Journal of Research in Instructional
e-ISSN: 2776-222X
Vol. 5(1) 2025, pp. 210 – 224
https://doi.org/10.30862/jri.v5i1.603

Entrepreneurship education and entrepreneurial interest among students

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Submitted: 11-12-2024

Accepted: 25-01-2025

Published: 26-01-2025

Abstract: The purpose of this study is to investigate how entrepreneurship education influences Indonesian high school students' desire to start their own businesses and to determine the elements that encourage and inhibit this desire. The research sample consisted of 150 students randomly selected from one high school. The research employed a survey with a questionnaire, and the study's data were evaluated by multiple linear regression. The results showed that interest in entrepreneurship increased significantly through entrepreneurship education with a coefficient of 0.50 ($p < 0.0001$). Family support, practical experience, and positive attitudes towards risk that significantly influence the desire to start a business. with coefficients of 0.20, 0.30, and 0.15, respectively. The main inhibiting factors include lack of family support and practical experience while supporting factors include relevant curriculum and support from teachers. These findings are in line with the theory of planned behavior and experiential learning theory which emphasize the importance of practical education and social support.

Keywords: Entrepreneurship, entrepreneurial interest, family support

Abstrak: Penelitian ini bertujuan untuk mengevaluasi pengaruh Entrepreneurship Education terhadap minat berwirausaha di kalangan siswa SMA di Indonesia, serta mengidentifikasi faktor-faktor penghambat dan pendukung yang mempengaruhi minat tersebut. Sampel penelitian terdiri dari 150 siswa yang dipilih secara acak dari satu SMA. Penelitian ini menggunakan survei dengan kuesioner, dan data penelitian dievaluasi dengan regresi linier berganda. Hasil penelitian menunjukkan bahwa minat berwirausaha meningkat secara signifikan melalui pendidikan kewirausahaan dengan koefisien 0.50 ($p < 0.0001$). Dukungan keluarga, pengalaman praktis, dan sikap positif terhadap risiko juga menunjukkan pengaruh signifikan terhadap minat berwirausaha, dengan koefisien berturut-turut 0.20, 0.30, dan 0.15. Faktor penghambat utama termasuk kurangnya dukungan keluarga dan pengalaman praktis, sementara faktor pendukung meliputi kurikulum yang relevan dan dukungan dari guru. Temuan ini sejalan dengan teori *theory of planned behavior dan experiential learning theory*, menekankan pentingnya pendidikan praktis dan dukungan sosial.

Kata kunci: Kewirausahaan, minat berwirausaha, dukungan keluarga

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INTRODUCTION

Entrepreneurship has emerged as a critical component of economic expansion in numerous nations over the past few decades. Entrepreneurship is regarded as a catalyst for economic development, employment creation, and innovation (Audretsch & Thurik, 2001). Entrepreneurship has also received significant attention in Indonesia, especially among the younger generation. Based on data from the Central Statistics Agency (BPS) in 2023, the open poverty rate among high school graduates reached 10.58% (BPS, 2023). This shows that many high school graduates still have difficulty entering the formal workforce, so entrepreneurship is a potential career alternative.

To provide students with a basic understanding of entrepreneurship, senior high school entrepreneurship education has been integrated into the curriculum. As per the

regulation of the Minister of education number 81A of 2013 regarding implementing the 2013 curriculum, entrepreneurship education is anticipated to cultivate students' risk-taking, innovative, and inventive attitudes. Therefore, students are anticipated to be capable of preparing for employment and generating employment opportunities for themselves and others. Although entrepreneurship education has been implemented at the high school level, it is still a question of how effective this education is in fostering Entrepreneurial Interest in students is still relatively low even though they have received entrepreneurship education. If this also happens to high school students, then efforts to develop entrepreneurship in the future can be hampered (Suharti & Sirine, 2011). The high poverty rate among high school graduates shows a gap between formal education and the needs of the workforce (Purnawirawan et al., 2023). This gap encourages the importance of alternative career paths, one of which is through entrepreneurship. However, although entrepreneurship education has been entered into the curriculum, there is not enough empirical evidence to show its success in increasing entrepreneurial interest in high school students. The success of entrepreneurship education is greatly influenced by the teaching methods and curriculum applied (Fayolle & Gailly, 2015).

Therefore, it is crucial to show how entrepreneurship education is beneficial in secondary schools by highlighting how it encourages students' motivation to start a business. If entrepreneurship education in secondary schools does not attract students' interest in entrepreneurship, then the available resources and teaching methods need to be improved. This study has important significance, both from theoretical and practical aspects. They emphasize the importance of a combination of personal and environmental traits in shaping this interest (Shane & Venkataraman, 2000). Interest is linked with starting a new business. This intention is often determined by a positive attitude towards risk, self-efficacy, and perception of social support (Krueger et al., 2000). Entrepreneurial spirit is what drives someone to create innovations that change the market. This spirit requires a deep understanding of business dynamics and mastery of certain talents (Drucker, 1985).

Interest in entrepreneurship is not only determined by internal factors such as personal motivation but is also greatly influenced by the norms and values that apply in society. Interest in entrepreneurship is significantly influenced by national culture (Hofstede et al., 2004). For example, societies with a low uncertainty avoidance cultural orientation tend to have more individuals interested in entrepreneurship; social support (Frese & Gielnik, 2014), such as the appreciation of entrepreneurs in society, can increase an individual's interest in becoming an entrepreneur. Interest in entrepreneurship is also influenced by gender differences, both in terms of preferences and available opportunities. Women often face social and structural barriers that affect their interest in entrepreneurship, even though their abilities and potential are not inferior to men. However, support in the form of a women's business community can increase this interest (De Bruin et al., 2007); they are more inclined to select community- or social-based entrepreneurship than men who are more involved in technology and innovation-based businesses (Minniti, 2010). In the technological era, interest in entrepreneurship cannot be separated from the influence of digitalization and access to modern technology. The use of digital technology directly increases interest in entrepreneurship, especially among the younger generation. Social media, for example, opens access to new business opportunities that were previously difficult to reach (Autio et al., 2014). The emergence of digital

entrepreneurship is facilitated by the environment created by digital platforms. This environment reduces barriers to entry and makes it easier for individuals to start their businesses (Nambisan, 2017).

The psychological approach provides in-depth insight into motivation, personality, and environmental influences on interest in entrepreneurship. Personality attributes, including a strong desire for achievement and a high locus of control, are significant predictors of interest in entrepreneurship. Individual experiences that shape the identity of the role as an entrepreneur can influence their interest in continuing to develop their business. This identity is formed through past experiences, successes, or even failures (Riswanto, 2023). In addition, entrepreneurship education can change an individual's mindset to be more innovative, creative, and open to opportunities. Curricula that are oriented towards experiential learning, such as internships or entrepreneurship projects, are very effective in increasing interest (Kirby, 2004); Individuals who are exposed to entrepreneurship education from an early age are more likely to show interest in entrepreneurship in the future (Bae et al., 2014). Interest in entrepreneurship also needs to be seen in a local context. For example: GEM (Global Entrepreneurship Monitor) reports that enthusiasm for entrepreneurship is greater in developing countries than in developed countries, due to the need to create jobs due to limited formal employment opportunities (GEM, 2023).

At the senior high school level, some problems can affect students' interest in entrepreneurship. These problems arise due to the influence of internal factors, educational environment, and socio-economic context. (1) Lack of exposure to the world of entrepreneurship (Fayolle et al., 2006). (2) Lack of access to entrepreneurial practices (Neck & Greene, 2011); 3. Limited support from parents and the environment (Krueger et al., 2000); 4. Fear of risk and uncertainty (Knight, 1921). (5) The influence of technology that has not been optimally utilized (Budiman et al., 2023). (6) Lack of role models or entrepreneurial inspiration. Bandura (1997) explains that seeing the success of others can increase self-efficacy and interest in following in the same footsteps. (7) Gender issues in entrepreneurship (Brush et al., 2006). (8) Lack of supporting policies from schools, so students' interest in entrepreneurship is difficult to develop due to a lack of institutional support. Institutional support is very crucial to create a conducive environment for the development of entrepreneurial interests (Raposo & do Paço, 2011).

The government is expected to gain a general understanding of the importance of entrepreneurship education as a strategy to reduce unemployment among high school graduates as a result of this study. Numerous studies have been conducted to assess the efficacy of education on entrepreneurship. Kuratko (2005) asserts that the goal of education on entrepreneurship should be to foster critical thinking, creativity, and competence in students. However, according to Nabi et al. (2017), entrepreneurship education not only influences entrepreneurial knowledge and skills but also the character and tendency of individuals to start a business. Research in Indonesia conducted by Setyowati (2016) showed that there was a positive impact between entrepreneurship education and students' interest in entrepreneurship. However, similar research at the high school level is still limited. Suharti and Sirine (2011) found that although education on entrepreneurship had been provided, many students still chose to work as employees rather than start their businesses. Factors influencing students' interest in entrepreneurship include family

support, social environment, and personal experience (Shapero & Sokol, 1982). Research by Kautonen et al. (2013) also emphasized the importance of self-confidence and attitudes toward risk in determining entrepreneurial intentions. Therefore, in a secondary school setting, evaluating whether education on entrepreneurship can foster the attitudes and beliefs necessary for entrepreneurship is critical.

The relationship between education on entrepreneurship and entrepreneurial intention indicates the desire to become an entrepreneur. This illustrates the importance of teaching entrepreneurship more comprehensively (Bae et al., 2014). This study focuses on improving entrepreneurship education to encourage students to own businesses. Quality education on entrepreneurship can influence students' aspirations to start businesses and entrepreneurial abilities (Fayolle et al., 2006). The study examines the development of education on entrepreneurship from its inception to becoming an essential part of higher education in many countries. Kuratko (2005) also notes that more applied and practice-based educational models motivate students to start their businesses more successfully.

Education on entrepreneurship programs can increase students' need for achievement and change their perception of control over their outcomes, increasing their interest in entrepreneurship (Hansemark, 1998). A study examining the literature on entrepreneurship from the past ten years found that entrepreneurship education significantly increases students' interest and readiness to launch their own companies (Gorman et al., 1997). Several studies examining the impact of education on entrepreneurship on students' entrepreneurial intentions were included in this study. They found that several elements, including previous learning experiences, cultural background, and teaching style, significantly impacted how well education on entrepreneurship inspired students to start their businesses (Martínez-Gregorio et al., 2021).

This research is important to study because it has strong relevance to various aspects of individual, economic, and social development. (1) the need to prepare future generations to face financial challenges (GEM, 2023). Entrepreneurship among young people can be a driver of economic growth in developing countries. (2) the gap between formal education and company needs. According to Bae et al. (2014), people's intention and interest to start their own companies increase through entrepreneurship education. (3) Increasing individual competitiveness in the digital era. Entrepreneurship education can take advantage of this trend to increase student competitiveness (Erwin et al., 2023; Riswanto et al., 2024). Nambisan (2017) emphasizes the importance of digital literacy in entrepreneurship education as a key factor in creating digital entrepreneurs. (4) Forming innovative character and mindset. Chell (2008) stated that entrepreneurship education can form an entrepreneurial mindset, namely a proactive and innovative way of thinking.

The next urgency is encourage social inclusion and poverty alleviation. In the context of students from vulnerable or low-income groups, entrepreneurship education provides a way to overcome economic barriers and improve their standard of living (Sumartini & Riswanto, 2017). Minniti (2010) emphasized that entrepreneurship has a direct impact on reducing social inequality and poverty. Students are not interested in starting their business. According to Krueger et al. (2000), exposure to entrepreneurship education and social norms positively increase students' interest in starting a business. Meet the sustainable development goals (SDGs). Raposo and do Paço (2011) stated that entrepreneurship education is a key element in achieving sustainable economic growth and

addressing changing views on traditional careers. Shane and Venkataraman (2000) claims that the process of creating value by identifying untapped opportunities is at the heart of entrepreneurship. The purpose of this study is to investigate how entrepreneurship education influences Indonesian high school students' desire to start their own businesses and to determine the elements that encourage and inhibit this desire.

METHOD

Study This uses a quantitative design study with an approach survey. This approach was chosen to evaluate the influence of entrepreneurship education on entrepreneurial interest methodically and quantitatively. By using quantitative surveys, researchers can collect numerical data from samples and analyze the correlation between the variables studied. Population in study This is all over students school senior high school in Sukabumi city who participated in eye lesson entrepreneurship. Samples were taken in a way random from the population student The total samples involved in the study is 150 students. The sampling technique sample used is random sampling or taking samples random, which ensures that every student own equal opportunity for selected as a respondent. Taking sample random This aims To increase the representativeness results of research and reduce bias. The distribution related to demographic data is as Table 1.

Table 1. Demographic data description respondents

Category	Number Respondents	%
Gender		
Woman	90	60
Man	60	40
Age		
16 years	30	20
17 years	90	60
18 years	30	20
Class		
Grade XI	83	55
Grade XII	67	45

Based on Table 1, several can be taken several explanations among others: 1). Gender: Of the 150 students who became respondents, 60% are women and 40% are male; 2). Age: The range age students is between 16 to 18 years old, with an average age of 17 years ; 3). Class: Respondents originate from classes XI and XII with a proportion of 55% of class XI and 45% of class XII.

The information obtained from the questionnaire will be reviewed using descriptive analysis and inferential statistics. Descriptive statistics Used to describe characteristics based on the sample, such as mean, deviation standards, and distribution frequency. Statistics descriptive gives a description general of How students respond to questions in a questionnaire. Statistics inferential were used to examine the relationship between education on entrepreneurship and entrepreneurial interest. The analysis techniques used include: a) a simple linear regression test to determine to what extent the variables of education and entrepreneurship influence entrepreneurial interest; and b) a Pearson

correlation test to measure the strength and direction connection between two variables. To ensure the quality of the data obtained, researchers will conduct validity and reliability tests on the questionnaire.

RESULTS AND DISCUSSION

Prerequisite test results

Table 2. Calculated linearity test

			Sum of Squares	df	Mean Square	F	Sig.
Entrepreneurial Interest *Entrepreneurship Education	Between Groups	(Combined)	24.711	2	12.356	46.229	0.000
		Linearity	24.443	1	24.443	91.452	0.000
		Deviation from Linearity	0.269	1	0.269	1.005	0.318
	Within Groups		39.289	147	0.267		
	Total		64.000	149			

Based on Table 2, the analysis results show that sig. (0.318) > α (0.05) which indicates a linear regression model, with a significance of 0.318 and an F value of 1.005.

Table 3. Multicollinearity test

Model		Collinearity Statistics	
		Tolerance	VIF
1	Entrepreneurship Education	0.741	1.349
	Support Family	0.814	1.229
	Experience Practical	0.772	1.296
	Attitude to Risk	0.835	1.198

Table 3 shows that the VIF value for each independent variable is close to 1. In addition, the tolerance value is close to 1 for each independent variable. Thus, it can be concluded that the regression between the independent variable (X) and the dependent variable (Y) does not show multicollinearity.

Heteroscedasticity Test

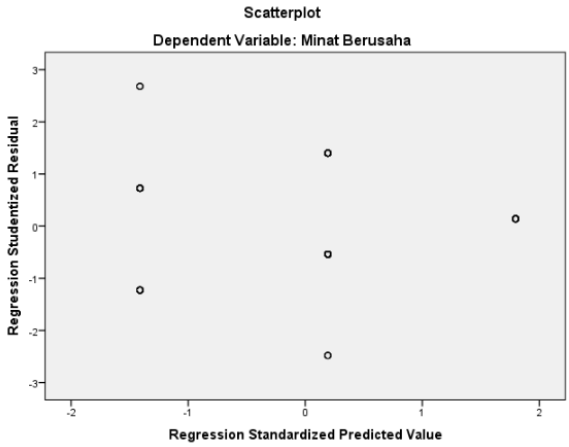

Fig. 1. Heteroscedasticity test

The points in Figure 1 are dispersed both above and below the Y-axis, and there is no discernible pattern. Consequently, it can be inferred that there is no heteroscedasticity.

Table 4. Autocorrelation test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	0.770	0.593	0.582	0.42373	2.007

Based on Table 4, the Durbin-Watson coefficient obtained was 2.067, approaching the number 2. Thus, it demonstrated that in the regression between independent variables (X1, X2, and X3), there is no autocorrelation with the variable (Y).

Distribution of entrepreneurial interest

Distribution entrepreneurial Interest among students shows significant variations, with part big student show interest currently until tall for entrepreneurship after accept education entrepreneurship.

Table 5. Distribution of interest in entrepreneurship student

Level of Interest in Entrepreneurship	Amount Student	Percentage (%)
Low	20	13.3
Currently	80	53.3
Tall	50	33.4

Based on the illustration in Table 5, the interest in entrepreneurship among all research respondents is generally classified as current.

Linear regression test results

Table 6. Linear regression test results - model summary

R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
				R Square Change	F Change	df_1	df_2	Sig. F Change
0.618	0.382	0.378	0.51699	0.382	91.450	1	148	0.000

Looking at Table 6, the two research variables, namely entrepreneurship education and entrepreneurial interest, have a moderate to high positive relationship, as indicated by the R value of 0.618. The correlation of 0.618 in this case indicates a strong relationship between entrepreneurial motivation and entrepreneurship education. In other words, by obtaining quality entrepreneurship education, it will increase the possibility of students or individuals to engage in entrepreneurship. Therefore, the value of 0.618 indicates that the two variables have a fairly strong relationship, although there is still room for the influence of other more important elements. The R^2 value of 0.382 or 38.2% indicates that Entrepreneurship Education can explain or predict around 38.2% of the variations or changes in Entrepreneurial Interest. In other words, entrepreneurship education significantly contributes to influencing entrepreneurial interest. However, the remaining 61.8% is influenced by other variables not considered in this model (1 - 0.382 = 0.618). This

result shows how beneficial entrepreneurship education is in encouraging students' or learners' desire to start their own business. A good entrepreneurship education program can increase individual interest in entrepreneurship. Therefore, one way to increase interest in entrepreneurship is to create a more effective curriculum and entrepreneurship teaching strategy. Although entrepreneurship education has a large influence, other characteristics that are not in our model contribute 61.8% to entrepreneurial desire.

Table 7. F test result (simultaneous) simple regretion

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	24.443	1	24.443	91.450	0.000[b]
	Residual	39.557	148	0.267		
	Total	64.000	149			

The p-value of the t-test is highly significant and supports the rejection of the null hypothesis (Ho), as evidenced by the value of Table 7 = 0.000, which is less than 0.05. The null hypothesis typically asserts that the independent and dependent variables are not correlated or influenced. The rejection of Ho suggests a substantial correlation between the independent variable of entrepreneurship education and the dependent variable of entrepreneurial interest. As a result, entrepreneurship education is crucial in developing or enhancing an individual's interest in entrepreneurship. The intensity and orientation of the relationship between entrepreneurial interest and entrepreneurship education are determined by the regression coefficient derived from the t-test. In other words, the influence of entrepreneurship education increases in tandem with its excellence regarding entrepreneurial interest.

Table 8. Linear regression result

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	0.978	0.135		7.266	0.000
	Entrepreneurship Education	0.650	0.068	0.618	9.563	0.000

The relationship between the independent variable (entrepreneurship education) and the dependent variable (entrepreneurial interest) is shown by the linear regression equation Y = 0.978 + 0.65X, which is based on Table 8. The intercept value (a), or constant in the regression equation, is 0.978. The significance of entrepreneurial curiosity is shown when entrepreneurship education (X) is zero. In other words, if a person does not receive entrepreneurship education, his/her entrepreneurial interest is anticipated to be worth 0.978. The level of influence of Entrepreneurship Education (X) on Entrepreneurship Interest (Y) is indicated by the regression coefficient (b), which is worth 0.65. A score of 0.65 means that for every one-unit increase in entrepreneurship education, there will be a 0.65-unit increase in entrepreneurial interest. A coefficient of 0.65 means that for every one-unit increase in the Entrepreneurship Education variable (X), the Entrepreneurship Interest (Y) value should increase by 0.65 units.

Multiple linear regression analysis, in addition to basic linear regression, was used to test the relationship between entrepreneurship education and entrepreneurial motivation while considering other variables such as risk-taking attitude, real-world experience, and family support.

Multiple linear regression test results

Table 9. Multiple linear regression test results - model summary

R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
				R Square Change	F Change	df1	df2	Sig. F Change
0.770	0.593	0.582	0.42373	0.593	52.864	4	145	0.000

The R value = 0.770 in Table 9 shows a strong correlation between the independent variables (risk attitude, family support, practical experience, and entrepreneurship education) and the dependent variable (entrepreneurial interest). The substantial correlation between the variables and the R value of 0.770 shows how changes in independent factors can have a significant impact on entrepreneurial interest. The R-value in the range of 0.50 to 0.80 is considered to indicate a strong relationship between the two variables. This leads to the conclusion that the model components—attitude toward risk, family support, real-world experience, and entrepreneurship education—have a significant impact on entrepreneurial intention. The R^2 value of 0.593 indicates that the independent variables in the model can explain or predict 59.3% of the variation or change in entrepreneurial intention, namely: Attitude towards risk, family support, practical experience, and entrepreneurial education. In other words, 59.3% of entrepreneurial interest can be predicted or explained by these four characteristics. This figure shows that the four independent factors have a fairly large role in influencing entrepreneurial interest. This also shows that the regression model used can provide a fairly good picture of the factors that influence entrepreneurial interest. The value of 40.7% shows that there are still other elements that play a role but are not taken into account by this model.

Table 10. F test result (simultaneous) multiple regretion

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	37.966	4	9.492	52.864	0.000[b]
	Residual	26.034	145	0.180		
	Total	64.000	149			

With a significance level of 0.000 in Table 10 shows an F value of 52.864. The ANOVA test is used to assess whether the overall regression model is significant in predicting the value of the dependent variable (Entrepreneurial Interest). The F value of 52.864 shows the overall significance of the regression model used. Attitude towards risk, family support, practical experience, and entrepreneurship education are four independent factors in the regression model that significantly affect entrepreneurial motivation, as indicated by a significance level of 0.000 <0.05. Thus, it can be concluded that the regression model used is appropriate and valid because the independent variables can adequately explain changes in entrepreneurial motivation. 0.000 < 0.05 is the significance level of the t-test. The very

low p-value of the t-test (0.000), which rejects the null hypothesis (Ho), indicates that there is a substantial correlation between Attitude towards Risk, Family Support, Practical Experience, Entrepreneurial Education, and Entrepreneurial Interest. This indicates that each of these separate factors has a significant impact on entrepreneurial motivation. The development or enhancement of entrepreneurial motivation is significantly influenced by the four factors studied: risk, family support, practical experience, and entrepreneurial education.

Table 11. Multiple linear regression result

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	0.280	0.138		2.023	0.045
	Entrepreneurship Education	0.371	0.065	0.353	5.741	0.000
	Family Support	0.200	0.054	0.218	3.713	0.000
	Experience Practical	0.296	0.055	0.323	5.351	0.000
	Attitude to Risk	0.160	0.052	0.178	3.064	0.003

Based on Table 11, the regression model: Y = 0.280 + 0.371X1 + 0.2X2 + 0.296X3 + 0.16X4: Interpretation of Regression Coefficient: Y = 0.280 is the intercept (a), which shows the value of entrepreneurial interest (Y) when all independent variables (X1, X2, X3, X4) are zero. In other words, if an individual does not have an attitude toward risk, family support, practical experience, and entrepreneurial education, then his entrepreneurial interest is estimated at 0.280; 0.371X1 (attitude towards risk); 0.2X2 (family support); 0.296X3 (practical experience); 0.16X4 (entrepreneurship education)

Table 12. Entrepreneurial sector preferences by gender

Gender	Technology Sector (%)	Service Sector (%)	Retail Sector (%)
Woman	25	50	25
Man	40	30	30

Table 12 shows that while women are more interested in the service sector, men are more interested in the technology sector.

Entrepreneurial interest factors

Table 13. Inhibiting and supporting factors of interest in entrepreneurship

Factor	Amount Respondents (%)
Inhibiting Factors	
- Lack of support for family	40
- Lack of experience practical	35
Supporting Factors	
- Relevant curriculum	70
- Support from teacher	60

Relationship between entrepreneurship education and entrepreneurial interest

Correlation between entrepreneurship education and entrepreneurial interest (regression model: Y = 0.978 + 0.65X). Table 8 shows that entrepreneurship education has a significant influence on entrepreneurial interest, with a regression coefficient value of 0.65. Thus, each additional unit of entrepreneurship education (e.g., involvement in entrepreneurship programs, courses, or training) will cause an increase in students' entrepreneurial interest by 0.65 units. These results are consistent with other studies that show the significant contribution of entrepreneurship education to the development of entrepreneurial interest (Prayitno et al., 2024; Linan & Chen, 2009; Wardana et al., 2020). In addition to giving students the skills they need to launch a company, entrepreneurship education increases their self-esteem and ability to overcome obstacles.

The findings of the study, which indicate that entrepreneurship education has a beneficial effect on entrepreneurial interest, are consistent with prior research that has demonstrated the significant role of education on entrepreneurship in the development of entrepreneurial interest. Although entrepreneurship education has a positive effect, other factors, such as risk tolerance and practical experience, have a greater influence on entrepreneurial desire, according to your regression model coefficient of 0.16. Prayitno et al. (2024), and Wardana et al. (2020) research shows that entrepreneurship education has a major impact on students' interests and attitudes towards entrepreneurship. They found that education on entrepreneurship not only provides knowledge but also changes students' attitudes and perspectives towards the business world. Entrepreneurship education in this context helps increase entrepreneurial interest because it provides the tools and practical knowledge needed to achieve business success.

The influence of attitude factors towards risk (X1) on interest in entrepreneurship

The finding that attitude towards risk (X1) has the highest coefficient (0.371) in influencing entrepreneurial interest supports previous research showing that the courage to take risks is an important factor in entrepreneurial interest and decisions. This suggests that in entrepreneurship education programs, it is important to not only provide technical knowledge but also build self-confidence and a positive attitude toward risk. A risk-taking attitude is one of the factors often identified in the literature as an important determinant in entrepreneurship. A research by Zhao et al. (2005) found that people who have a positive attitude towards risk tend to be more courageous and enthusiastic in starting their own business. They assert that having the courage to take risks is an important trait of a successful entrepreneur because many business decisions involve uncertainty.

The influence of family support factors (X2) on Interest in entrepreneurship

The findings of this study are in line with previous studies showing that entrepreneurial desire (coefficient 0.2) is positively influenced by family support (X2). Emotional and financial support from family members can provide the stability needed for someone to start their own business. Although its influence is smaller than attitude towards risk and practical experience, family support remains a significant factor. Many people believe that family support is very crucial for the development of entrepreneurship, especially in the early stages. Research by Shapero and Sokol (1982) shows that social support, including support from family, greatly influences an individual's entrepreneurial

interest. Family support in the form of emotional encouragement and practical assistance can increase a person's chances of pursuing entrepreneurship.

The influence of practical experience factor (X3) on entrepreneurial interest

Based on the results of the study, direct exposure to the business world has a significant influence on the desire to become an entrepreneur, as evidenced by the coefficient of practical experience (X3) of 0.296. This supports the results of previous studies that show how valuable practical entrepreneurial experience is in increasing a person's enthusiasm and readiness to start their own business. Practical experience in entrepreneurship is often considered one of the best ways to prepare individuals for the world of entrepreneurship. Research by Linan and Chen (2009) revealed that direct experience in entrepreneurial activities increases self-confidence and interest in starting a business. This experience provides real insights that cannot be obtained through theory alone.

CONCLUSION

Entrepreneurship education has a significant impact on entrepreneurial interest. In other words, as entrepreneurship education develops, students' interest in entrepreneurship will also increase. This shows how an effective entrepreneurship education program can encourage students or learners to be more involved and enthusiastic about the topic of entrepreneurship. Significant positive impact: A correlation of 0.65 indicates that for every one unit increase in entrepreneurship education, interest in entrepreneurship can grow by 0.65 units. This provides strong evidence that education on entrepreneurship has a significant impact on students' entrepreneurial mindset.

A strong relationship between attitudes to risk, family support, practical experience, and entrepreneurship education with entrepreneurial interest, as reflected in the R-value = 0.770. This shows that a person’s positive attitude toward risk, level of family support, amount of real-world experience, and level of entrepreneurial education all increase their intention to start their own business. The model explains 59.3% of the variation in entrepreneurial intention. This suggests that while these terms are significant, there may be other factors that have a greater influence on the intention to start a business. All four independent variables—attitude toward risk, family support, practical experience, and entrepreneurial education—have a significant impact on entrepreneurial intention.

This study suggests that in addition to a technical understanding of entrepreneurship, effective entrepreneurship education programs should consider additional factors such as social support, real-world experiences, and the development of an entrepreneurial mindset, especially as it relates to risk. This holistic approach can increase entrepreneurial interest among students. To increase students' interest in entrepreneurship, it is important to introduce them to various aspects of entrepreneurship education, from theory to practical experience. Programs based on real-world experiences, such as internships or entrepreneurship projects, can strengthen the impact of entrepreneurship education on entrepreneurial intentions, according to the significant positive effect of the regression equation. To increase students' interest in entrepreneurship, programs that strengthen family support and encourage the development of positive attitudes toward risk should be implemented. Entrepreneurship instruction and practical experiences should also be

included. Based on the findings of the regression analysis and the current body of research, this will foster an environment that motivates students to explore entrepreneurship.

Some implications of this study include: First, Increasing family support is also important to encourage individuals to be braver in taking entrepreneurial steps, as well as creating an environment that supports business development. Support from family and the surrounding community greatly influences entrepreneurial interest. Entrepreneurship programs in schools and universities need to involve students' families and social environments to provide better support. Second, entrepreneurship education should include practical experience, develop attitudes toward risk, and involve families in supporting students' entrepreneurial journeys. Direct experience through internships or practical entrepreneurship projects needs to be strengthened so that students can experience the world of entrepreneurship directly. Third, the government also needs to create policies that support the development of entrepreneurship, such as easier access to funding or training.

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