

The Influence of Entrepreneurship Education and Self-Efficacy on Students' Entrepreneurial Interest : A Case Study on Students of Tunas Pembangunan University of Surakarta

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Abstract: Entrepreneurship plays a significant role in driving the Indonesian economy. However, the main challenge in the country is the relatively low number of entrepreneurs. To foster an interest in entrepreneurship and enable individuals to successfully manage their businesses, a variety of factors must encourage aspiring entrepreneurs. Therefore, this study seeks to explore the impact of: (1) Entrepreneurship Education; and (2) Self-efficacy to students' entrepreneurial interests at Tunas Pembangunan University Surakarta. This study refers to the findings of Fan, *et.al.*, (2024) and Rahmadani, *et.al.*, (2023). Using a quantitative approach, the data analysis will use multiple linear regression techniques with SPSS version 25 as the analysis tool. Primary data for this study were collected through an online questionnaire distributed through *Google Form*, using the purposive sampling method. This research was conducted at Tunas Pembangunan University of Surakarta, with a sample of 140 students of Tunas Pembangunan Surakarta University with the criteria of having taken entrepreneurship courses, participating in programs related to entrepreneurship or owning a business and running a business. The findings of this study show that, according to the T-test, entrepreneurship education and self-efficacy partially influence entrepreneurial interest. Furthermore, the F-test revealed that these two variables collectively affect entrepreneurial interest. In addition, the R² determination coefficient test showed an Adjusted R Square value of 66.4%, which showed that the remaining 33.6% was influenced by other variables that were not studied in this study.

Keywords: Education, Entrepreneurship, Interest, Self-efficacy, Students

1. Introduction

In the midst of the era of globalization and rapid technological advancement, entrepreneurship has become an important foundation of a country's economy. Especially in Indonesia, where the unemployment rate is still high, the development of an entrepreneurial spirit among students is very crucial. By mastering entrepreneurial knowledge and skills, students can optimize their potential, face various challenges, and create opportunities in the ever-dynamic business world. Entrepreneurship education is crucial for students, as it is a valuable investment for their successful future and has a positive impact. As the future leaders of the country, students have great potential to encourage job creation and stimulate economic development (M. Amanda, 2020; Lukas LeonardoS, 2023).

Entrepreneurship education plays a crucial role in influencing students' attitudes and abilities, as well as influencing their interest in starting a business. This education is a key element in encouraging and developing the spirit of entrepreneurship among the younger generation. By receiving the right education, students can cultivate the interests and attitudes that are important to become successful entrepreneurs in the future. A carefully crafted curriculum allows them to acquire the knowledge and skills needed to start and manage their own business (Afrianty, 2020; M. Amanda, 2020; Yanti, 2019).

In contrast, self-efficacy refers to an individual's belief in their capacity to achieve desired goals. It plays an important role in daily life, when a person has a strong sense of self-efficacy, they tend to realize their full potential. This is especially true in the field of entrepreneurship, where self-efficacy serves as an important determinant of an entrepreneur's success and

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inspires individuals to take meaningful steps to start and manage a business. Typically, students with high self-efficacy show greater confidence in executing business concepts and show increased persistence in facing challenges that may arise (Hasanah & Rafsanjani, 2021; Pricilia et al., 2021; Safitri et al., 2024).

In entrepreneurial interest, it is influenced by various internal and external factors that shape a person's likelihood to enter the business world. Internal elements include qualities that come from within a person, including confidence, personality, the need to achieve, motivation, along with personal and professional experience. Meanwhile, external elements are more related to the surrounding environment, including support from family and education, both formal and informal. Furthermore, entrepreneurial interest is also influenced by two key elements, namely openness to opportunities and real actions taken (Abdi et al., 2021; Maftuhah & Suratman, 2017).

One of the steps taken by the government to foster the spirit of entrepreneurship among students is through entrepreneurship development programs. One example is through the Independent Entrepreneurship program, which is designed to foster the entrepreneurial spirit of students. This program provides opportunities for students to learn and develop into future prospective entrepreneurs through various extracurricular activities of Fagihah Muharoroh Itsnaini (2024). In addition, there is another program, namely P2MW, which is an entrepreneurship development program for students who already have a business. This program aims to help finance development and provide guidance to students involved in P2MW (Ministry of Education and Culture, 2024).

However, even though the government has provided programs related to entrepreneurship development and universities have participated in providing learning related to entrepreneurship, the fact is that currently the entrepreneurship rate in Indonesia is still relatively low, which is 3.47%. This figure is still below other ASEAN countries, such as Thailand and Malaysia with the number of entrepreneurs already above 4%, and Singapore 8.6% Hakim (2023) and there is a decline in the level of Indonesian startup entrepreneurship. The number of Indonesian startup entrepreneurs will decrease to 51.55 million in 2024, a decrease of 0.9% when compared to the August 2023 BPS (2024), and in 2018, more than 10,000 students enrolled in the Bachelor of Entrepreneurship program, but only 5,000 of them actually ran it. Of the total 4.8 million students, only about 7.4% showed interest in the entrepreneurship of the Ministry of Cooperatives and SMEs in Sunarso & Rizky Wikharisma (2022). This means that now there are still many students who are not interested in becoming entrepreneurs, even though there are many government programs to encourage interest in entrepreneurship.

Fan, *et.al.*, (2024) Research about How Entrepreneurship Education Affects College Students' Entrepreneurial Intention: Samples From China. The results of the study explained that higher education entrepreneurship education is positively correlated with students' entrepreneurial intentions.

Rahmadani, *et.al.*, (2023) Research on the Influence of Entrepreneurship Education and Self-Efficacy on Students' Entrepreneurial Interest was conducted at Bhinneka PGRI Tulungagung University. The results of this study show that entrepreneurship education and self-efficacy partially have a significant effect on students' entrepreneurial interests, and if simultaneously, both also have a considerable influence on fostering entrepreneurial interest among students.

Nainggolan & Harny (2020) researching the Influence of Entrepreneurship Education and the Social Environment on Students' Entrepreneurial Interest (Study at Ciputra University Surabaya). Revealed that entrepreneurship education and the social environment have a significant effect on students' entrepreneurial interests.

Ketaren & Wijayanto (2021) researching the Influence of Independence and Self-Efficacy on the Entrepreneurial Interest of FEB UKSW Students. It shows that these two factors have a positive effect on students' entrepreneurial interests.

Selvi Setiawati (2023) researching the Influence of Entrepreneurship Education and Self-Efficacy on the Entrepreneurial Intention of FKIP UNS Economic Education Students. The results of the study show that entrepreneurship education and self-efficacy have a positive and significant influence, both partially and simultaneously, on entrepreneurial interest.

Purwaningsih, *et.al.*, (2023) researching the Effect of Self-Efficacy on Students' Entrepreneurial Interest. The results of the study show that there is a positive and significant influence between self-efficacy and interest in running a business.

From the description above, the researcher is interested in conducting research that refers to Fan, *et.al.*, (2024) research with the variables of entrepreneurship education and

supplemented by the variables of self-efficacy research from Rahmadani, *et.al.*, (2023), thus the researcher can raise the title **"The Influence of Entrepreneurship Education and Self-Efficacy on Students' Entrepreneurial Interest: A Case Study on Students of Tunas Pembangunan University of Surakarta"**

2. Literature Review

Theory of Planned Behavior (TPB)

The study covers concepts related to entrepreneurial interests that require understanding, in particular the theory of planned behavior (TPB), which was originally proposed by Ajzen in 1991. According to the TPB, the main factor influencing actions is an individual's decision to engage in or refrain from behavior based on their self-interest. This theory consists of three essential components that shape a person's interests: attitudes, subjective norms, and behavioral control. Attitude refers to an individual's evaluation of their preferred actions and perspectives on entrepreneurial ventures, which helps to distinguish the desire to pursue entrepreneurship from the intention to seek employment. Subjective norms arise from perceived social pressures, where the opinions of family, friends, colleagues, and others can significantly influence an individual's choice between being an entrepreneur or an employee. Finally, behavioral control reflects a person's perception or reaction to the challenge or ease associated with pursuing a particular interest in behavior (Ajzen, 2005).

In the context of entrepreneurship, entrepreneurship is a planned behavior. Therefore, Planned Behavior Theory (TPB) explains how the relationship between the influence of personal factors and entrepreneurial interests. This theory is considered to be a better and more complex model in explaining and predicting entrepreneurial interest or starting a business (Mahayasa et al., 2022).

Entrepreneurial Interest

Entrepreneurial interest is a person's interest, passion, and inclination to start a business. This involves the ability to identify existing opportunities, as well as the courage to face the risks that may arise in the course of the business Pembayun, *et.al.*, (2023). This opinion is in line with Yadewani & Wijaya (2017) that interest in entrepreneurship includes the desire, interest, and willingness of individuals to learn, understand and explore more deeply about entrepreneurship through the various ideas they have. In addition, according to Dzulfikri & Kusworo (2017) stated that entrepreneurial interest is a passion characterized by commitment and determination to work hard and strive to meet one's own needs, without fear of the potential risk of failure. From the explanation above, it can be concluded that entrepreneurial interest is a deep desire in individuals to start and manage a business, which is based on their needs and potential.

Entrepreneurship Education

Mika Melliani & Defri Triadi (2023) stating that "entrepreneurship education can be a key driver for the development of students' business skills". As for Jamieson in Hasan (2020) revealed that entrepreneurship education is a discipline that aims to develop skills, knowledge, and ethical behavior, so that the younger generation can create profit opportunities for themselves and overcome the various challenges they face.

While Adha & Permatasari (2021) argues that entrepreneurship education is an initiative to implement the entrepreneurial spirit and mentality, both in educational institutions and in various other institutions, including training institutions. Thus, it can be concluded that entrepreneurship education is a learning process that aims to develop entrepreneurial spirit and skills and instill fundamental values of entrepreneurship, so that educational goals can be achieved effectively.

Self-Efficacy

Self-efficacy is related to an individual's belief in his or her capacity to achieve certain goals Susanto (2017). Almuna, *et.al.*, (2020) also argues that self-efficacy self-efficacy is an important component of self-awareness that significantly affects daily life. These abilities shape the decision-making process that individuals use to achieve their goals and influence their evaluation of the various experiences they face. Meanwhile, Kurnia, *et.al.*, (2018) argues that self-efficacy is defined as a person's competence in completing a certain task.

From this description, it is known that self-efficacy can affect motivation, resilience, and the way a person overcomes difficulties. The higher the level of self-efficacy, the more likely

a person is to make an effort, persevere in the face of obstacles, and succeed in achieving goals. Conversely, a low level of self-efficacy can lead to a sense of hopelessness and a lack of effort in achieving something.

Frame of Mind

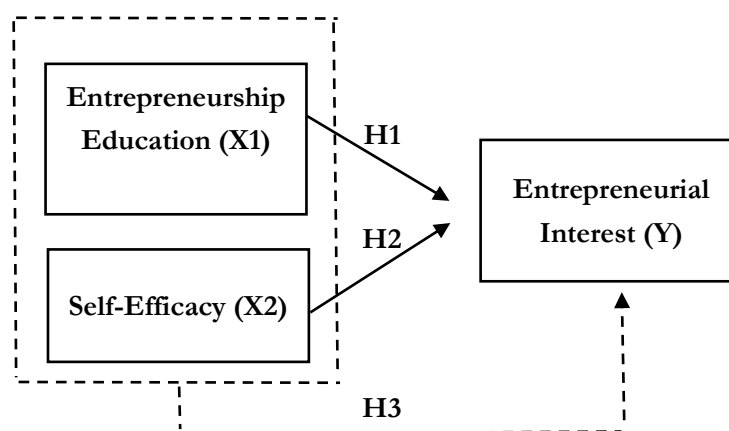


Figure 1. Research Model

Image caption:

- : The partial influence of independent variables on dependent variables.
 - - - - -→ : The simultaneous influence of independent variables on dependent variables.

Based on the conceptual framework of the research (Figure 1), the research hypothesis can be stated as follows:

- a. Fan, *et.al.*, (2024) stating the influence of entrepreneurship education on entrepreneurial interest. This form of education plays an important role in shaping students' enthusiasm to start and manage a business. Therefore, entrepreneurship courses are considered an important resource for starting an entrepreneurial venture in Nainggolan & Harny (2020). Based on the interconnectedness of variables, hypotheses regarding the variables of entrepreneurship education have been formulated as follows,

H1: Entrepreneurship education has a positive and significant effect on students' entrepreneurial interest

- b. According to Rahmadani, *et.al.*, (2023) Self-efficacy refers to a person's belief in his or her ability to achieve a goal. A person who has a high level of self-efficacy tends to show greater interest in entrepreneurship, which means that self-efficacy plays a very important role. As a result, self-efficacy is often seen to have a positive influence on entrepreneurial interest Maftuhah & Suratman (2017). Based on the interconnectedness of variables, hypotheses regarding self-efficacy variables have been formulated as follows,

H2: Self-efficacy has a positive and significant effect on students' entrepreneurial interest

- c. Entrepreneurship education provided in higher education not only covers theoretical aspects of the concept of entrepreneurship but also teaches how to form the attitude, behavior and mindset of an entrepreneur Rahmadani, *et.al.*, (2023), as well as with self-efficacy which is interpreted as an individual's belief in his or her abilities, which makes a person feel optimistic to start entrepreneurship Putry, *et.al.*, (2020). Based on the interconnectedness of variables, hypotheses regarding the variables of entrepreneurship education and self-efficacy have been formulated as follows,

H3: Entrepreneurship education and self-efficacy have a significant positive effect on students' entrepreneurial interest

3. Proposed Method

The type of research used in this study is quantitative, which is utilizing data in the form of numbers and obtaining structured information. The population in this study consists of 983 active students of Tunas Pembangunan University of Surakarta totaling 983 people. The determination of the size of the sample in this study according to Arikunto (2012) If the population is less than 100 people, then the sample is taken as a whole, but if the population is more than 100 people, 10-15% or 20-25% of the population can be taken, so that from the existing population as many as 983 used 20-25% of the population, 200 students will be produced. Out of the 200 questionnaires distributed, researchers managed to collect 140 questionnaires that were suitable for further processing. In this study, a sampling technique was applied using the purposive sampling technique. In this technique, the sample is determined based on certain characteristics set by the researcher according to the research objectives to be achieved. Respondents involved in this study must meet certain criteria, namely students who have taken entrepreneurship courses, have participated in entrepreneurship programs, or own and manage a business.

The type of data used in this study is primary data obtained from the results of online questionnaire distribution through *Google Form*. Variables were measured using a likert scale with four choices, namely: STS (strongly disagree), TS (disagree), S (agree), and SS (strongly agree). This study included one dependent variable and two independent variables. The dependent variable (Y) analyzed in this study was entrepreneurial interest. The first independent variable (X_1) applied in this study is entrepreneurship education. The second independent variable (X_2) applied in this study was self-efficacy.

Before being disseminated, the questionnaire instrument was first tested on *Pilot Project* which was carried out in front of 15 respondents. Objectives of *Pilot Project* is to test the feasibility, effectiveness, and efficiency of a project before it is disseminated and expanded so that later the instrument is easy to understand and easy to fill in by the respondents, then for data analysis it is processed using the SPSS application version 25 using multiple linear regression to analyze the influence of entrepreneurship education and self-efficacy on entrepreneurial interest M. Amanda (2020), the hypothesis in this study was tested through several methods, namely the T test, the F test, and the Correlation Coefficient (R) and Determination (R^2) test.

4. Results and Discussion

Based on the questionnaire given to respondents, the following data was obtained: the number of male respondents was 79 people with a percentage of 56.43% and the number of female respondents was 61 people with a percentage of 43.57%. In addition, in the faculty category, respondents at Tunas Pembangunan University Surakarta obtained data that the number of respondents from the Faculty of Engineering was 30 people with a percentage of 21.43%, the number of respondents from the Faculty of Economics and Business was 48 people with a percentage of 34.29%, the number of respondents from the Faculty of Teacher Training and Education was 38 people with a percentage of 27.14%, and the number of respondents from the Faculty of Agriculture was 24 people with a percentage of 17.14%.

The results of descriptive statistical analysis in this study showed that the entrepreneurial education variable (X_1) measured using an instrument of 8 questions with 140 respondents produced the lowest score of 12 while the highest score was 32 and the average was 26.04 with a standard deviation of 3.704. The self-efficacy variable (X_2) which was measured using an instrument of 6 questions with 140 respondents produced the lowest score of 11 while the highest score was 24 and the average was 17.50 with a standard deviation of 4.045. Entrepreneurial interest (Y) which was measured using an instrument as many as 6 questions with 140 respondents resulted in the lowest score of 13 while the highest score was 22 and the average was 17.52 with a standard deviation of 2.044.

After that, this research was tested for validity. The validity test, according to L. Amanda, *et.al.*, (2019), is the process of evaluating the ability of an instrument or index to measure what it wants to measure. Validity tests are important because they can ensure that the questions asked do not produce information that deviates from the variable in question. The criteria for assessing validity can be determined by comparing the values *Pearson Correlation* with a predetermined level of significance. If the significance value shows < 0.05 then the instrument can be considered valid. That way, in this study, all statement items have a sig value of < 0.05 , so they can be declared valid.

In this study, not only validity tests were carried out, but also reliability tests were used to measure the extent to which the research results could be trusted. Reliability test according to Aban & Tanusi (2020) is a way to evaluate a variable through a question. A measuring instrument or instrument is said to be reliable if it can provide consistent results every time it is used, even if it is tested repeatedly. According to Anggraini, *et.al.*, (2022) a variable that has a value *Cronbach's Alpha* > 0.60 in a survey can be considered consistent or reliable in its measurements. The three variables in this study are entrepreneurial interest, entrepreneurial education and self-efficacy have *Cronbach's Alpha* by 0.843 > 0.60 which indicates that all variables are declared reliable.

The next step is to carry out a normality test in this test which is used to use *the one sample Kolmogorov-Smirnov* test with a result of 0.200 > 0.05, then it can be stated that the data is distributed normally. Then the heteroscedasticity test and multicollinearity test were also carried out with the results listed in tables 1 and 2. Table 1 shows that this study has a variable sig value that is > 0.05, then it can be stated that all variables do not have symptoms of heteroscedasticity. Table 2 shows that all the variables tested have a tolerance value of > 0.100 and a VIF of < 10.00, then it can be stated that all variables do not have symptoms of multicollinearity.

Table 1. Results of the Glejser Method Heteroscedasticity Test

Type		Sig.	Information
1	(Constant)		
	Entrepreneurship Education	,235	Heteroscedasticity does not occur
	Self-Efficacy	,424	Heteroscedasticity does not occur

Source: Primary data processed, 2025

Table 2. Multicollinearity Test Results of Tolerance and VIF Methods

Type		Collinearity Statistics	
		Tolerance	VIF
1	Entrepreneurship Education	,915	1,093
	Self-Efficacy	,915	1,093

Source: Primary data processed, 2025

Furthermore, to find out how much influence entrepreneurship education and self-efficacy have on entrepreneurial interest, multiple linear regression tests were performed. The results of the calculation of the multiple linear regression equation of this study are presented in Table 3:

$$Y = 6.853 + 0.214 X_1 + 0.311 X_2$$

Table 3. Multiple Linear Regression Analysis Test Results

		Unstandardized Coefficients		Standardized Coefficients		
Type		B	Std. Error	Beta	T	Sig.
1	(Constant)	6,518	,753		8,657	,000
	Entrepreneurship Education	,214	,028	,387	7,529	,000
	Self-Efficacy	,311	,026	,616	11,978	,000

Source: Primary data processed, 2025

The interpretation of the regression model above is as follows:

- The constant value obtained of 6.518 shows the magnitude of the value of the dependent variable, namely entrepreneurial interest.
- The value of the regression coefficient of the X_1 variable of entrepreneurship education has a positive value (+) of 0.214, this can be interpreted that the larger the X_1 variable of Entrepreneurship Education, the larger the Entrepreneurial Interest variable Y , and vice versa.
- The value of the regression coefficient of the variable X_2 self-efficacy has a positive value (+) of 0.311, this can be interpreted that the larger the variable X_2 of Self-Efficacy, the greater the Entrepreneurial Interest variable Y , and vice versa.

The result of the R Square value in this study was 0.664. This means that the variables of entrepreneurship education (X1) and self-efficacy (X2) have an influence of 66.4% on entrepreneurial interest (Y), while the other 33.6% percentage is influenced by other variables outside this study.

Furthermore, the results of the F test in table 4 show that the sig value in the F test is $0.000 < 0.05$, so it can be stated that the model test in this study is feasible to use. While the results of the t-test in table 5 show that the variables of entrepreneurship education and self-efficacy have a sig value of < 0.05 , H1 and H2 in this study are accepted.

Table 4. F Test Results

	Type	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	388,342	2	194,171	138,158	,000b
	Residual	192,544	137	1,405		
	Total	580,886	139			

Source: Primary data processed, 2025

Table 5. T Test Results

	Type	t count	t table	Sig.	Information
	Entrepreneurship Education	7,529	1,977	,000	H1 accepted
	Self-Efficacy	11,978	1,977	,000	H2 accepted

Source: Primary data processed, 2025

The Influence of Entrepreneurship Education on Entrepreneurial Interest

Based on the results of the t-test, it can be concluded that the first research hypothesis that entrepreneurship education has a significant positive effect on students' entrepreneurial interest at Tunas Pembangunan University Surakarta is acceptable. The results of this study are in line with Fan, et.al., (2024), Rahmadani, et.al., (2023) and Nainggolan & Harny (2020) which states that entrepreneurship education has a significant positive effect on entrepreneurial interest.

The curriculum of Tunas Pembangunan University of Surakarta is very supportive of the entrepreneurial interest of students of Tunas Pembangunan Surakarta University because the entrepreneurship curriculum is given to all faculties at this university. In addition, students of Tunas Pembangunan University of Surakarta, especially KWU SMEs, are encouraged to be directly involved in entrepreneurship and given the opportunity to develop their businesses. Therefore, the entire curriculum and business practice experience provided encourage students of Tunas Pembangunan Surakarta University to have an interest in entrepreneurship.

Tunas Pembangunan University of Surakarta also has a competitive advantage in providing entrepreneurship education to all students from various faculties and study programs. The entrepreneurship curriculum focuses on how students can start a good and sustainable business. The existence of entrepreneurship education in higher education is expected to prepare students to be more independent by not only finding a job but also having the courage to create jobs for others.

The Effect of Self-Efficacy on Entrepreneurial Interest

Based on the results of the t-test, it can be concluded that the second research hypothesis that self-efficacy has a significant positive effect on students' entrepreneurial interest at Tunas Pembangunan University Surakarta is acceptable. The results of this research are in line with Rahmadani, et.al., (2023) and Ketaren & Wijayanto (2021) which states that self-efficacy has a significant positive effect on entrepreneurial interest.

A person with high self-efficacy tends to be more motivated to build a strong intention in achieving the desired behavior. Self-efficacy plays an important role in influencing a person's feelings, way of thinking, self-motivation, and behavior in completing various tasks. Thus, strong self-efficacy can encourage individuals to have a greater desire to pursue a career as an entrepreneur.

The results of this study also support research Purwaningsing, et.al., (2023) In self-efficacy, or what we more often call self-confidence, plays a very important role in running a business. When a person is confident in his abilities, the chances of achieving success will

increase. On the other hand, if this confidence is lost, the chances of achieving success will be greatly reduced, and it can even lead to failure.

The Influence of Entrepreneurship Education and Self-Efficacy on Entrepreneurial Interest

Based on the results of the *f* test, it can be concluded that the third research hypothesis that entrepreneurship education and self-efficacy have a simultaneous effect on students' entrepreneurial interest at Tunas Pembangunan Surakarta University is acceptable. The results of this research are in line with Rahmadani, *et.al.*, (2023) and Selvi Setiawati, *et.al.*, (2023) which states that entrepreneurship education and self-efficacy have a simultaneous effect on entrepreneurial interest.

5. Conclusions And Suggestions

Conclusion

- The results of the partial test (*T* Test) show that the variables of Entrepreneurship Education and Self-Efficacy have a significant influence on the Entrepreneurial Interest of Tunas Pembangunan Surakarta University Students, which means that entrepreneurship education and self-efficacy are important factors in influencing the entrepreneurial interest of Tunas Pembangunan Surakarta University students.
- The simultaneous test (*F* Test) also strengthened the previous findings by showing that the variables of Entrepreneurship Education and Self-Efficacy simultaneously had a significant influence on the Entrepreneurial Interest of Tunas Pembangunan Surakarta University Students.
- Through the analysis of the determination coefficient (*R*²), an Adjusted *R* Square value was obtained which showed that the Entrepreneurial Interest variable was influenced by 66.44% by the variables of Entrepreneurship Education and Self-Efficacy. Meanwhile, the remaining 33.6% were influenced by other variables that were not studied in this study.

Suggestion

- For the World of Education
It is hoped that the results of this research can provide useful information and open readers' insights about entrepreneurship education and self-efficacy to entrepreneurial interests.
- For the Next Researcher
 - a. The results of this research are expected to be a source of reference and consideration in future research.
 - b. The next research is expected to be able to develop this research further in order to improve the results of existing research, because in this study it was revealed that independent variables can only explain 66.4% of entrepreneurial interest. Meanwhile, the remaining 33.6% was due to other variables not mentioned in this study. Therefore, it is suggested that the next study can add other variables besides those that have been studied in this study.

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