Table 3. Distribution by gender

No.	Description	Total	Percentage
1	Female	44	54%
2	Male	37	46%
Total		81	100%

Based on the results of the questionnaire obtained by the researcher, table 4 shows that most of the respondents were female as many as 44 people or with a percentage of 54%. While the smallest number of respondents were males as many as 37 people or with a percentage of 46%.

Table 4. Distribution by study program

No.	Description	Total	Percentage
1	Islamic Banking	37	46%
2	Islamic Education Management	44	54%
Total		81	100%

Based on the age of the respondents, most of them are 21-25 years old as many as 62 people or with a percentage of 77% and 16-20 years old as many as 19 people or with a percentage of 23%.

Table 5. Distribution by age

No.	Description	Total	Percentage
1	16 -20 Years Old	19	33%
2	21-25 Years Old	62	77%
3	26-30 Years Old	0	0%
4	31-35 Years Old	0	0%
5	> 35 Years old	0	0%
Total		81	100%

Based on semester, there are more respondents in semester 5 and semester 7, each with the same number of 40 people with a percentage of 49.5%, while the smallest number is the final semester with 1 respondent with a percentage of 1%.



Table 6. Distribution by semester

No.	Description	Total	Percentage
1	Semester 3	0	0
2	Semester 5	40	49.5%
3	Semester 7	40	49.5%
4	Final	1	1%
Total		81	100%

Normality Testing, Convergent Validity and Reliability Testing

The fundamental assumption of multivariate analysis is normality. The data are considered normal if the skewness value is in the range of ± 1.96 at a significance of 0.05 (Hair *et al.*, 2010). The data is deemed normal since, according to the table, the normality test indicates that each variable's skewness value is less than 1.96. In the meantime, the data processing findings demonstrated that all indicators and dimensions created latent variables, with loading factor > 0.7 and AVE 0.5 meeting the validity of convergence (Hair *et al.*, 2010). Additionally, the reliability test revealed that each variable had Cronbach's alpha and composite reliability values greater than 0.7, indicating the dependability of the data. All things considered, the assessment of the measurement model (outer model) verifies that all dimensions and indicators originate from latent variables. R-squared is a measure that indicates how well the regression model can explain variations in the data. Its value ranges from 0 to 1, where the closer to 1, the greater the proportion of variation that can be explained by the model. Adjusted R-squared is an adjusted version of R^2 that takes into account the number of independent variables in the model. It provides a more accurate picture of how well the model explains the data, especially when comparing models with different numbers of variables. If there are irrelevant variables, the adjusted R^2 will decrease, indicating that the model is becoming less efficient.

The Hypothesis Test

Assuming that entrepreneurial interest is the dependent variable, this test uses multiple regression analysis. The claim is that this linear regression model involves more than one independent variable or predictor. It is assumed that the object of research is entrepreneurship education, entrepreneurial motivation, and self-efficacy, on entrepreneurial interest. Multiple regression analysis is used by researchers if the researcher intends to predict the state (up and down) of the dependent variables (criterion), when two or more independent variables as predictor factors are manipulated (up and down). In the case, there are three independent variables and one dependent variable (Sudariana and Yoedani, 2021).

The test findings are displayed in table:

Table 7. Test results

Variable	Prediction	Original Sample (O)	P-Values
EE -> EI	+	0.458	0.000*
EM -> EI	+	0.396	0.001*
SE -> EI	+	0.020	0.846
R-squared		0.607	
Adjusted R - squared		0.592	



Significance Level *0.05

Source: SmartPLS Data Processing Results

Caption: EE = Entrepreneurship Education; EM = Entrepreneurial Motivation; SE = Self-Efficacy; EI = Entrepreneurial Interest

Explanatory

The R-squared value of 0.607 indicates that the regression model explains 60.7% of the variability of entrepreneurial interest. In the words, most of the variation in the data can be explained by the relationship built in the model. Meanwhile, the adjusted R-square value of 0.592 is an adjusted version of R-squared that considers the number of independent variables in the model as well as the sample size. Adjusted R-squared is lower than R-squared because it penalizes the addition of insignificant variables, making it a more reliable indicator for evaluating model performance, especially when there are many predictors. The value of 0.592 indicates that after adjusting, the model still explains about 59.2% of the variability in the data consistently.

DISCUSSIONS

Entrepreneurship education has a positive significant effect on entrepreneurial interest.

This study shows that entrepreneurship education has an important role in entrepreneurial interest. This is in line with the research Mambu et al. (2019), Wahyuningsih (2020), Abror et al. (2021), Falah and Marlana (2022), and Susilawaty (2022) which provides results that entrepreneurship education has a positive effect on entrepreneurial interest. The higher the entrepreneurship education, the more it increases one's interest in entrepreneurship. It can also be argued that the students have received entrepreneurship education provided by universities can increase their interest in entrepreneurship.

Based on the theory of opportunity and creativity, explains that entrepreneurship begins with an individual's ability to recognize and take advantage of opportunities that exist around him. Creativity plays a key role in identifying unique opportunities and designing innovative solutions to take advantage of them. In the context of entrepreneurship education, this theory has close relevance to entrepreneurial interest, as education can provide knowledge, skills, and an environment that encourages the recognition and exploration of business opportunities.

Entrepreneurial motivation has a positive significant effect on entrepreneurial interest

The results showed that the research was in line with Alifia and Dwiridotjahjono (2019), Armansyah and Yurianto (2021), Wardani and Dewi (2021), Azid and Hikmah (2022), and Sari et al. (2022). Previous research shows that the more entrepreneurial motivation increases in a person, the more a person's interest in entrepreneurship will increase. In this study, it is argued by students, it shows that the motivation that exists within students can encourage the student's desire to be interested in entrepreneurship.

Based on expectancy theory, it explains that entrepreneurial motivation is closely related to entrepreneurial interest through three main components, namely expectancy, instrumentality, and valence. Expectancy refers to an individual's belief that the effort they make, such as learning entrepreneurial skills, will lead to certain outcomes, such as financial gain or social recognition, which is often reinforced by direct experience or role models. Valence refers to the value individuals place on the outcome, where if the outcome is perceived as attractive, the motivation for entrepreneurship will increase.

Self-efficacy has a positive insignificant effect on entrepreneurial interest

The results of the study are in line with the research Alifia and Dwiridotjahjono (2019), Armansyah and Yuritano (2021), Wardani and Dewi (2021), Azid and Hikmah (2022), and Sari et al. (2022). Previous research shows that the higher the self-efficacy of students, the higher the interest of students in entrepreneurship. Self-efficacy is not significant interest due to several factors, such as the influence of other more dominant variables, such as social support, access to capital, or previous entrepreneurial experience, which better determine a person's interest in entrepreneurship. In addition, self-efficacy may play an indirect role through mediating variables, such as motivation or perceived business opportunities. Unrepresentative data quality or low variation in the measurement of self-efficacy could also be the reason for this insignificant relationship.

According to Bandura's self-efficacy theory, it has a close relationship with entrepreneurial interest. Self-efficacy is a person's belief in his ability to achieve goals is an important basis for encouraging entrepreneurial motivation. Individuals with high self-efficacy feel confident in facing entrepreneurial challenges, such as taking risks, innovating, and managing uncertainty. This belief motivates them to act more proactively, for example by learning new skills or seeking business opportunities. This strengthens entrepreneurial interest as individuals feel that entrepreneurship is a path that suits their abilities.

CONCLUSIONS

(1) Entrepreneurship education significantly affects interest in entrepreneurship and is in line with the hypothesis which means it supports the theory. (2) Entrepreneurial motivation significantly affects interest in entrepreneurship and is in line with the hypothesis which means it supports the theory. (3) Self-efficacy does not significantly affect entrepreneurial interest and is in the same direction as the hypothesis, which means it supports the theory.

Theoretical Implications

The results of writing this study are expected to add to the academic literature and be used to develop a more thorough theoretical model for understanding the same problems. This study can be used as a reference in testing the variables of entrepreneurship education, entrepreneurial motivation, self-efficacy as an independent variable, and entrepreneurial interest as the dependent variable on students who are members of the Al Fithrah Institute Surabaya.

Managerial Implications

The result of this study can be used to design a more effective entrepreneurship education curriculum, by integrating strategies that can increase students' interest and readiness to enter the business world. In addition, this research also helps develop training programs and policies that support the growth of entrepreneurial spirit among the younger generation, creating an ecosystem conducive to innovation-based economic growth.

Policy Implications

The result of this study can help regulators and the government to develop a better entrepreneurship curriculum, such as business practice training, case studies, and entrepreneurship simulations in universities. The government needs to support an empowering entrepreneurial environment, including the provision of mentors, business networks, and platforms for sharing entrepreneurial experiences. By doing so, it is expected to increase students' interest in entrepreneurship and improve the state of the Indonesian economy.

Limitations



The limitation of this study is that all research variables, namely entrepreneurship education variables, entrepreneurial motivations, self-efficacy as independent variables, and entrepreneurial interest as the dependent variable, are measured using a questionnaire so that the data obtained is the respondent's perception. Respondents were obtained through WhatsApp so the questionnaire obtained was not guided in detail in filling it out. Therefore, it can have the possibility of respondent subjectivity to the questions asked, constraints in waiting for confirmation from respondents, and constraints in the limited number of respondents. The use of self-reported questionnaires or a single institution sample may limit the generalizability of the research results because in self-reported questionnaires, respondents may give biased or inaccurate answers due to the influence of subjective factors such as the desire to look better (social desirability bias) or ignorance of the topic asked.

Suggestion

Suggestions for future research are to add other factors as variables such as social support (for example, support from family, friends, or mentors), perceptions of market opportunities, and communication skills. Social support can influence an individual's courage to start a business, while perceptions of market opportunities can influence a person's confidence in choosing to become an entrepreneur based on market potential that is considered promising. In addition, communication skills, which are an important element of entrepreneurship, can influence one's ability to convince investors, customer or business partners. Researching these variables can provide a more holistic picture of the factors that influence entrepreneurial interest, as well as provide deeper insights for the development of a more thorough and applicable entrepreneurship education program. In addition, it is suggested for future research to expand the research sample by involving various educational institutions from different regions or even countries, in order to increase the generalizability of the findings and understand differences in cultural or social contexts that may affect entrepreneurial interest.

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