

## **From Training and Motivation to Entrepreneurial Intention: Unpacking the Role of Educational Mediation in University Entrepreneurship**

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### **ABSTRACT**

Unemployment remains a major challenge in Indonesia, primarily due to the country's high population growth rate, which intensifies competition in the job market. One effective strategy to address this issue is by increasing the number of entrepreneurs. This study aims to examine the direct and indirect effects of entrepreneurship training, motivation, and entrepreneurial environment on students' entrepreneurial intention, with entrepreneurship education serving as a mediating variable. A quantitative approach with a descriptive explanatory design was employed, involving a population of 492 students. A sample of 103 students from the Faculty of Economics and Business, Universitas Negeri Makassar, was selected using proportional random sampling. Data analysis reveals that entrepreneurship training, motivation, and the entrepreneurial environment significantly influence entrepreneurial intention both directly and indirectly through entrepreneurship education. The findings highlight the importance of structured entrepreneurial education as a pathway to strengthen students' business skills and intentions. These insights can serve as valuable input for educators in guiding students not only in product development but also in marketing, business evaluation, and strategic growth. Future research is encouraged to expand the scope by incorporating additional variables and diverse methodological approaches.

**Keywords:** Entrepreneurship Training, Motivation, Environment, Entrepreneurial Intention, Entrepreneurship Education

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### **1. INTRODUCTION**

Economic problems in developing countries, including Indonesia, are closely related to high unemployment rates. This is caused by the high rate of population growth which has an impact on increasing competition for jobs. The imbalance between the number of workers and available jobs over time has caused many people of productive age to be unemployed. According to data from the Central Statistics Agency (BPS), in the last five years, the number of unemployed in Indonesia has tended to decline. However, in February 2020, the unemployment rate increased again by 60 thousand people, from 6.82 million in February 2019 to 6.88 million in February 2020. Meanwhile, the number of workers in the same year increased to 137.91 million people, of which 131.03 million were employed. The decline in employment occurred mainly in the agricultural, trade, and other service sectors. This data does not fully reflect the impact of the

Covid-19 pandemic, the first case of which was detected in March 2020. Large-scale social restrictions (PSBB) began to be implemented in April 2020, which were then followed by various other regions.

One strategy that is considered effective in overcoming the unemployment problem is creating and increasing the number of entrepreneurs (Athia et al., 2018; Budy, 2017; Lubis, 2018; Nalling & Jannah, 2018). Entrepreneurs play an important role in the economic growth of developing countries such as Indonesia, as explained in Schumpeter's theory. David McClelland in his book *The Achieving Society* states that the prosperity of a country depends on the number of entrepreneurs, which ideally reaches a minimum of 2% of the total population. This opinion is in line with David Osborne's view in the book *Reinventing Government*, which states that increasing the number of entrepreneurs can create new jobs, reduce unemployment rates, and expand employment opportunities.

The Indonesian government has implemented various strategies to increase the number of entrepreneurs, one of which is through the integration of Entrepreneurship courses into the education curriculum, especially in universities. The Faculty of Economics and Business, Makassar State University (UNM) is one of the institutions that has implemented this step. Entrepreneurship courses are taught from the early stages of lectures with a focus on developing practical entrepreneurial skills. Students are not only encouraged to generate creative ideas, but also to realize them in the form of prototypes and marketing.

Entrepreneurship education is a learning process that aims to equip individuals with the knowledge, skills, and attitudes needed to start and manage a business (Brammantio et al., 2023). According to Darmawan (2019), this education not only focuses on technical aspects, such as business planning, financial management, and marketing, but also on developing entrepreneurial character, such as creativity, courage to take risks, and adaptability. With entrepreneurship education, individuals are taught to think critically, identify opportunities, and design innovative solutions to various challenges. Entrepreneurship education programs can be delivered through various methods, such as formal curriculum in schools or universities, specialized training, and hands-on practical experience in the field. In addition, this education often involves collaborative approaches, such as group discussions, business simulations, and guidance from experienced mentors. The main goal of entrepreneurship education is to create individuals who not only have knowledge about business, but are also able to apply these skills in creating added value for themselves and society as a whole (Citradewi & Margunani, 2016).

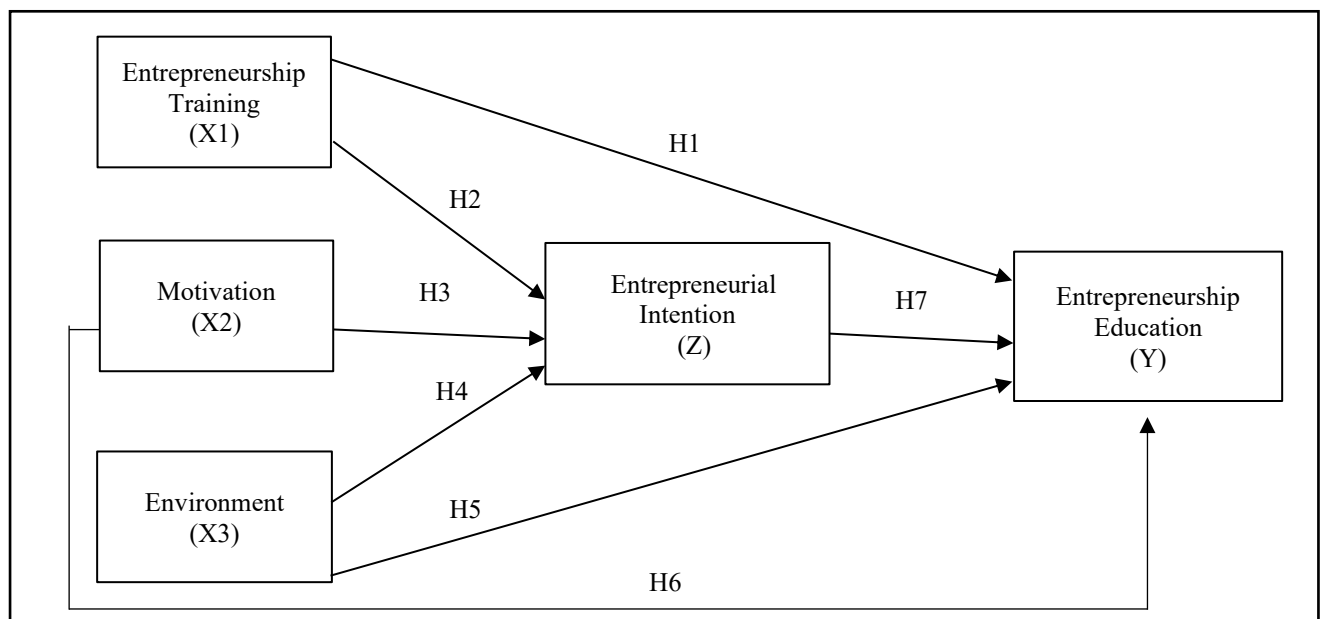
The two main theories that form the basis of research in the field of entrepreneurial intention are The Entrepreneurial Event Theory (Shapero & Sokol, 1982; Teguh et al., 2023) and Theory of Planned Behavior (Ajzen, 2005; Elistia & Nurma, 2023). Shapero and Sokol's model focuses on three main elements: perceived desirability (desire to become an entrepreneur), perceived feasibility (belief in one's own abilities), and propensity to act (drive to act), which are supported by research (Krueger et al. 2000; Afifah et al., 2020).

Entrepreneurial interest is an individual's interest in engaging in entrepreneurial activities, which is usually manifested through the desire, willingness, and commitment to start and manage a business (Koranti, 2013; Dzulfikri & Kusworo, 2017). This interest is a combination of internal factors, such as motivation, self-confidence, and the desire to be independent, as well as external factors, such as environmental influences, social support, and available market opportunities (Karen Hapuk et al., 2020). Entrepreneurial interest is often the first step that encourages someone to take risks and face challenges in the business world. Entrepreneurial interest also reflects an individual's proactive and innovative attitude in finding solutions to needs or problems that exist in society. This interest is not only influenced by entrepreneurial knowledge and skills, but also by personal experience and examples of successful people around them (Trihudiyatmanto, 2019). When entrepreneurial interest grows strong, individuals tend to be more confident in identifying opportunities, developing strategies, and taking real action in realizing their business ideas.

Entrepreneurial intention has been shown to be a major predictor of future entrepreneurial behavior (Katz, 1992; Reynolds, 1995; Schwarz et al., 2009; Syahran & Debiyani, 2020). This study aims to analyze the influence of Entrepreneurship Training, Motivation, and Environment on Entrepreneurship Education, both directly and through the mediation of Entrepreneurial Intention. With this approach, the research is expected to provide significant contributions to the development of entrepreneurship theory and practice. Based on the description above, this study takes the title "The Influence of Entrepreneurship Training, Motivation, and Environment on Entrepreneurial Interest through Entrepreneurship Education in Students of the Faculty of Economics and Business, Makassar State University". This study aims to determine the extent to which these factors directly or indirectly influence Entrepreneurship Education through Entrepreneurial Intention.

## 2. METHOD

This study uses a quantitative approach with several variables that will be tested for their influence with data results in the form of numbers. Quantitative research is research that tests objective theories by analyzing the relationship between variables (Creswell, 2013; Ali et al., 2022). This type of quantitative research always has descriptive questions about dependent and independent variables and questions about the relationship between dependent and independent variables (Creswell, 2013; Ali et al., 2022). The hypothesis is tested using Path Analysis. The following is the research design.



**Picture 1.** Research Design

Based on Figure 1 above, this research is a descriptive explanatory research which means describing the influence between the variables studied. Descriptive means explaining and analyzing the research variables, namely the variables of Entrepreneurship Training (X1), Motivation (X2), Environment (X3), Interest in Entrepreneurship (Z), Entrepreneurship Education (Y). While explanation means finding the causal influence between research variables through hypotheses. The causal influence is the direct influence between Entrepreneurship Education (X1), Motivation (X2), Environment (X3) on Interest in Entrepreneurship (Z) and the indirect influence of Entrepreneurship Training (X1), Motivation (X2), Environment (X3) on Entrepreneurship Education (Y) through Entrepreneurship Interest (Z) of students of the Faculty of Economics, State University of Makassar.

This research design is also based on COR theory and JD-R theory as well as relevant previous research. So that researchers can make hypotheses of direct and indirect influences in this study. More details can be seen through the following hypothesis summary table.

**Table 1.** Summary of Hypotheses

Hypothesis	Information
H1	Entrepreneurship training has a positive and direct effect on Entrepreneurship education
H2	Entrepreneurship training has a positive and direct effect on interest in entrepreneurship
H3	Motivation has a positive and direct effect on interest in entrepreneurship
H4	Environment has a positive and direct effect on interest in entrepreneurship
H5	Environment has a positive and direct effect on entrepreneurship education
H6	Motivation has a positive and direct effect on entrepreneurship education
H7	Interest in entrepreneurship has a positive and direct effect on entrepreneurship education
H8	Entrepreneurship training has a positive and indirect effect on entrepreneurship education through interest in entrepreneurship
H9	Motivation has a positive and indirect effect on entrepreneurship education through interest in entrepreneurship
H10	Environment has a positive and indirect effect on entrepreneurship education through interest in entrepreneurship

Based on Table 1 above, this study has 7 hypotheses. These hypotheses will test the direct effect of entrepreneurial skills (X1) on entrepreneurial interest (Y), the direct effect of entrepreneurial skills (X1) on entrepreneurship education (Z), the direct effect of access to capital (X2) on entrepreneurship education (Z), the direct effect of access to capital (X2) on entrepreneurial interest (Y), the direct effect of entrepreneurship education (Z) on entrepreneurial interest (Y), the indirect effect of entrepreneurial skills (X1) on entrepreneurial interest (Y) through entrepreneurship education (Z), and the indirect effect of access to capital (X2) on entrepreneurial interest (Y) through entrepreneurship education (Z).

The population in this study were students of the Faculty of Economics and Business, Makassar State University, class of 2023 who were active in the Entrepreneurship Course with a total of 70 students from 8 Study Programs. While the sampling technique used the Proportional Random Sampling technique, which was calculated using Slovin with a sample result of 103 respondents or 59.7% of the population.

Data collection was carried out by determining the research subjects, namely all students of the Faculty of Economics, Makassar State University using a questionnaire. The questionnaire used was a closed questionnaire using digital media or often referred to as a google form while the scale used was the Likert scale. Scoring used a Likert scale with 5 alternative answers, namely: Strongly Disagree: 1, Disagree: 2, Quite Agree: 3, Agree: 4, and Strongly Agree: 5. Furthermore, the data was analyzed using the Statistical Package for The Social Science application or what is now better known as Statistical Product And Service Solutions (SPSS) version 27. Data analysis used in this study consisted of descriptive statistical data analysis, classical assumption tests, and path analysis.

### 3. RESULTS AND DISCUSSION

#### a. Research Results

##### 1) Hypothesis Testing

Hypothesis testing is used to test the influence of exogenous variables directly and indirectly on endogenous variables. The hypothesis is accepted or rejected based on the criteria if the p-value  $< 0.05$  then  $H_0$  is accepted, or it is stated that the regression coefficient obtained is significant. The results of direct and indirect influence hypothesis testing can be seen through the following table:

**Table 2.** Results of the Indirect Effect Hypothesis Test

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
Constant	2,254	1,420		1,588	,115
Entrepreneurship Training	,069	,063	,133	1,103	,273
Motivation	-,032	,084	-,057	-,374	,709
Environment	,213	,052	,456	4,114	<,001
Entrepreneurial Interest	,162	,076	,279	2,124	,036
R square	,547				
e1	0,673				

Furthermore, the error (e1) effect was obtained using the formula:

$$e1 = 1 - R^2 = \sqrt{1 - 0,547} = 0,673$$

$$Y = \beta_4 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_7 Z + e_2$$

$$Y = 0,133 X_1 + -0,057 X_2 + 0,456 X_3 + 0,279 Z + 0,673$$

The determination coefficient of 0.673 shows the direct influence of Entrepreneurship Training, Motivation, Environment, and Entrepreneurial Interest on the Y variable of Entrepreneurship Education of 67.3% while 32.7% is influenced by other variables outside this model or research.

**Table 3.** Results of the Direct Effect Hypothesis Test

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
1 Constant	4,152	1,829		2,270	,025
Entrepreneurship Training	,246	,079	,274	3,119	,002
Motivation	,472	,101	,496	4,686	<,001
Environment	,122	,067	,151	1,812	,073
R square	0,733				

e1	0,516
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Furthermore, the error (e2) effect was obtained using the formula:

$$e2 = 1 - R^2 = \sqrt{1 - 0,733} = 0,516$$

$$Z = \beta_4 X_1 + \beta_5 X_2 + \beta_6 X_3 + e_1$$

$$Z = 0,274 X_1 + 0,496 X_2 + 0,151 X_3 + 0,516$$

The determination coefficient of 0.516 shows the direct influence of Entrepreneurship Training, Motivation, Environment on the variable of Entrepreneurial Interest of 51.6% while 48.4% is influenced by other variables outside the model or this study.

Entrepreneurship Training has a positive and significant effect on Entrepreneurial Interest through Entrepreneurship Education.

$$\begin{aligned} \text{Indirect effects} &= X_1 \rightarrow Z \rightarrow Y \\ &= \beta_4 \times \beta_7 \\ &= 0,274 \times 0,279 \\ &= 0,076 \end{aligned}$$

Motivation has a positive and significant influence on Entrepreneurship Education through Entrepreneurial Interest.

$$\begin{aligned} \text{Indirect effects} &= X_2 \rightarrow Z \rightarrow Y \\ &= \beta_5 \times \beta_7 \\ &= 0,496 \times 0,279 \\ &= 0,138 \end{aligned}$$

The environment has a positive and significant influence on Entrepreneurship Education through Entrepreneurial Interest.

$$\begin{aligned} \text{Indirect effects} &= X_3 \rightarrow Z \rightarrow Y \\ &= \beta_6 \times \beta_7 \\ &= 0,151 \times 0,279 \\ &= 0,042 \end{aligned}$$

H1: The Influence of Entrepreneurship Training on Entrepreneurship Education has significance value of  $0.273 > 0.05$  and a Beta value of 0.133. Based on these results, it can be concluded that H1 is rejected.

H2: The Influence of Entrepreneurship Training on Entrepreneurial Interest has a significance value of  $0.002 < 0.05$  and a Beta value of 0.274. Based on these results, it can be concluded that H2 is accepted.

H3: The Influence of Motivation on Entrepreneurial Interest has a significance value of  $0.001 < 0.05$  and a Beta value of 0.496. Based on these results, it can be concluded that H3 is accepted.

H4: The Influence of the Environment on Entrepreneurial Interest has a significance value of  $0.073 > 0.05$  and a Beta value of 0.151. Based on these results, it can be concluded that H4 is rejected.

H5: The Influence of Environment on Entrepreneurship Education, has a significance value of  $0.001 < 0.05$  and a Beta value of 0.456. Based on these results, it can be concluded that H5 is accepted.

H6 : The Influence of Motivation on Entrepreneurship Education has a significance value of  $0.709 > 0.05$  and a Beta value of -0.057. Based on these results, it can be concluded that H6 is rejected.

H7: The Influence of Entrepreneurial Interest on Entrepreneurship Education has a significance value of  $0.036 < 0.05$  and a Beta value of 0.279. Based on these results, it can be concluded that H7 is accepted.

H8: The Influence of Entrepreneurship Training on Entrepreneurship Education through Entrepreneurial Interest has a Beta value of 0.217. Based on these results, it can be concluded that H8 is accepted.

H9: The Influence of Motivation on Entrepreneurship Education through Entrepreneurial Interest has a Beta value of 0.528. Based on these results, it can be concluded that H9 is accepted.

H10: The Influence of the Environment on Entrepreneurship Education through Entrepreneurial Interest has a Beta value of 0.526. Based on these results, it can be concluded that H10 is accepted.

## 2) Path Analysis

The following are the results of the interpretation from the path analysis, which can be seen in Table 4 below.

**Table 4.** Results of Path Analysis

Effects Between Variables	Effect		Total
	Direct	Indirect	
Effect X1 → Y	0,133	-	0,133
Effect X2 → Y	-0,057	-	-0,057
Effect X3 → Y	0,456	-	0,456
Effect X1 → Z	0,274	-	0,274
Effect X2 → Z	0,496	-	0,496
Effect X3 → Z	0,151	-	0,151
Effect Z → Y	0,279	-	0,279
Effect X1 → Z → Y	0,133	0,076	0,209
Effect X2 → Z → Y	0,057	0,138	0,195
Effect X3 → Z → Y	-0,456	0,042	-0,414

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

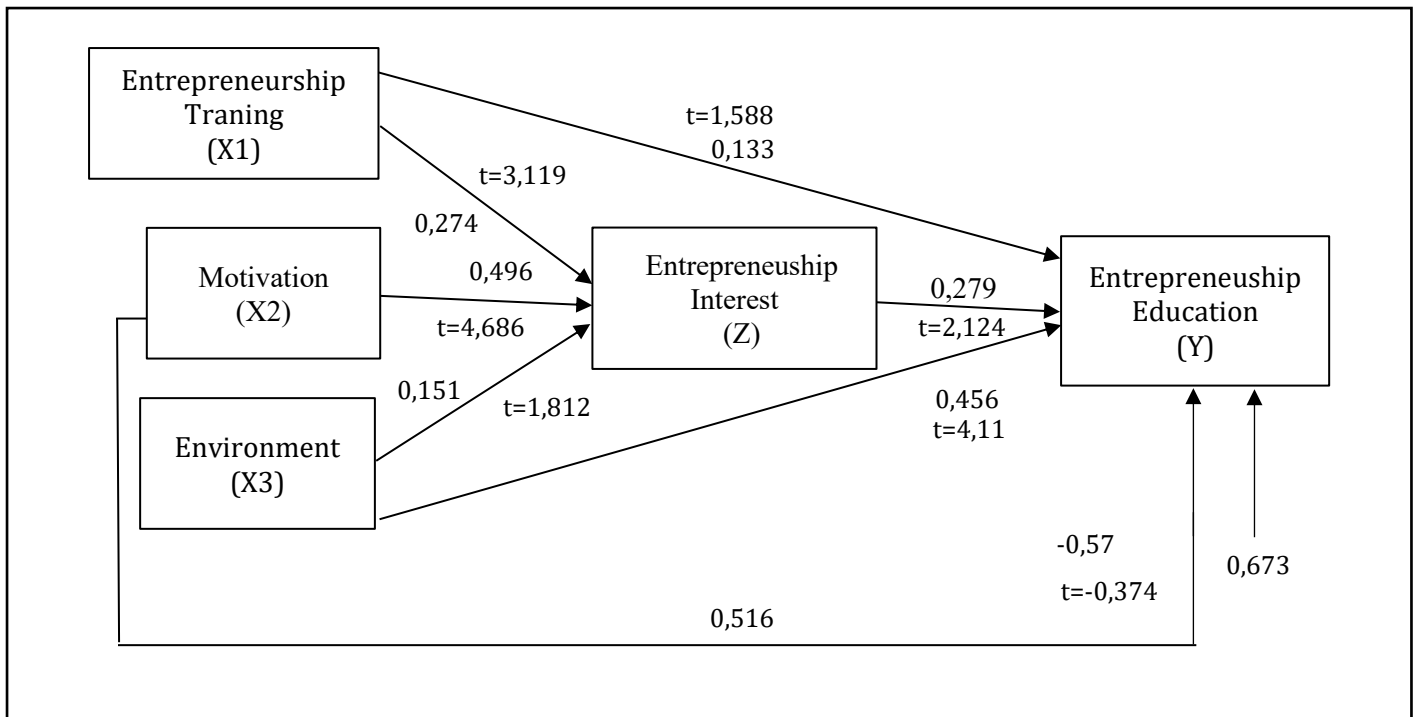
$$Y = \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_7 Z + e_2$$

$$Y = 0,133 X_1 + -0,057 X_2 + 0,456 X_3 + 0,279 Z + 0,673$$

$$Z = \beta_4 X_1 + \beta_5 X_2 + \beta_6 X_3 + e_1$$

$$Z = 0,274 X_1 + 0,496 X_2 + 0,151 X_3 + 0,516$$

The following presents the results of the path analysis in the form of a diagram.



**Picture 2.** Results of Path Analysis Model

Figure 2 above explains the beta standardization and the magnitude of the indirect and direct influence of each variable.

Coefficient of determination:  $R^2 = 1 - P e 1^2 * P e 2^2 \dots \dots \dots P e x^2$ .

Interpretation ( $R^2$ ) determination as follows:

$$R^2 = 1 - (0,673^2) (0,516^2) = 1 - 0,296 = 0,704$$

Based on the coefficient of determination above, it shows a direct and indirect influence of 0.704 or 70.4% in other words the information contained in the data (87.9%) is explained by the model. While (12.1%) is explained by variables outside the model or this study. The above figure explains the standardized beta values and the magnitude of both the indirect and direct effects of each variable.

## b. Discussion

### 1) The Influence of Entrepreneurship Training on Entrepreneurship Education for Students of the Faculty of Economics, Makassar State University

The results of this study indicate that there is no significant relationship between entrepreneurship training and entrepreneurship education in students of the Faculty of Economics, State University of Makassar. Although entrepreneurship training provides relevant theories and practices, the results of this study do not support a significant direct effect on entrepreneurship education. This suggests that other factors may be more dominant in influencing students' entrepreneurship education, such as individual motivation or environmental support.

According to Maulana (2023), intensive entrepreneurship training can increase students' confidence in their ability to become entrepreneurs, which in turn strengthens their commitment to entrepreneurship education. However, this finding suggests that although training has a positive impact in general, its direct effect on entrepreneurship education in

students of the Faculty of Economics, State University of Makassar is not significant enough to be supported by the data of this study.

Thus, an evaluation of the implementation of entrepreneurship training is needed to ensure that its approach can have a more real impact on entrepreneurship education. In addition, it is important to consider other factors that may play a greater role in improving the quality of entrepreneurship education among students. This finding also indicates that the entrepreneurship training provided may not yet be fully aligned with students' entrepreneurial needs and practical experiences, thereby limiting its contribution to strengthening entrepreneurship education (Ndou, V., et al., 2018). In addition, the effectiveness of entrepreneurship education may be more strongly influenced by other factors, such as entrepreneurial motivation, self-efficacy, mentoring support, and experiential learning opportunities. Therefore, universities need to redesign entrepreneurship training programs to be more practice-oriented and integrated with real entrepreneurial experiences in order to create a more significant impact on entrepreneurship education.

## **2) The Influence of Entrepreneurship Training on Entrepreneurial Interests in Students of the Faculty of Economics, State University of Makassar**

The results of this study indicate that there is a positive and significant relationship between entrepreneurship training and entrepreneurial interest in students of the Faculty of Economics, State University of Makassar. According to Cahyani et al., (2024) effective entrepreneurship training can build students' confidence and competence in entrepreneurship, which in turn will increase their interest in entering the business world. When students feel more confident with the knowledge and skills they gain through training, they are more likely to explore and start their own businesses.

The researcher's findings show that students of the Faculty of Economics, State University of Makassar who took entrepreneurship training showed an increase in their entrepreneurial interest. This is because the training provides a practical understanding of the entrepreneurial process, including idea development, business planning, and resource management. With the increasing skills and knowledge they have, students feel more prepared and confident to pursue entrepreneurial opportunities (Secundo, G., et al., 2017). Therefore, entrepreneurship training plays a very important role in increasing students' entrepreneurial interest, which is the first step to success in the world of entrepreneurship.

## **3) The Influence of Motivation on Entrepreneurial Interest in Students of the Faculty of Economics, Makassar State University**

The results of this study indicate that there is a positive and significant relationship between motivation and entrepreneurial interest in students of the Faculty of Economics, Makassar State University. This is in line with the findings of Telaumbanua (2023) which indicate that entrepreneurial motivation can increase students' interest in engaging in entrepreneurial activities. A high level of motivation will encourage a stronger interest in entrepreneurship. For example, students who have a strong motivation to achieve financial independence and realize creative ideas tend to be more interested in starting a business. Thus, increasing entrepreneurial motivation can be a key factor in increasing entrepreneurial interest among students.

These findings suggest that entrepreneurial motivation plays an important role in shaping students' willingness to pursue entrepreneurial careers, as motivated students tend to have stronger confidence and enthusiasm in identifying business opportunities and facing entrepreneurial challenges (Farhangmehr, M., Gonçalves, P., & Sarmiento, M. 2016). This condition indicates that the stronger the internal drive possessed by students, the greater their

tendency to develop entrepreneurial intentions and actively engage in entrepreneurial activities. Therefore, universities need to create supportive learning environments that can strengthen students' entrepreneurial motivation through practical learning experiences, mentoring programs, and exposure to successful entrepreneurial role models.

#### **4) The Influence of the Environment on Entrepreneurial Interests in Students of the Faculty of Economics, Makassar State University**

The empirical results of the study indicate that there is no significant relationship between the environment and entrepreneurial interest in students of the Faculty of Economics, State University of Makassar. Although a supportive environment is often associated with increased interest in entrepreneurship, the results of this study indicate that the direct influence of the environment on students' interests is not significant enough to be supported by data.

According to Adha et al., (2023) a supportive environment can provide positive encouragement for individuals to develop their interest in entrepreneurship. This includes the influence of family, friends, community, and access to relevant resources in starting a business. However, the findings in this study indicate that these environmental factors may not play a dominant role in shaping entrepreneurial interest in students of the Faculty of Economics, State University of Makassar.

Thus, further analysis is needed to understand other factors that may be more significant in influencing students' entrepreneurial interest, such as intrinsic motivation, direct experience in entrepreneurship, or the influence of entrepreneurship training. In addition, strategies to strengthen the role of the environment in supporting entrepreneurship also need to be evaluated so that the impact is more real.

#### **5) The Influence of the Environment on Entrepreneurship Education for Students of the Faculty of Economics, Makassar State University**

The empirical research results show that there is a significant relationship between the environment and entrepreneurship education in students of the Faculty of Economics, Makassar State University. This relationship indicates that a conducive environment can have a positive influence on the effectiveness of entrepreneurship education. According to Hudaya et al., (2023) a supportive environment, such as family support, social networks, and entrepreneurial communities, can create a more optimal learning atmosphere and motivate students to master entrepreneurial skills.

However, the role of the environment does not always run uniformly, as shown by several studies that state that the influence of the environment on entrepreneurship education can be influenced by other factors, such as individual readiness and access to resources. In this context, students who have a supportive environment, both in the form of inspiration and direct support, tend to be better able to utilize entrepreneurship education to develop their potential. Thus, a positive and supportive environment is an important factor in the success of entrepreneurship education among students.

#### **6) The Influence of Motivation on Entrepreneurship Education in Students of the Faculty of Economics, Makassar State University**

The empirical results of the study showed that there was no significant influence between motivation and entrepreneurship education in students of the Faculty of Economics, State University of Makassar. This shows that although motivation is considered important in the educational process, its direct influence on entrepreneurship education is not significant enough based on the data from this study.

According to Rahmawati & Zamroni, SE, (2020) high motivation from students can encourage them to be more active in the learning process and implementation of entrepreneurship education. Motivation, both intrinsic such as the desire to be independent, and extrinsic such as support from the social environment, is often considered to have a major contribution to the success of entrepreneurship learning. However, the results of this study indicate that motivational factors may not be the main factor that directly influences the success of entrepreneurship education in students of the Faculty of Economics, State University of Makassar.

Thus, further analysis is needed to understand other factors that are more significant in influencing entrepreneurship education. In addition, strategies to integrate motivation with a more effective educational approach need to be evaluated, so that they can have a clearer impact on the success of entrepreneurship learning.

#### **8) The Influence of Entrepreneurial Interest on Entrepreneurship Education in Students of the Faculty of Economics, Makassar State University**

Based on this study, empirically, entrepreneurial interest has a positive and significant influence on entrepreneurship education in students of the Faculty of Economics, Makassar State University. This shows that students with high entrepreneurial interest tend to be more motivated to follow and absorb entrepreneurship education optimally. According to Irwin (2024), entrepreneurial interest provides intrinsic motivation for students to be more actively involved in the entrepreneurship learning process. High interest also encourages students to seek a deeper understanding and apply entrepreneurial knowledge in real life. With this interest, students not only understand the theory, but also have the motivation to try to develop their business ideas. This is in line with the view that effective entrepreneurship education is greatly influenced by students' interests and interests in the field. Thus, entrepreneurial interest is one of the important factors that supports the success of entrepreneurship education.

#### **7) The Influence of Entrepreneurship Training on Entrepreneurship Education through Entrepreneurial Interest in Students of the Faculty of Economics, Makassar State University**

Based on the research results, empirically entrepreneurship training has a positive and significant influence on entrepreneurship education through entrepreneurial interest in students of the Faculty of Economics, State University of Makassar. According to Ain (2013) effective training provides encouragement for students to improve their knowledge, skills, and motivation, which then positively influences their entrepreneurial interest. This interest, in turn, becomes a key factor in the success of entrepreneurship education.

The researcher's findings indicate that although students of the Faculty of Economics, State University of Makassar have a good foundation in entrepreneurship training, they still need improvement in terms of communication and decision-making skills. Training designed to improve these aspects can increase students' interest in being more involved in entrepreneurial activities, thus supporting the overall entrepreneurship education process. Communication skills, for example, are very important in marketing strategies, while good decision-making helps students manage and analyze business data to determine the right steps. Therefore, comprehensive and relevant entrepreneurship training not only increases entrepreneurial interest but also maximizes the quality of entrepreneurship education.

#### **8) The Influence of Motivation on Entrepreneurship Education through Entrepreneurial Interest in Students of the Faculty of Economics, Makassar State University**

Entrepreneurial motivation and interest are two important elements that are interrelated in supporting the success of entrepreneurship education. Motivation, both intrinsic and extrinsic, plays a key role in encouraging individuals to take further steps in entrepreneurship learning. According to Sektiyaningsih et al., (2020) entrepreneurial interest, which is influenced by motivation, then becomes an important bridge connecting the initial drive with active involvement in entrepreneurship education. Based on the results of the study, empirically motivation has a positive and significant influence on entrepreneurship education through entrepreneurial interest in students of the Faculty of Economics, Makassar State University. This finding shows that students who have a strong motivation to develop entrepreneurial skills tend to have a greater interest in applying what they have learned. This interest encourages them to be actively involved in entrepreneurial activities, either through business simulations, group projects, or the implementation of real business plans. Thus, motivation not only provides an initial boost but also supports the sustainability of the entrepreneurship education process through the important role played by entrepreneurial interest.

#### **9) The Influence of the Environment on Entrepreneurship Education through Entrepreneurial Interest in Students of the Faculty of Economics, Makassar State University**

According to Abidin et al., (2020) the environment plays an important role in shaping entrepreneurial interest which then influences the success of entrepreneurship education. The family environment, friends, and business community are often sources of inspiration, encouragement, and learning for students. Positive environmental influences can motivate students to develop a greater interest in entrepreneurship, which in turn encourages them to be more active in entrepreneurship education. Based on the results of the study, empirically the environment has a significant influence on entrepreneurship education through entrepreneurial interest in students of the Faculty of Economics, Makassar State University. A supportive environment, such as family support for entrepreneurial career choices, exposure to business actors, and access to business communities or activities, helps students build a strong interest in entrepreneurship. This interest then becomes the main driver that increases their involvement in various aspects of entrepreneurship education, such as learning theory, practice, and developing business skills. Thus, a conducive environment not only influences entrepreneurial interest but also strengthens the effectiveness of entrepreneurship education.

## **4. CONCLUSIONS AND SUGGESTION**

### **a. Conclusions**

Based on the results of the study and discussion, it can be concluded that directly and indirectly Entrepreneurship Training, Motivation, Environment, Interest in Entrepreneurship have a significant effect on Entrepreneurship Education in students of the Faculty of Economics and Business, State University of Makassar. Overall, the results of this study show a direct and indirect effect of 0.879 or 87.9%, which means that the information contained in the data is 87.9% explained in this research model. While (12.1%) is explained by variables outside the model or this study. This shows that the more entrepreneurship training, motivation, and environment a student has, the more it will affect the interest in entrepreneurship as an

intermediary variable and become a shaper of entrepreneurship education for students of the Faculty of Economics and Business, State University of Makassar.

## b. Suggestion

Based on the results of this study, the researcher provides suggestions, namely that this study can be a source of information or reference for teaching staff or lecturers to later direct and guide students regarding the development of student skills in entrepreneurship. Students are expected to deepen their skills related to business management so that they are not focused on the products produced alone, but must be able to carry out product marketing activities and decision-making on business evaluations with the aim of developing the business. Finally, for further researchers to try to deepen and expand this research both in terms of variables and development of research methods.

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