

Entrepreneurship Education and Academic Support: Understanding Their Impact on Entrepreneurial Motivation and Interest

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(Received: 18.12.2024; Accepted: 25.01.2025; Published: 31.01.2025)

ABSTRACT

This research aims to examine the influence of entrepreneurship education and academic support on students' interest in entrepreneurship at the Faculty of Economics and Business, Universitas Padjadjaran, with entrepreneurial motivation as a mediating variable. This research uses a quantitative approach with a survey design. The research population was all students from the Faculty of Economics and Business, Universitas Padjadjaran, and the sample used was 109 students. The research results show that entrepreneurship education and academic support have a positive effect on students' entrepreneurial interest. Entrepreneurial motivation is proven to mediate the influence of entrepreneurship education and academic support on entrepreneurial interest. This research provides implications for teaching staff and lecturers to be more optimal in directing and guiding students in developing interest in entrepreneurship. By improving the quality of entrepreneurship education and comprehensive academic support, it is hoped that it can increase students' motivation and interest in entrepreneurship. For further research, efforts will be made to deepen and expand this research both in terms of variables and development of research methods.

Keywords: Entrepreneurship Education, Academic Support, Entrepreneurial Motivation, Entrepreneurial Interest

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1. INTRODUCTION

Indonesia faces complex challenges in economic development. One of the main challenges is to create adequate job opportunities to absorb the continuously growing workforce. The relatively high unemployment rate indicates a gap between the number of job seekers and the available job opportunities. This condition requires serious efforts to address it, one of which is by encouraging the growth of new entrepreneurship. Entrepreneurs play a crucial role in the economy of a country. Not only do they create jobs, but they also act as innovators, drivers of economic growth, and community empowerers. Entrepreneurs are capable of identifying opportunities, managing resources, and creating added value that benefits themselves and the surrounding community. Therefore, fostering the entrepreneurial spirit is very important, especially among the youth (Wahyuningsih, 2020).

Students, as educated youth, are a valuable asset to the nation. They have great potential to become successful entrepreneurs. According to Ikhtiangung & Soedihono (2018), equipped with knowledge, technology, and creativity, students are expected to create innovations and run sustainable businesses. However, this potential needs to be directed and developed through various efforts, one of which is by fostering entrepreneurial interest. According to Shoimah (2019), entrepreneurial interest is an important factor that encourages someone to start and

develop a business. This interest does not arise automatically, but is influenced by various factors, both internal and external. Internal factors include motivation, self-confidence, and attitude toward risk, while external factors include family environment, social environment, and support from educational institutions (Sukma Sektiyaningsih & Aisyah, 2019).

Entrepreneurship education, according to Rimadani et al. (2018), is one of the external factors that plays an important role in fostering students' entrepreneurial interest. Through entrepreneurship education, students are equipped with the knowledge, skills, and attitudes necessary to become entrepreneurs. Entrepreneurship education not only provides theoretical understanding but also offers practical experience through business simulations, field visits, and other entrepreneurship activities. In addition to entrepreneurship education, academic support also plays an important role in fostering students' entrepreneurial interest (Sitti Hafilah Makkasau, 2019). Academic support can come in the form of guidance from lecturers, the provision of supportive facilities and infrastructure, the existence of business incubation programs, and the organization of competitions and entrepreneurship training. A supportive academic environment will create a conducive atmosphere for students to develop entrepreneurial ideas and realize their dreams of becoming entrepreneurs.

Entrepreneurial motivation is an internal factor that also affects students' entrepreneurial interest. Entrepreneurial motivation is the drive from within a person to achieve entrepreneurial goals. This motivation can stem from the desire for financial independence, the desire to realize creative ideas, the desire to contribute to the community, or the desire to achieve achievement and recognition (Sukma Sektiyaningsih & Aisyah, 2019).

This study is titled "The Influence of Entrepreneurship Education and Academic Support on Entrepreneurial Interest Through Entrepreneurial Motivation." This study aims to analyze the influence of entrepreneurship education and academic support on students' entrepreneurial interest, with entrepreneurial motivation as a mediating variable. The mediating variable is used to explain the mechanism or process by which entrepreneurship education and academic support influence entrepreneurial interest through entrepreneurial motivation. This research focuses on students of the Faculty of Economics and Business Universitas Padjadjaran. The choice of this faculty is based on the consideration that students in the Faculty of Economics and Business have a deeper knowledge and understanding of entrepreneurship compared to students from other faculties.

In addition, the Faculty of Economics and Business Universitas Padjadjaran also has an entrepreneurship study program that specifically provides entrepreneurship education for its students. The results of this study are expected to contribute to the development of knowledge in the field of entrepreneurship, particularly in identifying the factors that influence students' entrepreneurial interest. The findings of this study are also expected to provide information and recommendations for higher education institutions in designing effective strategies and programs to enhance students' entrepreneurial interest. (Paramitasari Fanny & Muhyadi, 2018) An increase in entrepreneurial interest among students is expected to produce a generation of youth that is independent, innovative, and entrepreneurial. Entrepreneurial young people will become the driving force of Indonesia's economy and contribute to the creation of new jobs as well as improve community welfare.

2. METHOD

a. Research Model and Hypotheses

This research employs a quantitative approach with several variables to test their effects, yielding data in the form of numbers (Tri Atmaja, 2016). Quantitative research involves testing objective theories by analyzing relationships between variables (Naufal Taufik, 2023). This type of quantitative research always involves descriptive questions regarding dependent and independent

variables as well as questions concerning the relationship between these dependent and independent variables. Hypotheses will be tested using Path Analysis. Below is the research design.

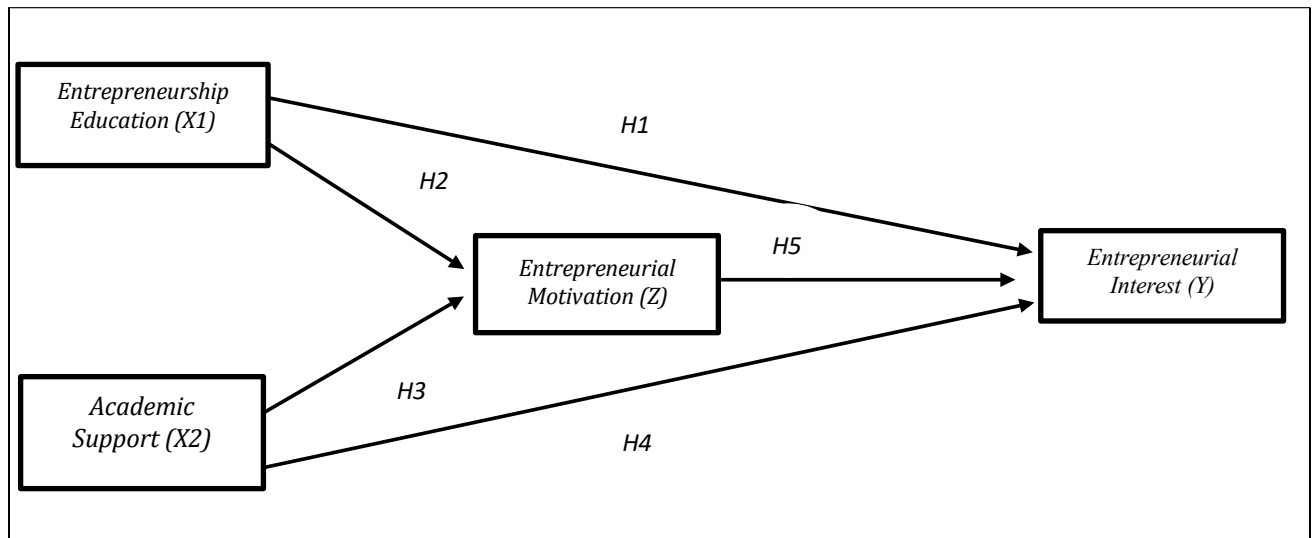


Figure 1. Research Design

Based on Figure 1 above, this research is descriptive explanatory, which means that it describes the effects among the studied variables. Descriptive means explaining and analyzing the research variables: Entrepreneurship Education (X1), Academic Support (X2), Entrepreneurial Interest (Y), and Entrepreneurial Motivation (Z). Explanatory means seeking causal influences among the research variables through hypotheses. The causal influence is the direct influence between Entrepreneurship Education (X1) and Academic Support (X2) on Entrepreneurial Motivation (Z), as well as the indirect influence of Entrepreneurship Education (X1) and Academic Support (X2) on Entrepreneurial Interest (Y) through Entrepreneurial Motivation (Z) among the students of the Faculty of Economics and Business Universitas Padjadjaran.

This research design is also based on the COR theory and the JD-R theory, along with relevant previous studies. Thus, the researcher can formulate direct and indirect hypotheses in this study. More clearly, the summary of the hypotheses is presented in the table below.

Table 1. Summary of Hypotheses

Hypothesis	Information
H1	Entrepreneurship Education has a positive and direct effect on Entrepreneurial Interest.
H2	Entrepreneurship Education has a positive and direct effect on Entrepreneurial Motivation.
H3	Academic Support has a positive and direct effect on Entrepreneurial Motivation.
H4	Academic Support has a positive and direct effect on Entrepreneurial Interest.
H5	Entrepreneurial Motivation has a direct effect on Entrepreneurial Interest.
H6	Entrepreneurship Education has a positive and indirect effect on Entrepreneurial Interest through Entrepreneurial Motivation.
H7	Academic Support has a positive and indirect effect on Entrepreneurial Interest through Entrepreneurial Motivation.

Source: Primary data processed 2024

Based on Table 1 above, this research has 7 hypotheses. These hypotheses will test the direct effect of Entrepreneurship Education (X1) on Entrepreneurial Interest (Y), the direct

effect of Entrepreneurship Education (X1) on Entrepreneurial Motivation (Z), the effect of Academic Support (X2) on Entrepreneurial Motivation (Z), the effect of Academic Support (X2) on Entrepreneurial Interest (Y), the indirect effect of Entrepreneurship Education (X1) on Entrepreneurial Interest (Y) through Entrepreneurial Motivation (Z), and the indirect effect of Academic Support (X2) on Entrepreneurial Interest (Y) through Entrepreneurial Motivation (Z).

b. Population and Sample

The population in this study consists of all active students from the Faculty of Economics and Business (FEB) Universitas Padjadjaran (UNM) from 8 Study Programs. The sampling technique used is Proportional Random Sampling, calculated using Slovin's formula, resulting in a sample size of 112 respondents, ensuring that there is representation from each Study Program within the population.

c. Data Collection

Data collection was carried out by identifying the subjects of the study, which are all active students from the Faculty of Economics and Business (FEB) Universitas Padjadjaran (UNM), using a questionnaire. The questionnaire used is a closed questionnaire implemented through digital media, often referred to as Google Forms, while the scale employed is the Likert scale. The scoring is done using a Likert scale with 5 response alternatives: Strongly Disagree: 1, Disagree: 2, Neutral: 3, Agree: 4, and Strongly Agree: 5. Subsequently, the data are analyzed using the Statistical Package for The Social Sciences, now more commonly known as Statistical Product and Service Solutions (SPSS), version 27. The data analysis used in this study consists of descriptive statistical analysis, classical assumption testing, and path analysis.

3. RESULTS AND DISCUSSION

a. Research Results

1) Hypothesis Testing

Hypothesis testing is used to examine the direct and indirect effects of exogenous variables on endogenous variables. Hypotheses are accepted or rejected based on the criterion that if the p-value < 0.05, then H0 is accepted, indicating that the obtained regression coefficient is significant. The results of the hypothesis testing for both direct and indirect effects can be seen in the following table.

Table 2. Results of Indirect Hypothesis Testing

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,950 ^a	,902	,899	1,64686

a. Predictors: (Constant), Entrepreneurial Motivation, Academic Support, Entrepreneurship Education.

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	,231	,662		,349	,728
	Entrepreneurship Education	,160	,041	,318	3,879	,000
	Academic Support	,366	,127	,209	2,881	,005

Entrepreneurial Motivation	,560	,107	,453	5,253	,000
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a. Dependent Variable: Entrepreneurial Interest

Source: Primary data processed 2024.

To obtain the error influence (e1), the following formula is used:

$$e1 = 1 - R^2 = \sqrt{1 - 0,902} = 0,313$$

$$Y = \beta^1 X1 + \beta^2 X2 + \beta^5 Z + e1$$

$$Y = 0,318 X1 + 0,209 X2 + 0,453 Z + 0,313$$

The coefficient of determination of 0.313 indicates that the direct effects of Entrepreneurship Education, Academic Support, and Entrepreneurial Motivation on the variable Y (Entrepreneurial Interest) account for 31.3%, while 68.7% is influenced by other variables outside the model or this research.

Table 3. Results of Direct Hypothesis Testing

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,935 ^a	,874	,872	1,49925

a. Predictors: (Constant), Academic Support, Entrepreneurship Education

Model	Coefficients ^a		Standardized Coefficients	t	Sig.
	Unstandardized Coefficients	Std. Error			
1 (Constant)	,584	,600		,974	,332
Entrepreneurship Education	,237	,030	,582	7,977	,000
Academic Support	,538	,103	,381	5,216	,000

a. Dependent Variable: Entrepreneurial Motivation

To obtain the error influence (e2), the following formula is used:

$$e2 = 1 - R^2 = \sqrt{1 - 0,872} = 0,357$$

$$Z = \beta^3 X1 + \beta^4 X2 + e2$$

$$Z = 0,582 X1 + 0,381 X2 + 0,357$$

The coefficient of determination of 0.357 indicates that the direct effects of Entrepreneurship Education and Academic Support on variable Z (Entrepreneurial Motivation) account for 35.7%, while 64.3% is influenced by other variables outside the model or this research.

Entrepreneurship Education has a positive and significant effect on Entrepreneurial Interest through the variable of Entrepreneurial Motivation.

$$\begin{aligned} \text{Indirect Effects} &= X1 \rightarrow Z \rightarrow Y \\ &= \beta^3 \times \beta^5 \\ &= 0,582 \times 0,453 \\ &= 0,263 \end{aligned}$$

Academic support has a positive and significant effect on the variable of Entrepreneurial Interest through the variable of Entrepreneurial Motivation.

$$\begin{aligned} \text{Indirect Effects} &= X2 \rightarrow Z \rightarrow Y \\ &= \beta^4 \times \beta^5 \\ &= 0,381 \times 0,453 \\ &= 0,172 \end{aligned}$$

- H1: The effect of Entrepreneurship Education on Entrepreneurial Interest has a significance value of $0.000 > 0.05$ and a Beta value of 0.318. Based on these results, it can be concluded that H1 is accepted.
- H2: The effect of Entrepreneurship Education on Entrepreneurial Motivation has a significance value of $0.000 < 0.05$ and a Beta value of 0.582. Based on these results, it can be concluded that H2 is accepted.
- H3: The effect of Academic Support on Entrepreneurial Interest has a significance value of $0.005 > 0.05$ and a Beta value of 0.209. Based on these results, it can be concluded that H3 is accepted.
- H4: The effect of Academic Support on Entrepreneurial Motivation has a significance value of $0.000 < 0.05$ and a Beta value of 0.381. Based on these results, it can be concluded that H4 is accepted.
- H5: The effect of Entrepreneurial Motivation on Entrepreneurial Interest has a significance value of $0.000 < 0.05$ and a Beta value of 0.453. Based on these results, it can be concluded that H5 is accepted.
- H6: The effect of Entrepreneurship Education on Entrepreneurial Interest through Entrepreneurial Motivation has a Beta value of 0.263. Based on these results, it can be concluded that H6 is accepted.
 $0.582 \times 0.453 = 0.263$
 $0.000 + 0.263 = 0.263$
- H7: The effect of Academic Support on Entrepreneurial Interest through Entrepreneurial Motivation has a Beta value of 0.181. Based on these results, it can be concluded that H7 is accepted.
 $0,381 \times 0,453 = 0,172$
 $0,000 + 0,172 = 0,172$

2) Path Analysis

The following is the interpretation of the path analysis results, which can be seen in Table 4 below:

Tabel 4. Result of Path Analysis

Inter-variable Effects	Effect		Total
	Direct	Indirect	
Effect X1 → Y	0,318	-	0,318
Effect X1 → Z	0,582	-	0,582
Effect X2 → Y	0,209	-	0,209
Effect X2 → Z	0,381	-	0,381
Effect from Z → Y	0,453	-	0,453
Effect from X1 → Y → Z	0,318	0,263	0,581
Effect from X2 → Y → Z	0,209	0,172	0,381

Source: Primary data processed 2024.

Based on the research model structure, an empirical equation can be formulated as follows.

$$Y = \beta_1 X_1 + \beta_2 X_2 + \beta_5 Z + e_1$$

$$Y = 0,318 X_1 + 0,209 X_2 + 0,453 Z + 0,313$$

$$Z = \beta_3 X_1 + \beta_4 X_2 + e_2$$

$$Z = 0,582 X_1 + 0,381 X_2 + 0,357$$

Below are the results of the path analysis in the form of a diagram:

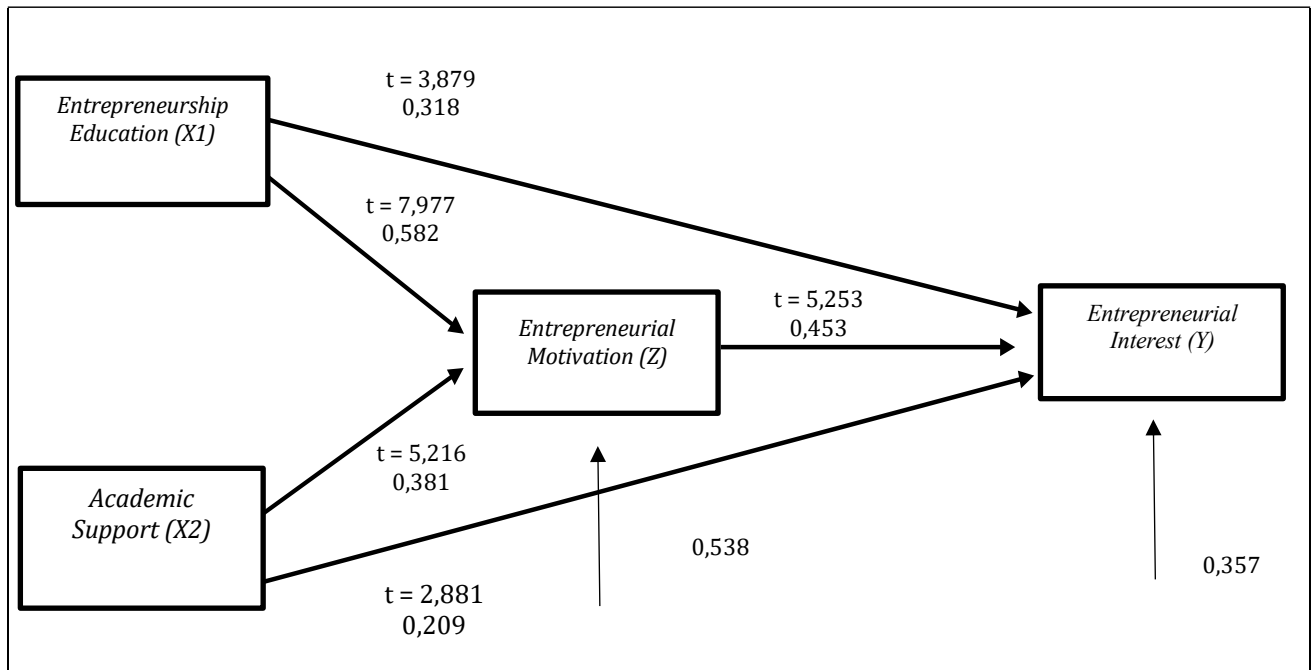


Figure 2. Path Analysis Results Model

In Figure 2 above, the standardized beta coefficients and the magnitude of the indirect and direct effects of each variable are explained.

Coefficient of Determination: $Rm^2 = 1 - P e 1^2 \times P e 2^2 P e x^2$

The interpretation of the determination coefficient is as follows:

$$Rm^2 = 1 - (0,313^2) (0,357^2) = 1 - 0,012 = 0,987$$

Based on the coefficient of determination above, it indicates a direct and indirect influence of 0.988 or 98.7%. In other words, the information contained in the data (98.7%) is elucidated by the model in question, while the remaining 1.3% is accounted for by variables outside the model.

b. Discussion

The Influence of Entrepreneurship Education and Academic Support on Entrepreneurial Interest through Entrepreneurial Motivation among Students of the Faculty of Economics and Business, Universitas Padjadjaran

1) The Influence of Entrepreneurship Education on Entrepreneurial Motivation

According to Fahrurrozi et al. (2020), entrepreneurship is one of the solutions to overcome unemployment. Business activities can boost economic growth and absorb labor, thereby reducing unemployment rates. Entrepreneurship education is widely regarded as a means to teach skills and characteristics that can motivate students to develop new and innovative business plans. Entrepreneurship is often discussed by many people, and it is considered a valuable asset for individuals and the nation as a whole. Indonesia's economy will greatly benefit from entrepreneurial activities. Currently, Indonesia is still lagging behind in economic development, due to low economic growth, high unemployment, poverty, and income inequality (Maulida Muslihah & Nenden, 2022). The most important aspect of entrepreneurship education is to cultivate entrepreneurial interest and motivation among students. Many factors can influence the emergence of interest and motivation among students to become entrepreneurs. The process of developing entrepreneurial interest and motivation requires

stimulation to encourage students to think, act, and behave like entrepreneurs. Therefore, universities need to create a campus environment that supports an entrepreneurial climate, which will motivate students and foster entrepreneurial interest.

High motivation is required to become an entrepreneur. The factors that hinder students' interest in entrepreneurship are the importance of knowledge and experience in starting a new business. Entrepreneurial activities are often related to experience, interest, or expertise. Strong motivation is needed to start a new business. Additionally, maturity in thinking and planning is required for entrepreneurial success. Entrepreneurial interest and motivation are essential for students who want to become entrepreneurs, as they need to identify business opportunities and create new job opportunities. Each student's interest in entrepreneurship is unique and develops according to various factors, including motivation. Motivation is a driving force that encourages individuals to take action, including becoming entrepreneurs. Motivation is a crucial factor in increasing students' interest in entrepreneurship.

2) The Influence of Entrepreneurship Education on Entrepreneurial Interest

According to Maria Josephine Tyra & Andreas Sarjono (2020), entrepreneurship education not only increases motivation but also has a direct impact on entrepreneurial interest. A deep understanding of entrepreneurship, gained through entrepreneurship education, makes students more confident and interested in pursuing a business career. They become more aware of the process of identifying opportunities, developing business ideas, creating business plans, and implementing and managing businesses.

Additionally, Tri Atmaja (2016) states that entrepreneurship education provides a realistic perspective on the world of entrepreneurship. Students are not only exposed to success stories of entrepreneurs but also taught to understand the risks and challenges that may arise. This helps students prepare themselves better before entering the business world. Therefore, comprehensive entrepreneurship education will increase students' interest in entrepreneurship.

The government's concern for entrepreneurship is becoming more targeted at various levels of business actors, including young people. This is in line with the government's program in 2017, which aimed to support 10,000 new entrepreneurs with a budget of Rp 100 billion. This shows that the opportunity to start a business at a young age is no longer a barrier, given the government's support for the emergence of new entrepreneurs in Indonesia. It is explained that individuals can start entrepreneurship at the age of 22, which is often found in college. Information and knowledge about entrepreneurship are obtained through entrepreneurship courses or related courses such as business start-up, business plan, organizational behavior, and others (Dwinoor Rembulan & Fensi, 2020).

Educational institutions can become incubators for entrepreneurship among students who are interested in entrepreneurship. Incubation can start from small scales, such as creating business plans, to making simple marketing plans. Institutions, through course design, indirectly encourage students to proceed to the realization of business or at least introduce them to the basics of entrepreneurship, entrepreneurial concepts, and strategies to overcome obstacles and problems in running a business (Farida & Nurkhin, 2016).

3) The Influence of Academic Support on Entrepreneurial Motivation

According to Alif Putra Suandi & Henky Lisan Suwarno (2022), academic support from lecturers, curricula, and campus facilities affects students' entrepreneurial motivation. Guidance from experienced lecturers, relevant curricula, and the presence of business incubators on campus can increase students' motivation to become entrepreneurs. Lecturers who act as mentors can provide guidance, support, and motivation to students in developing business ideas and starting businesses.

Relevant curricula that integrate entrepreneurship aspects into courses also play a crucial role in increasing entrepreneurial motivation. Curricula that provide a deeper understanding of the application of learned knowledge in a business context will give students a more comprehensive understanding of entrepreneurship. Additionally, the presence of business

incubators on campus provides opportunities for students to develop their business ideas with support from facilities and experts (Aryaningtyas & Palupiningtyas, 2017).

4) The Influence of Academic Support on Entrepreneurial Interest

Academic support influences entrepreneurial interest. Academic support has a positive impact on students' interest in entrepreneurship. This is consistent with research conducted by Suharti and Sirine, Meidora and Warnika, Walipah and Naim, which states that academic support has a positive effect on the entrepreneurial intentions of students. This finding contrasts with research conducted by Wiyanto, which indicates that academic factors, in isolation, do not significantly impact students' entrepreneurial intentions (Agus Susanti, 2021).

According to Rodiya (2019), another factor influencing entrepreneurial interest is social support. Social support refers to assistance or help that comes from individuals with close social relationships with the recipient of the support. This support can take various forms, such as information, specific behaviors, or material assistance that make recipients feel loved and cared for. Academic support is influential in fostering entrepreneurial interest, as indicated by existing research.

5) The Influence of Entrepreneurial Motivation on Entrepreneurial Interest

Entrepreneurial motivation is a strong driving force for students to develop interest in entrepreneurship. Students with high motivation, whether intrinsic or extrinsic, are more enthusiastic about starting a business. Intrinsic motivation comes from within the student, such as the desire to create something new, personal development, and achieving independence. By contrast, extrinsic motivation arises from external factors, such as the desire to earn an income, gain social recognition, and achieve financial success (Rahel Telaumbanua, 2023).

High entrepreneurial motivation encourages students to actively seek opportunities, develop business ideas, and take concrete actions to realize their dreams. Motivated students tend to be more resilient, determined, and focused on their goals. Thus, strong entrepreneurial motivation increases students' interest in entrepreneurship (Fatma & Najicha, 2022).

6) The Influence of Entrepreneurship Education on Entrepreneurial Interest through Entrepreneurial Motivation

Effective entrepreneurship education not only directly influences entrepreneurial interest but also indirectly affects it through the enhancement of entrepreneurial motivation. The greater the motivation fostered through entrepreneurship education, the higher the students' interest in entrepreneurship. This education can raise student motivation by providing comprehensive knowledge about entrepreneurship, fostering an entrepreneurial mindset, and broadening their understanding of opportunities and challenges in the business world (Fahrurrozi et al., 2020). This increase in motivation subsequently leads to heightened interest in entrepreneurship. Motivated students are more inclined to delve deeper into entrepreneurship, develop business ideas, and take real steps to start a business. Therefore, entrepreneurship education can enhance students' entrepreneurial interest through increased motivation.

According to Fathiyannida & Erawati (2021), motivation is important because it causes, channels, and supports human behavior to work diligently and enthusiastically to achieve optimal results. Motivation is the driving force behind an individual's activities and can serve as both a goal and a tool in learning, closely related to interest. Motivation may be internal, arising from within oneself, or external, deriving from teachers, parents, peers, and others.

7) The Influence of Academic Support on Entrepreneurial Interest through Entrepreneurial Motivation

Academic support provided by the faculty also plays a role in enhancing entrepreneurial interest through motivation improvement. The support perceived by students will trigger their motivation, ultimately driving their interest in entrepreneurship. Academic support can include guidance from lecturers, relevant curricula, business incubator facilities, and access to information and networking (Panuntun Utami et al., 2022).

According to Ikhtiangung & Soedihono (2018), this support makes students feel valued and acknowledged by the faculty. They will be more motivated to develop their potential and realize their dreams of becoming entrepreneurs. This increase in motivation will encourage students to be more interested in entrepreneurship and bolder in starting businesses. Therefore, academic support can boost students' entrepreneurial interest through enhanced motivation.

8) The Influence of Entrepreneurship Education and Academic Support on Entrepreneurial Motivation

According to Putri Candi & Trianggoro Wiradinata (2018), both entrepreneurship education and academic support significantly influence students' entrepreneurial motivation. The collaboration between these factors creates a stronger synergy in fostering student motivation to engage in entrepreneurship. Entrepreneurship education provides necessary knowledge and skills, while academic support creates a conducive environment and offers tangible support for students to develop their entrepreneurial potential.

When students receive quality entrepreneurship education and full support from the faculty, they become more motivated to engage in entrepreneurship. They will feel more confident, enthusiastic, and focused on their goals of becoming successful entrepreneurs. Thus, the collaboration between entrepreneurship education and academic support will significantly enhance students' entrepreneurial motivation.

Aryaningtyas & Palupiningtyas (2017) define support as verbal and nonverbal information, suggestions subjects receive from their social environment, or experiences that influence recipient behavior. Another perspective on social support is the extent to which individuals' needs for support, information, and feedback are fulfilled by friends and family. Those who feel they receive emotional social support find relief in being cared for, receiving advice, or having positive impressions of themselves.

9) The Influence of Entrepreneurship Education and Academic Support on Entrepreneurial Interest

Both entrepreneurship education and academic support contribute to enhancing students' entrepreneurial interest. These two factors complement and reinforce each other in fostering students' desire to become entrepreneurs. Entrepreneurship education imparts entrepreneurial knowledge and skills, while academic support creates an enabling environment and offers opportunities for students to develop their entrepreneurial potential (Diyah Lestari & Johan, 2020).

When students receive adequate entrepreneurship education and experience full support from the faculty, they are more likely to view entrepreneurship as a career option. They will feel more confident in facing challenges and more enthusiastic about realizing their dreams of becoming entrepreneurs. Thus, the collaboration between entrepreneurship education and academic support significantly enhances students' entrepreneurial interest. Entrepreneurial interest arises from prior knowledge and information about entrepreneurship, followed by participation in activities that provide experience, ultimately leading to the desire to engage in these activities. Entrepreneurial interest is not something individuals possess innately but can be nurtured and developed (Andhika Wahyudiono, 2020).

10) The Influence of Entrepreneurship Education and Academic Support on Entrepreneurial Interest through Entrepreneurial Motivation

This research shows that entrepreneurial motivation mediates the influence of entrepreneurship education and academic support on students' entrepreneurial interest. This means that entrepreneurship education and academic support not only directly affect entrepreneurial interest but also indirectly enhance it through improved entrepreneurial motivation. The provision of entrepreneurship education and academic support will elevate students' motivation to engage in entrepreneurship (Noer et al., 2024). This increase in motivation will further impact the rise in entrepreneurial interest. Students with high motivation will be more inclined to delve deeper into entrepreneurship, develop business ideas, and take concrete steps to start a business. Therefore, entrepreneurship education and academic

support can boost students' entrepreneurial interest through increased entrepreneurial motivation.

According to Bharata (2020), entrepreneurial motivation is the attention, enjoyment, and willingness of an individual to engage in independent business activities based on their abilities, strengths, and skills. Motivation derives from the Latin word "movere," meaning to urge or move.

4. CONCLUSIONS AND SUGGESTION

a. Conclusions

Based on the theory and data analysis above, it can be concluded that there is a significant influence of entrepreneurship education and academic support on the entrepreneurial interest of students in the Faculty of Economics and Business. Among the various variables mentioned, there are still many other variables that can influence entrepreneurial interest, such as the influence of family environment, internship training, entrepreneurial practice, and many other examples. The data also indicates that the higher the level of entrepreneurship education and the academic support received by students, the more it positively affects their entrepreneurial interest as the dependent variable in the Faculty of Economics and Business.

b. Suggestion

The recommendations from this research are that it can serve as a source of information or reference for educators or lecturers to guide and assist students in developing their entrepreneurial skills. Students are encouraged to deepen their skills in business management, focusing not only on the products produced but also being capable of undertaking marketing activities and making decisions regarding business evaluations aimed at business development. Finally, for future researchers, it is suggested to further broaden and deepen this research in terms of variables and the development of research methods.

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