

THE INFLUENCE OF ENTREPRENEURSHIP EDUCATION AND SELF-EFFICACY ON STUDENTS' ENTREPRENEURIAL INTERESTS (CASE STUDY OF UNIVERSITAS KRISTEN SATYA WACANA STUDENTS)



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Abstract

This study aims to determine which variable, entrepreneurship education or self-efficacy, influences entrepreneurial interest more. It is hypothesized that the influence of entrepreneurship education on entrepreneurial interest is greater than the influence of self-efficacy. This hypothesis was tested using stepwise regression. The subjects of this study were 100 students of the entrepreneurship concentration of the Faculty of Economics and Business (FEB) UKSW. The results of the data analysis showed a rejection of the hypothesis because it was found that the influence of the self-efficacy variable on entrepreneurial interest was greater than the influence of entrepreneurship education. Changes in the self-efficacy variable explained 48.9% of the variance (adjusted $R^2 = 0.489$). Including the entrepreneurship education variable only added 1.8% to the explanation of the variance in entrepreneurial interest (adjusted R^2 increased to 0.507). These findings suggest that the entrepreneurship education curriculum, together with the teaching process, environment, and supporting facilities, must foster an entrepreneurial spirit to improve students' standards and enthusiasm for pursuing an entrepreneurial career.

Keywords: Entrepreneurship Education, Self Efficacy, Interest in Entrepreneurship, Satya Wacana Christian University Students

INTRODUCTION

According to data from the Central Statistics Agency, the number of unemployed in Indonesia reached 8.4 million in August 2022, which is 5.86 percent of the country's total workforce. High unemployment, especially in the productive age group (20-24 years) which reached 2.54 million people or around 30.12% of the total national unemployment, shows that the available job opportunities are not balanced with the number of job seekers (Kusnandar, 2023). This situation reinforces the urgency for college graduates to shift their mindset from being job seekers (employees) to job creators (entrepreneurs). From this point of view, colleges are the most potential source of supply for entrepreneurship.

Higher education in Indonesia is now expected to be able to produce individuals who dare to be independent and have an interest in entrepreneurship (Nuraeni, 2022). The government expects higher education to be able to produce individuals who are strong-willed and willing to become entrepreneurs (Kominfo.go.id, 2017). Entrepreneurship education not only covers aspects of business management but also trains creativity, problem-solving, and mental resilience which are very important in this era of globalization. Previous studies have shown that entrepreneurship education in higher education allows students to learn about entrepreneurial knowledge and practices that can support and prepare them to launch new businesses (Patricia & Silangen, 2016) thereby increasing their entrepreneurial interest (Lorz, 2011; Puni et al., 2018). The research findings of Puni et al., (2018) that entrepreneurship education encourages the acquisition of general entrepreneurial knowledge and the development of skills that enable students to develop their ability to identify opportunities, which will ultimately increase students' interest in entrepreneurship (EI). Meanwhile, the results of the hypothesis testing conducted (Nengseh & Kurniawan, 2021) show that entrepreneurship education has a significant and positive effect on entrepreneurial interest.

However, data from the Indonesian Young Entrepreneurs Association (APMI, 2020) shows that interest in entrepreneurship among college graduates is still low. Of the 5 million students surveyed, only 4% were interested in entrepreneurship, while 83% preferred to become employees (Kunjana, 2016). This phenomenon shows a mindset challenge among the younger generation and college graduates who still predominantly choose careers as job seekers.

In addition, self-efficacy is another important factor in fostering interest in entrepreneurship. Self-efficacy, as explained by Bandura (1977), is an individual's belief in carrying out tasks and overcoming challenges. Santrock calls self-efficacy a belief that can encourage someone to find solutions in difficult situations and produce a positive attitude (Setyanti et al., 2022). According to research by Shi et al. (2019), university support in entrepreneurship education strengthens students' self-efficacy to choose a career as an entrepreneur. This makes self-efficacy relevant in the context of entrepreneurship as a factor that influences students' abilities and beliefs to become entrepreneurs (Aziz et al, 2024).

This low interest is partly due to low self-efficacy, which is an individual's belief in their ability to perform certain tasks. When graduates feel unsure about their ability to start and manage a business, they are more likely to choose to become employees because it is considered safer. The perception that entrepreneurship is complex and high-risk can reduce this belief. Therefore, effective entrepreneurship education can increase self-efficacy which has an impact on individual beliefs and encourages interest in entrepreneurship. Exposure to role models who are successful in entrepreneurship and social support also plays an important role in building this belief. Encouraging a change in mindset, where failure is considered part of the learning process, can increase self-efficacy and, ultimately, graduates' interest in entering the world of entrepreneurship.

In the previous research findings stated above, such as research from Patricia & Silangen (2016), entrepreneurship education in higher education allows students to understand the basics of entrepreneurship that can support and prepare them to start a new business. However, this study focuses more on the cognitive aspect without looking at affective factors, such as self-efficacy, which also play a role in increasing entrepreneurial interest. Research by Puni et al. (2018) also supports that entrepreneurship education can enrich the skills of recognizing opportunities. However, this study is limited to the context of Ghana, which may have different cultures and education systems from Indonesia, so its relevance in the local context still needs to be studied further. Based on the above explanation, this study aims to fill the existing gap by examining the influence of entrepreneurship education and self-efficacy on students' interest in entrepreneurship.

REVIEW OF LITERATURE

Interest in Entrepreneurship

Entrepreneurial interest is a symptom that arises from within a person to start a business or become an entrepreneur (Yalasena, 2024). Ajzen (1991) defines interest as "a person's readiness to perform a certain behavior". Ajzen (1991) also explains that interest is a direct determinant of behavior, that "... the stronger the intention to engage in (planned) behavior, the greater the likelihood of its performance." Hurlock (1991) in Adhitama, (2014) states that interest is a motive that shows the direction of an individual's attention to interesting and entertaining objects.

Based on the above understanding, entrepreneurial interest is a drive within a person to start a business that is influenced by readiness and interest in the behavior, where the stronger this drive, the greater the possibility of being realized in action. When individuals are interested in a particular object or activity, they tend to be more active in processing the object or activity. Interest can be created through direct experience or memorable experiences that give people the opportunity to practice, receive feedback, and develop skills that lead to personal effectiveness and expected results (Adhitama, 2014). Entrepreneurial interest focuses on entrepreneurship because of a sense of liking, accompanied by a desire to learn, know, and witness more about entrepreneurship (Wijayanka et al., 2018).

Entrepreneurship Education

To foster interest in entrepreneurship can be done through entrepreneurship education. Where entrepreneurship courses support students' interest in becoming entrepreneurs because in the learning process of entrepreneurship courses, knowledge about values, enthusiasm, soul, attitudes, and behaviors to have entrepreneurial thinking, will support becoming an entrepreneur and also foster entrepreneurial thinking and characteristics and this supports students' interest in entrepreneurship (Nurjanah & Harsono, 2024). Several studies have shown that someone who is equipped with entrepreneurial knowledge is proven to be more able to demonstrate entrepreneurial behavior (Prianto et al., 2021).

Education is a place to play an important role in helping entrepreneurs prepare for the challenges of running a business (Nuraeni, 2022). Education is a conscious and planned effort to realize the learning process with the aim of mature students to develop their potential

(Kadang, 2023). Entrepreneurship is a person's ability to run or create business activities (Asmawati, 2023). Entrepreneurship is a person's ability to think creatively and innovatively to carry out new and beneficial activities both for themselves and for others by taking advantage of opportunities (Hidayat et al., 2023). So entrepreneurship education is the process of learning concepts and skills to identify opportunities that others do not see.

Self-Efficacy

In addition to entrepreneurship education, the self-efficacy factor. Self-efficacy is general, meaning it applies to everything (Saidun Hutasuhut & Thamrin, 2022). Self-efficacy refers to an individual's belief in their ability to organize and perform tasks efficiently and effectively to achieve goals where the individual believes that they can handle all challenges and knows how much effort a person puts into their ability to direct their actions based on events in the environment. Such personal beliefs play an important role in the formation of entrepreneurial interest according to Farida and Nurkhin in (Irsyada et al., 2018). Meanwhile, according to Laura in (Mustofa, 2014), self-efficacy is a person's belief that they can control situations and produce various positive and beneficial things.

Self-efficacy in entrepreneurship is called entrepreneurial self-efficacy. Entrepreneurial self-efficacy is an individual's belief in entrepreneurship (Saidun Hutasuhut & Thamrin, 2022). The higher the level of entrepreneurial self-efficacy, the higher the interest in entrepreneurship. People with high levels of entrepreneurial self-efficacy tend to be successful in carrying out entrepreneurial activities overcoming difficulties and facing challenges in the entrepreneurial process because they are very confident that an action or strategy, they take will produce the expected results.

RESEARCH METHOD

Quantitative research approach with explanatory research type survey method. This research was conducted in a college that provides entrepreneurship education. The population is students who have taken entrepreneurship courses. The data collection instrument uses a survey method. The three concepts studied (entrepreneurship education, self-efficacy, and interest) are operationalized into empirical indicators, which are then used as survey instruments (questionnaires).

Entrepreneurship education indicators such as entrepreneurship education materials, teaching objectives, and education to raise awareness of business opportunities. Self-efficacy indicators such as confidence in career goals, confidence in task management and business success, and confidence in overcoming obstacles and emergencies. Interest indicators such as interest and enthusiasm for starting a new business, interest and enthusiasm in managing and controlling a business, and interest and enthusiasm in developing a business.

The indicators in the questionnaire are assessed using a Likert scale with five scales. Data collection is carried out online, namely by using a Google form distributed to students who have taken entrepreneurship courses. After the data is collected, the data is tested with validity and reliability tests before the data is tested for hypotheses.

Validity testing to ensure that the instrument used measures the extent to which the instrument measures what it wants to measure. This validity test is carried out by comparing the r table and the calculated r . If the calculated $r > r$ table, then this research instrument measures what it wants to measure and vice versa (Sugiyono, 2019). Meanwhile, reliability testing is to ensure that the instrument used produces the same or stable results if reused under the same conditions, namely ensuring that the reliability test results are greater than 0.7 in the Cronbach's Alpha Value table (Sugiyono, 2019). Empirical indicator data that passes the validation and reliability tests are processed to test the hypothesis. The results of the hypothesis test are used to answer research questions.

Population

Population is a generalization area consisting of objects/subjects that have certain qualities and characteristics determined by researchers to be studied and then conclusions drawn (Sugiyono, 2014). The characteristics of the population in this study are students who have taken entrepreneurship education and are UKSW Salatiga students.

Sample

A sample is part of the number and characteristics possessed by the population (Sugiyono, 2014). A sample is a part of a population that comes from several members of the population. Determining the number of respondents based on a sample is part or representative of the population being studied. When using sampling techniques, it is necessary to emphasize the population. According to Dr. Suharsimi Arikunto (2006), for a

sample of at least 100 subjects, it is better to take all samples to make the research a population study. In addition, if the number of subjects is more than 100 people, 10-15% or 20-25% or more can be taken, depending on at least:

- a) The researcher's ability in terms of time, energy, and money.
- b) The narrow scope of observation of each subject, because it contains a lot of little data.
- c) The size of the risk borne by the researcher.

The sampling technique is a sampling technique. To determine the sample to be used in the study, there are various sampling techniques used (Sugiyono, 2014). The sampling technique used is non-probability sampling, which is non-random sampling. A simple random sampling technique is a sampling technique that provides an equal opportunity for each member of the population to be selected as a member of the sample experience and is carried out randomly without considering the strata in the population. The respondent criteria in this study were UKSW students concentrating on entrepreneurship.

RESULTS AND DISCUSSION

Test Instrument

Validity

A valid instrument means that the measuring instrument used to obtain data (measure) is valid. Valid means that the instrument can be used to measure what should be measured (Sugiyono, 2021:121). Validity shows that the instrument measures the concept to be studied so that the data collected accurately reflects reality. Without validity, research results can be misleading, because the instrument may measure something different from what is intended. The purpose of the validity test is to measure the instrument used. The decision to test validity if the instrument is declared valid is if the Pearson Correlation/ rcount value > rtable and the sig. count value (2-tailed) < 0.05 (Darma, 2021:8).

Table 1.
Instrument Validity Test

Indicator	R Count	sig.(2-tailed)	Information
Entrepreneurship Education			
Ability to identify business opportunities	.735**	0.000	Valid

Indicator	R Count	sig.(2-tailed)	Information
Ability to evaluate business opportunities	.775**	0.000	Valid
Understanding market trends related to business opportunities	.773**	0.000	Valid
Developing industry insights related to business opportunities	.662**	0.000	Valid
Understanding new product/service development	.683**	0.000	Valid
Confidence in self-control	.705**	0.000	Valid
The belief that business is acceptable to society	.632**	0.000	Valid
Confidence and readiness to take business risks	.671**	0.000	Valid
Knowledge of business systems	.679**	0.000	Valid
How to execute or run a business system	.692**	0.000	Valid
Understanding business development	.619**	0.000	Valid
Managerial skills to run a business	.711**	0.000	Valid
Knowledge of technical skills in the field of digital communications	.759**	0.000	Valid
Knowledge of technical skills in the field of production	.698**	0.000	Valid
Technical skills in customer service	.746**	0.000	Valid
Knowledge of innovative skills and innovation	.726**	0.000	Valid
Negotiation skills	.694**	0.000	Valid
Ability to identify business opportunities	.631**	0.000	Valid
Self-Efficacy			
Confidence in achieving career goals	.810**	0.000	Valid
Ability to manage tasks/business successfully	.783**	0.000	Valid
Confidence in succeeding in a task	.821**	0.000	Valid
Confidence overcomes new obstacles	.828**	0.000	Valid
Confidence in overcoming obstacles in emergencies	.693**	0.000	Valid
Confidence in facing and managing work/business risks	.755**	0.000	Valid
Interest in Entrepreneurship			

Indicator	R Count	sig.(2-tailed)	Information
Interested in creating a new business	.772**	0.000	Valid
Enthusiastic about creating new businesses	.766**	0.000	Valid
Motivated to learn new business creation	.764**	0.000	Valid
Interested in organizing your own business	.683**	0.000	Valid
Enthusiastic about managing your own business	.829**	0.000	Valid
Motivated to control your own business	.860**	0.000	Valid
Interested in developing your own business	.820**	0.000	Valid
Enthusiastic about finding business opportunities	.800**	0.000	Valid
Motivated to control own business development	.845**	0.000	Valid

Based on Table 1, it is known that all significant value results (2-tailed) < 0.05 , therefore it can be said that the indicators on this instrument are valid. Then with a total of 100 respondents, the rtable value was obtained with the formula $df = (N-2)$ at a significance level of 0.05 in a two-way significant test (2-tailed). The rtable value is 0.1946. The results of the validity test of the 32 questionnaire indicators as a whole are declared valid because $r_{count} > r_{table}$. This is based on the Pearson Correlation/ r_{count} value exceeding r_{table} (0.1946) therefore this research instrument is valid.

Reliability

Reliability is an indicator of the consistency of measurement results. A reliable instrument is an instrument that, when used several times to measure the same object, will produce the same data (Sugiyono, 2021:122). If the instrument is not reliable, the research results tend to change and are difficult to replicate. In research, consistency of results allows researchers to trust the data collected, which is very important for generalizing results or applying findings in the future. An instrument is said to be reliable if its Cronbach Alpha value is greater than or equal to 0.7 (Sugiyono, 2019). The limit of 0.70 is adopted as a standard in the research literature to maintain consistency in measuring reliability across studies, facilitating interpretation of results and comparisons across studies.

Table 2.
Instrument Reliability Test

Variables	Reliability Statistics	
	Cronbach's Alpha	N of Items
Entrepreneurship Education	.934	18
Self-Efficacy	.847	6
Interest in Entrepreneurship	.923	9

Based on Table 2 above, it can be seen that the research instrument is reliable. This is based on the very high Cronbach's Alpha value exceeding the significance level of 0.7. Therefore, this research instrument is reliable, which means that this instrument can be trusted, relied on, and is free from errors (measurement error).

Classical Assumption Test

Normality Test

Normality testing is carried out using the One-Sample Kolmogorov-Smirnov test method, using residual values. Data in the research results can be said to be normal if they have If the probability of significance is greater than 5% or the Asymp. Significant value (2-tailed) > 0.05 then the regression model meets the normality assumption (Ghozali, 2011). Testing is carried out with the help of the IBM SPSS 25 program.,

Table 3.
Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		100
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	.34257368
Most Extreme Differences	Absolute	.102
	Positive	.046
	Negative	-.102
Test Statistics		.102
Asymp. Sig. (2-tailed)		.012c
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

Based on Table 3 above, it can be seen in the normality test with the One-Sample Kolmogorov-Smirnov Test, getting the Asymp sig. (2-tailed) result of $0.012 < 0.05$, so it is concluded that the data is not normally distributed. For more details, see the curve image below.

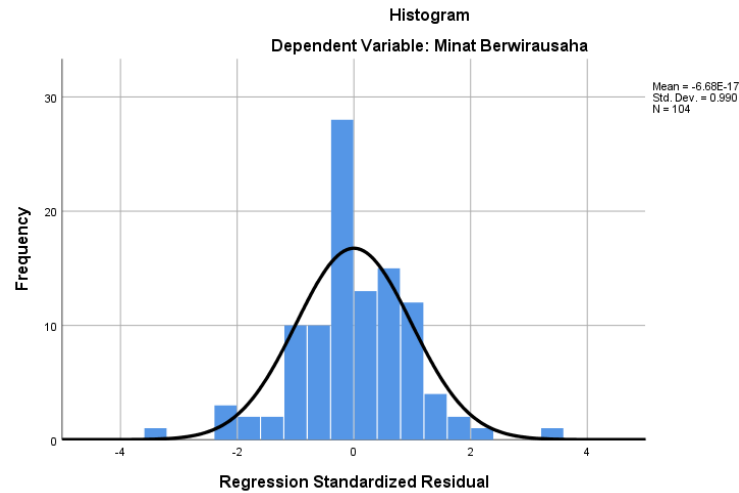


Figure 1.
Normal Distribution Curve

Multicollinearity

Multicollinearity can be seen from the tolerance value and the inverse, Variance Inflation Factor (VIF). Data in the research results can be said to be free of multicollinearity if they have collinearity tolerance values > 0.100 or VIF values < 10.0 (Ghozali, 2011).

Table 4.
Multicollinearity Test

	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	.909	.334		2,718	.008		
	Self-efficacy	.569	.112	.535	5,065	.000	.446	2.241
	Entrepreneurship Education	.237	.111	.226	2.138	.035	.446	2.241
a. Dependent Variable: Interest in Entrepreneurship								

Based on table 4. above, it can be concluded that there is no multicollinearity. This is based on the Tolerance value of $0.446 > 0.100$ and the VIF value of $2.241 < 10.0$. Therefore, this respondent data is free from multicollinearity.

Heteroscedasticity

Testing for the presence or absence of heteroscedasticity, this study uses the Glejser test, namely by regression of the absolute value of the residual value of the independent variable. If the significance value is > 0.05 , then there is no heteroscedasticity and homoscedasticity occurs (Ghozali, 2011).

Table 5.
Heteroscedasticity Test

	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	.909	.334		2,718	.008		
	Self-efficacy	.569	.112	.535	5,065	.000	.446	2.241
	Entrepreneurship Education	.237	.111	.226	2.138	.035	.446	2.241

a. Dependent Variable: Interest in Entrepreneurship

Based on Table 5, it can be concluded that there is no heteroscedasticity and homoscedasticity occurs. This is based on the significant value of both variables greater than 0.05. Therefore, this respondent data is free from heteroscedasticity. The heteroscedasticity test aims to test whether, in the regression model, there is an inequality of variance from the residual of one observation to another. For more details, see the curve below.

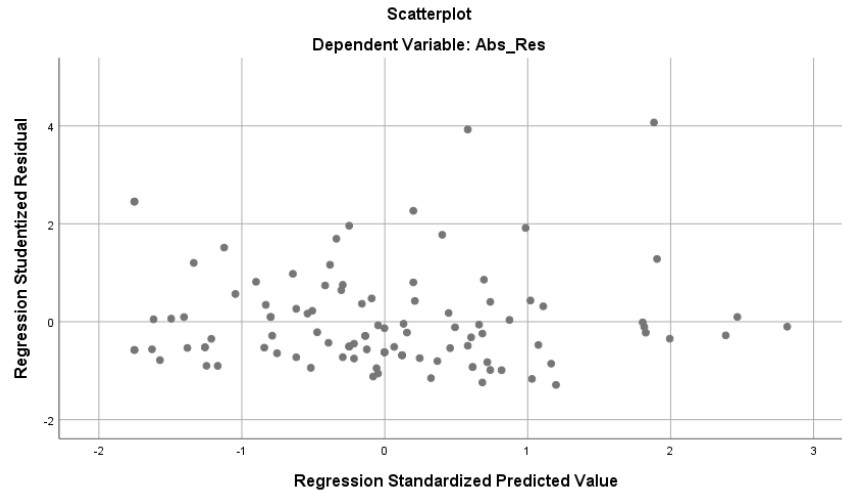


Figure 2.
Heteroscedasticity Scatterplot Table

Based on the curve image above, we can see an uncertain pattern of dots, which have a random distribution pattern either above zero or below zero in the scatterplot table.

Hypothesis Testing

Enter Regression Analysis

This Stepwise Regression Analysis test uses the SPSS 25 application.

Table 6.
Stepwise Regression Analysis

Variables Entered/Removed			
Model	Variables Entered	Variables Removed	Method
1	Self-efficacy	.	Stepwise (Criteria: Probability-of-F-to-enter <= .050. Probability-of-F-to-remove >= .100).
2	Entrepreneurship Education	.	Stepwise (Criteria: Probability-of-F-to-enter <= .050. Probability-of-F-to-remove >= .100).

a. Dependent Variable: Interest in Entrepreneurship

Based on Table 6 above, the Stepwise Regression analysis method produces two regression models. Model 1, first enters the self-efficacy variable with the entrepreneurial interest variable. This shows that the self-efficacy variable has the greatest ability to explain changes in the entrepreneurial interest variable, namely 48.9% (Adjusted R2 = 0.489 - Table 7). Model 2, enters the self-efficacy variable and entrepreneurial education with the

entrepreneurial interest variable. Both variables can explain changes in entrepreneurial interest by 50.7% (Adj R2 = 0.507 - Table 7). Thus, the inclusion of the entrepreneurial education variable increases the contribution of the ability to explain the entrepreneurial interest variable by 1.8%.

Table 7.
Coefficient of Determination

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.703a	.494	.489	.35234
2	.719b	.517	.507	.34609
a. Predictors: (Constant), Self-efficacy				
b. Predictors: (Constant), Self-efficacy, Entrepreneurship Education				
c. Dependent Variable: Interest in Entrepreneurship				

Hypothesis Testing

Table 8.
Hypothesis Testing

0						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.121	.325		3.449	.001
	Self-efficacy	.748	.076	.703	9,787	.000
2	(Constant)	.909	.334		2,718	.008
	Self-efficacy	.569	.112	.535	5,065	.000
	Entrepreneurship Education	.237	.111	.226	2.138	.035
a. Dependent Variable: Interest in Entrepreneurship						

Based on Table 8 above, the model used in multiple linear regression analysis is the stepwise method. There are two models in the stepwise method. From the analysis of the stepwise regression method above, the following equation is obtained:

Model 1. $Y = 1.121 + .748 X_1$

Model 2. $Y = 8.079 + .071 X_1 + .995 X_2$

Through the equation above, the results of the hypothesis test can be explained as follows:

1) Model 1

Model 1 emerged because the independent variable self-efficacy was first entered in the stepwise regression analysis process. The constant value of 1.121 indicates that if all independent variables (self-efficacy) have a value of 0, then the interest in entrepreneurship is estimated at 1.121. In a practical context, this could mean that there is a basic level of interest in entrepreneurship in individuals even though they do not have high self-efficacy, with the variable Interest in Entrepreneurship regression of the self-efficacy variable is 0.748 with a positive sign, Every one unit increase in self-efficacy (individual belief in their entrepreneurial abilities) is expected to increase interest in entrepreneurship by 0.748. Then the significant value is 0.000 which means it is less than 0.05. This means that the self-efficacy variable has a significant effect on interest in entrepreneurship, assuming the influence of other variables is ignored (*ceteris paribus*).

This shows that individuals who feel more confident in their ability to be entrepreneurs tend to be more interested in starting a business or engaging in entrepreneurial activities. H2 which states that self-efficacy has a positive and significant effect on entrepreneurial interest is true because it is supported by facts.

2) Model 2

Model 2 appears in the second stage of stepwise regression analysis that includes the independent variables of self-efficacy and entrepreneurship education in the regression equation with the variable of interest in entrepreneurship. In Model 2, it is known that there is a variable that enters besides the self-efficacy variable, namely the entrepreneurship education variable. The coefficient of 0.237 indicates that every one unit increase in entrepreneurship education is expected to increase interest in entrepreneurship by 0.237. The entry of the entrepreneurship education variable results in the regression of the self-efficacy variable decreasing to 0.569 and the regression of the entrepreneurship education variable by 0.237.

In model 2, the regression of the self-efficacy variable = 0.569 with a positive sign and a significant value of 0.000. which means it is smaller than 0.05. This means that the self-efficacy variable has a significant effect on entrepreneurial interest, assuming that the

influence of the entrepreneurship education variable does not change (given). H2 is again proven true, namely that self-efficacy has a positive and significant effect on entrepreneurial interest and every one unit change in the child's self-efficacy variable increases the value of the entrepreneurial interest variable by 0.569 assuming that the value of the entrepreneurship education variable is constant (given).

Then the regression of the entrepreneurship education variable is 0.237 with a positive sign and a Sig. value of 0.035, which means it is smaller than 0.05. So it can be concluded that H1 is proven true, namely that entrepreneurial interest has a positive and significant effect on entrepreneurial interest and every change of one unit of the entrepreneurial interest variable will increase the value of the entrepreneurial interest variable by 0.237 with the assumption that the value of the self-efficacy variable is fixed (given).

Entrepreneurship education provides the knowledge and practical skills needed to start and run a business. Individuals who receive entrepreneurship education are more likely to understand how to identify business opportunities, and plan, and implement business ideas.

From the two models above, it can be seen that the variable that influences entrepreneurial interest in this study is the self-efficacy variable. This is because in model 1 it is the only variable included in the model showing that self-efficacy is the main predictor for entrepreneurial interest, with a strong influence. Then in model 2, entrepreneurship education is added as an independent variable, which also shows a significant positive influence on entrepreneurial interest, although the influence of self-efficacy is slightly reduced.

The coefficient of determination (Adjudicated R Square in Table 7) of the self-efficacy variable reached 48.9% and the inclusion of the entrepreneurship education variable only increased by 1.8% to 50.7%. Furthermore, it is proven in the results of the coefficient value of the self-efficacy variable which is greater than the entrepreneurship education variable, namely $0.569 > 0.237$ (Model 2 in Table 8). Thus, Hypothesis 3 (H3) which states that the influence of entrepreneurship education on entrepreneurial interest is greater than the influence of self-efficacy on entrepreneurial interest must be revised to the

influence of self-efficacy on entrepreneurial interest is greater than the influence of entrepreneurship education on entrepreneurial interest.

It can be concluded overall, that both models show that both self-efficacy and entrepreneurship education have a significant influence on entrepreneurial interest, but with the addition of entrepreneurship education, there is an adjustment in the influence of self-efficacy. This shows that entrepreneurship education can be an important factor in increasing entrepreneurial interest, along with self-efficacy.

The Influence of Entrepreneurship Education on Entrepreneurial Interest

Munawar (2019) said that the knowledge gained from a person's education also influences a person's interest in entrepreneurship. The knowledge that can be obtained through entrepreneurship education in schools can equip students to become entrepreneurs. The knowledge that has been learned can be applied directly to the world of entrepreneurship. Therefore, it needs to be improved by including a more practical and relevant curriculum, as well as providing access for students to get involved in real entrepreneurship projects. In this way, students will be better prepared to face challenges in the world of entrepreneurship (Kadang, 2023).

Studies on entrepreneurship education affecting entrepreneurial interest have been conducted by Nengseh and Kurniawan (2021) and Kadang (2023), but in these studies only included one variable that influences entrepreneurial interest. Therefore, researchers need to conduct research development on factors that influence entrepreneurial interest.

The Influence of Self-Efficacy on Entrepreneurial Interest

Based on the results of statistical analysis in this study using stepwise regression that simultaneously there is only one variable, namely self-efficacy, which influences entrepreneurial interest where the significant value is less than 0.05, namely 0.000 and the calculated t value ($5.065 > t$ table 1.660) is obtained, which means that self-efficacy has a partial effect on entrepreneurial interest. This is in line with the research findings of Kholifah, et al. (2024), Ketaren & Wijayanto (2021), and Nengseh & Kurniawan (2021) that self-efficacy influences entrepreneurial interest.

Self-efficacy influences students' beliefs that their efforts will be successful, emphasizing self-efficacy through students' motivation, experience, and skills. Self-efficacy

has influenced students, especially in the field of entrepreneurship, so that it can encourage behavior that leads to success, namely interest in entrepreneurship (Mahardhika, et al., 2023). The higher the self-efficacy or self-efficacy that a person has, the better the belief in the individual's ability to make decisions, commitment, and dedication to these decisions and encourage constructive and continuous self-reflection, which helps in identifying areas for improvement and innovation. Thus, high self-efficacy is a key factor that drives interest in entrepreneurship because it provides a strong psychological foundation for individuals to take the initiative, manage risks, and remain persistent in facing challenges (Wahyundari et al., 2024).

Previous studies by Kholifah, et al. (2024), Ketaren & Wijayanto (2021), and Nengseh & Kurniawan (2021) also only included variables that influence entrepreneurial interest. However, in this study, researchers used two variables, namely self-efficacy and entrepreneurship education. This is important to determine the relationship between variables in a phenomenon and emphasize the development of self-efficacy in entrepreneurship education, for example through mentoring and training programs that encourage practical experience. With increased self-confidence, individuals will be more willing to take risks and start a business.

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

Based on the results of statistical analysis in this study using stepwise regression. The self-efficacy variable has a greater influence on the entrepreneurial interest variable than the entrepreneurial education variable. This can be seen in model 1 (one) Table 8. Every 1 unit change in the self-efficacy variable score, can simply increase the entrepreneurial interest score by 0.748. The results of Table 7 of the adjusted R Square analysis in model one (1) produced 0.489, meaning that changes in the self-efficacy variable itself were able to explain 48.9% of changes in interest in entrepreneurship.

In Table 8, model two (2) explains partially that a 1-unit change in the self-efficacy variable score can increase the entrepreneurial interest score by 0.535 with the assumption that the entrepreneurial education variable does not change. Partially, a 1 unit change in the

entrepreneurial education score is able to increase the entrepreneurial interest score by 0.226 with the assumption that the self-efficacy variable does not change.

The results of Table 11 of the adjusted R Square analysis in model two (2) produced 0.507, meaning that changes in the self-efficacy variable together with the entrepreneurship education variable were able to explain 50.7% of changes in entrepreneurial interest. Where the entrepreneurship education variable contributed 1.8%.

Self-efficacy variables have a greater influence than entrepreneurship education. This is because self-efficacy is an individual's belief in their ability to succeed in a particular task. Individuals with high self-efficacy tend to have greater motivation to take action, innovate, and overcome challenges that arise in entrepreneurship. This belief gives them the courage to try and fail, and to learn from those experiences. In addition, self-efficacy is often influenced by previous experiences. The environment around an individual, including support from friends, family, and mentors, can contribute to increased self-efficacy. A positive and supportive environment can increase an individual's belief that they can succeed, while a less supportive environment can limit the development of self-efficacy. However, entrepreneurship education is important, its role is often more as a facilitator in the development of self-efficacy. Education that not only conveys knowledge but also encourages active learning, risk-taking, and handling failure tends to be more effective in building student self-efficacy.

Based on the results of the discussion, it shows that entrepreneurship education and self-efficacy complement each other in forming entrepreneurial interests. Educational institutions need to pay attention to the combination of these two aspects to produce competent entrepreneurs. A holistic approach is needed in designing educational programs that integrate practical skills development and psychological strengthening.

CONCLUSION

Based on the results of the research conducted, it can be concluded that the H1 and H2 hypotheses are accepted in this study. H1, namely Entrepreneurship education has a positive and significant effect on entrepreneurial interest, and H2, namely Self-efficacy has a positive and significant effect on entrepreneurial interest. The variables of entrepreneurship

education and self-efficacy each have a positive and significant effect on entrepreneurial interest. H3 is rejected because it is reversed, it turns out that the self-efficacy variable on entrepreneurial interest is greater than the influence of entrepreneurship education.

These findings suggest that the entrepreneurship education curriculum and teaching and learning process along with the environment and supporting facilities can touch the entrepreneurial spirit to improve the standards and enthusiasm of students to choose an entrepreneurial career. These changes can be made through the development of programs that combine theory with practice, such as real-life entrepreneurship projects where students can apply the knowledge they have learned, provide training on interpersonal and leadership skills that are important in entrepreneurship, and build partnerships with companies and entrepreneurship organizations to provide work experience or internships for students.

Self-efficacy variables have a positive and significant effect on entrepreneurial interest. Self-efficacy is a factor that plays an important role in increasing entrepreneurial interest, perception, and action of a person in various ways. To increase students' self-efficacy in entrepreneurship, some concrete ways that can be implemented are through training programs and workshops, mentoring and social support, and simulation and role-playing

Based on the results of the research conducted, it is expected that entrepreneurship education can increase interest in entrepreneurship by making changes to the learning system and each student can have high self-efficacy, because this will also influence interest in entrepreneurship in a person. In addition, this research can be used as an analysis to inform decision-making at the institutional or government level in terms of how entrepreneurship education should be designed and implemented.

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