

Fostering Entrepreneurial Readiness through Education: The Impact of Motivation, Competence, and Creativity Development in Higher Education

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ABSTRACT

Unemployment remains one of the major challenges in Indonesia, largely due to the country's high population growth rate, which intensifies competition in securing employment. One of the most effective solutions to address this issue is by increasing the number of entrepreneurs. This study aims to examine the direct and indirect effects of motivation, competence, creativity, and entrepreneurship education on students' entrepreneurial readiness. A quantitative approach with a descriptive explanatory design was adopted, involving a population of 492 students. A sample of 103 students from the Faculty of Economics at Universitas Negeri Makassar was selected using proportional random sampling. The findings indicate that motivation, competence, student creativity, and entrepreneurship education significantly influence entrepreneurial readiness, both directly and indirectly. These results suggest that entrepreneurship education programs should emphasize not only product development but also marketing, decision-making, and business evaluation skills. The study provides valuable insights for educators to better guide students in enhancing their entrepreneurial capabilities. Future research is encouraged to broaden the scope of variables and apply more diverse methodological approaches to deepen understanding in this area.

Keywords: Motivation, Competence, Student Creativity, Entrepreneurship Education, Entrepreneurial Readiness

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1. INTRODUCTION

Entrepreneurship education plays a very important role in shaping the character and skills of individuals, especially among students. In the current era of globalization and technological advancement, entrepreneurial skills are not only needed by business people, but also by every individual who wants to succeed in facing life's challenges. Students as the next generation of the nation are expected to be able to develop entrepreneurial competence, creativity, and motivation that will accelerate their readiness in entrepreneurship. Makassar State University, as one of the universities in Indonesia, plays an important role in providing entrepreneurship education that can encourage students to become reliable entrepreneurs. Entrepreneurship education in universities aims to provide an understanding of the concepts, strategies, and skills needed to start and manage a business. In addition, this education also plays a role in increasing students' motivation, competence, and creativity so that they are better prepared to face the challenges of the world of work and entrepreneurship. Through a

structured approach, students can gain insight and practical skills that support the development of their entrepreneurial spirit.

Based on research conducted by Hisrich, Peters, and Shepherd (2017) entrepreneurship is not just about starting a business, but also an attitude and ability to create something new and manage risk effectively. Therefore, entrepreneurship education is key in shaping students' motivation and competence so that they can take advantage of existing business opportunities.

According to Kuratko and Hodgetts (2017), entrepreneurship education has a significant impact on students' attitudes and mindsets, which tend to be more creative and innovative. With quality entrepreneurship education, students are expected to increase their self-confidence and motivate themselves to pursue a career in entrepreneurship. This is very relevant in the context of Makassar State University, which continues to strive to introduce students to entrepreneurial opportunities in various sectors. In addition, according to Nilsson (2021), entrepreneurship is not only about having a business idea, but also about the ability to make the right decisions, identify market opportunities, and be creative in overcoming existing challenges. Entrepreneurship education provides opportunities for students to develop these skills through various activities, such as training, seminars, and internship or field practice programs.

Entrepreneurial motivation is a key factor that drives individuals to start and manage a business. This motivation can be obtained from various sources, including entrepreneurship education that can provide an understanding of the potential and opportunities of existing businesses, as well as the challenges that must be faced. This is where the importance of the role of entrepreneurship education in forming a positive mindset, as well as increasing students' self-confidence to enter the business world. Students who have high motivation will be better prepared to face the risks and uncertainties that are part of the entrepreneurial journey. Motivation is a basic drive that drives a person to behave, this drive is in a person who drives to do something in accordance with the drive within him (Hamzah B. Uno, 2008; Masni, 2015). Gilad and Levine (in Harianti et al., 2020) put forward two theories about entrepreneurial motivation, namely "push theory" and "pull theory". Push theory is that individuals are pushed to become entrepreneurs due to negative environmental pressures such as dissatisfaction with work, difficulty finding work, inflexible working hours or insufficient salary. On the other hand, pull theory is that individuals are interested in becoming entrepreneurs because they are looking for things related to the characteristics of the entrepreneur himself, such as independence or because they believe that entrepreneurship can provide prosperity. Cahyani (in Harianti et al., 2020), entrepreneurial motivation is the drive to meet their needs independently without having to depend on others, and to feel proud and satisfied with the results obtained through hard work.

Creativity also plays a very important role in entrepreneurship. Innovation is a key element in the entrepreneurial process, where an entrepreneur is required to create new products or services or update existing products in a more efficient way. In the context of entrepreneurship education, creativity can be obtained through an approach that prioritizes problem solving, creating new ideas, and developing unconventional solutions. A well-designed entrepreneurship program can create an environment that supports the development of student creativity in identifying and exploiting business opportunities.

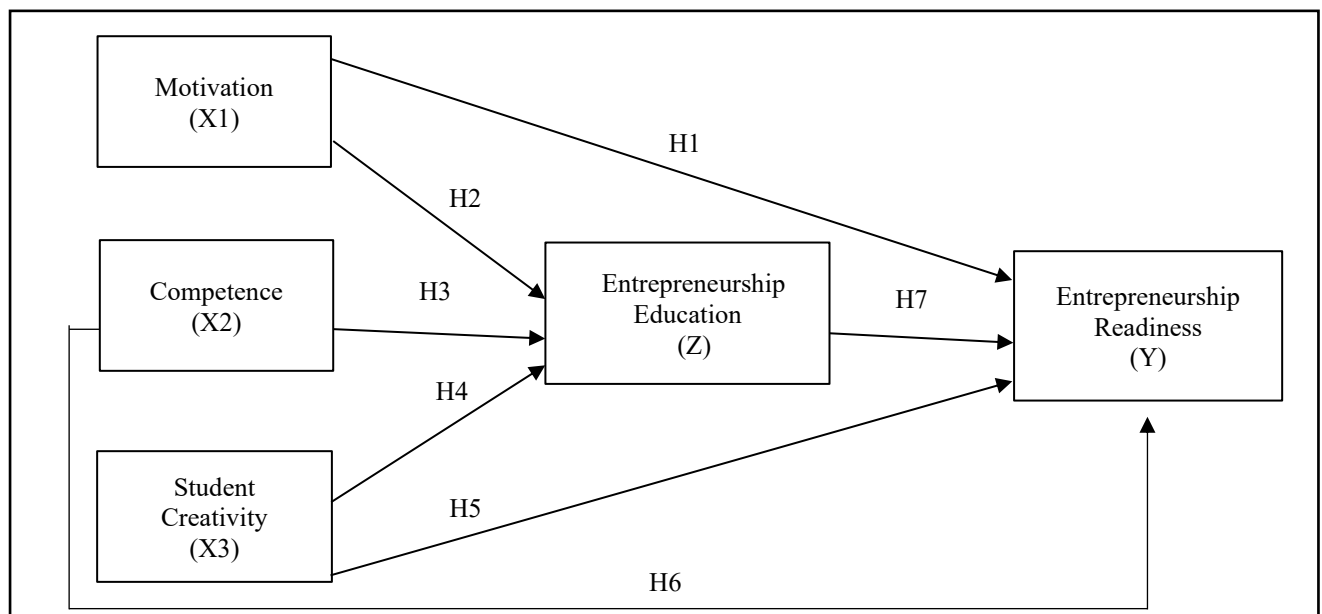
Entrepreneurship education is an activity to increase understanding and knowledge about entrepreneurship (Budi and Fensi 2018). Entrepreneurship education is a lifelong education that takes place anywhere and anytime, entrepreneurship education can be an agent of social change (Parasmita, 2021; Husain et al. 2024). Entrepreneurship education is a weapon to destroy unemployment and poverty, and is a ladder to the dream of every community to be financially independent, have the ability to build individual prosperity, while also helping to build community welfare. Entrepreneurship will involve the formation of attitudes/mindsets (attitude), skill development (skill), and provision of knowledge (knowledge). In an effort to realize prospective young and educated entrepreneurs or young novice entrepreneurs, developing an entrepreneurial culture in universities can be started through the

Entrepreneurship Lecture/KWU program. With the existence of entrepreneurship education, it can help increase the spirit of entrepreneurial creativity in students, especially in the modern era like this, many people use technology as a medium for entrepreneurship. In addition, entrepreneurship education also helps individuals who do not have an entrepreneurial spirit, to build self-confidence, develop creativity and innovation and dare to take risks (Husain et al. 2024).

Makassar State University, with its various entrepreneurship programs, facilitates students to develop motivation, competence, and creativity through a supportive curriculum and various practical activities, such as training, business incubators, entrepreneurship competitions, and internships in local and international companies. These programs aim to prepare students not only to become job seekers, but also job creators. This study will examine in depth how entrepreneurship education can influence the motivation, competence, and creativity of Makassar State University students, and to what extent these factors contribute to their readiness to become entrepreneurs. With a better understanding of the influence of entrepreneurship education, it is hoped that recommendations can be produced that can improve the effectiveness of entrepreneurship education in higher education, especially at Makassar State University. It is also hoped that the results of this study can contribute to the development of entrepreneurship programs at the university level and create a young generation that is ready to become entrepreneurs and innovate.

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; Andika Isma 2020). 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; Andika Isma 2020). 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 Increasing Motivation (X1), Competence (X2), Student Creativity (X3), Entrepreneurship Education (Z), Readiness for Entrepreneurship (Y). While explanation means finding the causal influence between research variables through hypotheses. The causal influence is the direct influence between Increasing Motivation (X1), Competence (X2), Student Creativity (X3) on Entrepreneurship Education (Z) and the indirect influence of Increasing Motivation (X1), Competence (X2), Student Creativity (X3) on Readiness for Entrepreneurship (Y) through Entrepreneurship Education (Z) of students of the Faculty of Economics, State University of Makassar.

Table 1. Summary of Hypotheses

Hypothesis	Information
H1	Increasing motivation has a positive and direct effect on entrepreneurial readiness
H2	Increasing motivation has a positive and direct effect on entrepreneurship education
H3	Competence has a positive and direct effect on entrepreneurship education
H4	Student creativity has a positive and direct effect on entrepreneurial education
H5	Student creativity has a positive and direct effect on entrepreneurial readiness
H6	Competence has a positive and direct effect on entrepreneurial readiness
H7	Entrepreneurship education has a positive and direct effect on entrepreneurial readiness
H8	Increasing motivation has a positive and indirect effect on entrepreneurial readiness through entrepreneurship education
H9	Competence has a negative and indirect effect on entrepreneurial readiness through entrepreneurship education
H10	Student creativity has a positive and indirect effect on entrepreneurial readiness through entrepreneurship education

Based on table 1 above, this study has 10 hypotheses. The hypotheses will test the direct effect of increasing motivation (X1) on entrepreneurial readiness (Y), the direct effect of increasing motivation (X1) on entrepreneurship education (Z), the direct effect of competence (X2) on entrepreneurship education (Z), the direct effect of student creativity (X3) on entrepreneurship education (Z), the direct effect of student creativity (X3) on entrepreneurial readiness (Y) competence (X2) on entrepreneurial readiness (Y), the direct effect of entrepreneurship education (Z) on entrepreneurial readiness (Y), the indirect effect of increasing motivation (X1) on entrepreneurial readiness (Y) through entrepreneurship education (Z), the indirect effect of competence (X2) on entrepreneurial readiness (Y) through entrepreneurship education (Z), and the indirect effect of student creativity (X3) on entrepreneurial readiness (Y) through entrepreneurship education (Z).

The population in this study were all students of the Faculty of Economics, Makassar State University (UNM) class of 2020, 2021, 2022, 2023, 2024, who were active and had taken and passed the Entrepreneurship Course with a total of approximately 2,500 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 4.12% 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 uses 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 25. The data analysis used in this study consists 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 H0 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 Direct Effect Hypothesis Test

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
Constant	4,078	1,890		2,158	,033
Motivation	-,034	,094	-,040	-,357	,722
Competence	,200	,133	,178	1,502	,136
Student Creativity	,666	,111	,600	6,025	,000
R square	0,495				
e1	0,710				

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

$$e1 = 1 - R^2 = \sqrt{1 - 0,495} = 0,710$$

$$Z = \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + e_1$$

$$Z = (-0,040) X_1 + 0,178 X_2 + 0,600 X_3 + 0,710$$

The coefficient of determination of 0.710 shows the direct influence of Increasing Student Motivation, Competence, and Creativity on the Entrepreneurship Education variable of 71.0%, while 29.0% is influenced by other variables outside this model or research.

Table 3. Results of the Indirect Effect Hypothesis Test

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
Constant	2.197	2.486		,884	,379
Motivation	,370	,121	,254	3,062	,003
Competence	-,129	,173	-,065	-,742	,460
Student Creativity	-,116	,166	-,059	-,697	,487
Entrepreneurship Education	1,399	,129	,794	10,827	,000
R square	0,733				
e2	0,516				

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

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

$$Y = \beta_4 X_1 + \beta_5 X_2 + \beta_6 X_3 + \beta_7 Z + e_2$$

$$Y = 0,254 X_1 + (-0,065) X_2 + (-0,059) X_3 + 0,794 Z + 0,516$$

The determination coefficient of 0.516 shows the direct influence of Increasing Motivation, Competence, Student Creativity, and Student Creativity on the Y variable of Entrepreneurial Readiness by 51.6% while 48.4% is influenced by other variables outside the model or this study.

Increasing Motivation has a positive and significant effect on Entrepreneurial Readiness through Entrepreneurship Education.

$$\begin{aligned} \text{Indirect effects} &= X_1 \rightarrow Z \rightarrow Y \\ &= \beta_4 \times \beta_7 \\ &= 0,254 \times 0,794 \\ &= 0,201 \end{aligned}$$

Competence has a negative and significant effect on Entrepreneurial Readiness through Entrepreneurship Education.

$$\begin{aligned} \text{Indirect effects} &= X_2 \rightarrow Z \rightarrow Y \\ &= \beta_5 \times \beta_7 \\ &= -0,065 \times 0,794 \\ &= -0,051 \end{aligned}$$

Student Creativity has a negative and significant influence on Entrepreneurial Readiness through Entrepreneurship Education.

$$\begin{aligned} \text{Indirect effects} &= X_3 \rightarrow Z \rightarrow Y \\ &= \beta_6 \times \beta_7 \\ &= -0,059 \times 0,794 \\ &= -0,046 \end{aligned}$$

H1: The Effect of Increasing Motivation on Entrepreneurial Readiness, has a significance value of $0.003 < 0.05$ and a Beta value of 0.254. Based on these results, it can be concluded that H1 is accepted.

- H2: The Effect of Increasing Motivation on Entrepreneurship Education, has a significance value of 0.722 > 0.05 and a Beta value of -0.040. Based on these results, it can be concluded that H2 is accepted.
- H3: The Effect of Competence on Entrepreneurship Education, has a significance value of 0.136 > 0.05 and a Beta value of 0.178. Based on these results, it can be concluded that H3 is accepted.
- H4: The Effect of Student Creativity on Entrepreneurship Education, has a significance value of 0.000 < 0.05 and a Beta value of 0.600. Based on these results, it can be concluded that H4 is accepted.
- H5: The Influence of Student Creativity on Entrepreneurial Readiness, has a significance value of 0.487 > 0.05 and a Beta value of -0.059. Based on these results, it can be concluded that H5 is accepted.
- H6 : The Influence of Competence on Entrepreneurial Readiness, has a significance value of 0.0460 > 0.05 and a Beta value of -0.065. Based on these results, it can be concluded that H6 is accepted.
- H7: The Influence of Entrepreneurship Education on Entrepreneurial Readiness, has a significance value of 0.000 < 0.05 and a Beta value of 0.794. Based on these results, it can be concluded that H7 is accepted.
- H8: The Influence of Increasing Motivation on Entrepreneurial Readiness through Entrepreneurship Education has a Beta value of 0.455. Based on these results, it can be concluded that H8 is accepted.
- H9: The Influence of Competence on Entrepreneurial Readiness through Entrepreneurship Education has a Beta value of -0.116. Based on these results, it can be concluded that H9 is accepted.
- H10: The Influence of Student Creativity on Entrepreneurial Readiness through Entrepreneurship Education has a Beta value of -0.105. 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	0,254	-	0,254
Effect X2 → Y	-0,065	-	-0,065
Effect X3 → Y	-0,059	-	-0,059
Effect X1 → Z	-0,040	-	-0,040
Effect X2 → Z	0,178	-	0,178
Effect X3 → Z	0,600	-	0,600
Effect Z → Y	0,794	-	0,794
Effect X1 → Z → Y	0,254	0,201	0,455
Effect X2 → Z → Y	-0,065	-0,051	-0,116
Effect X3 → Z → Y	-0,059	-0,046	-0,105

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

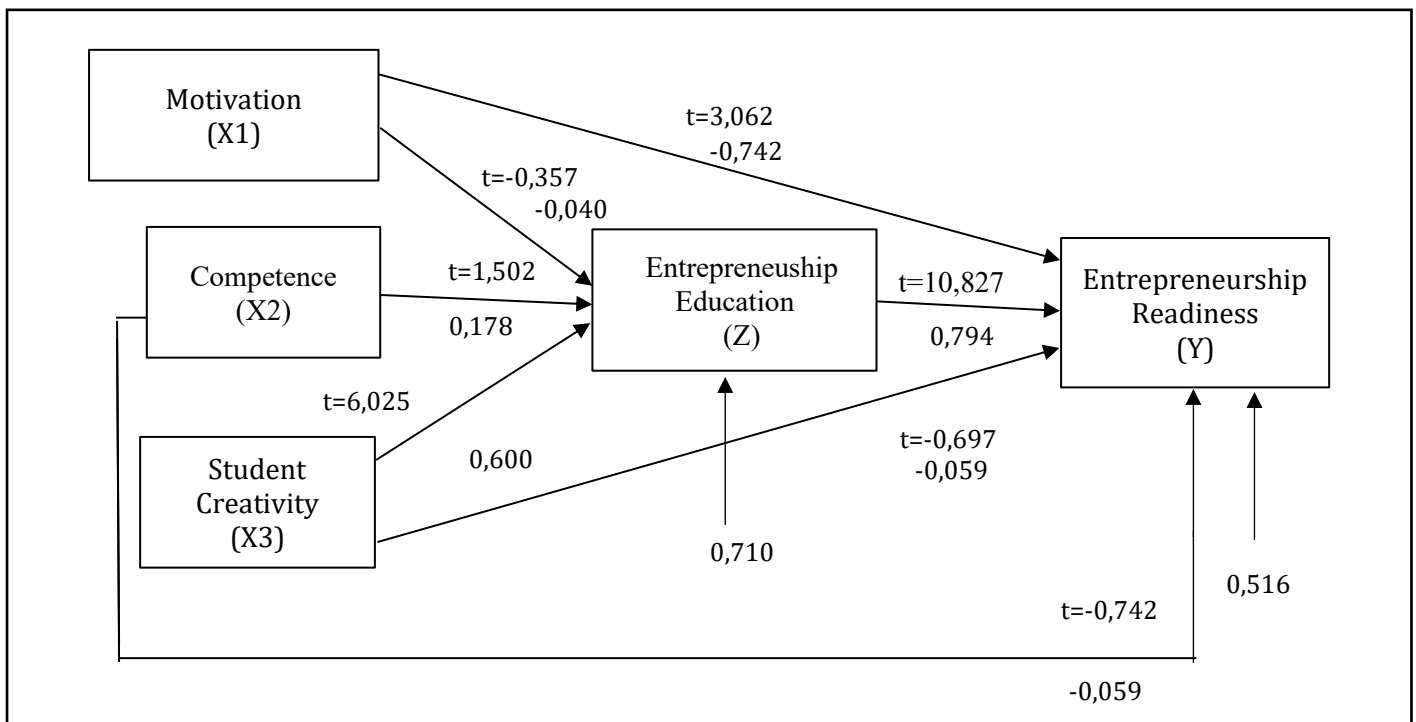
$$Y = \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_7 Z + e_2$$

$$Y = 0,254 X_1 + (-0,065) X_2 + (-0,059) X_3 + 0,794 Z + 0,516$$

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

$$Z = (-0,040) X_1 + 0,178 X_2 + 0,600 X_3 + 0,710$$

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: $Rm^2 = 1 - P e 1^2 * P e 2^2 \dots \dots \dots P e x^2$.

Interpretation (Rm^2) determination as follows:

$$Rm^2 = 1 - (0,710^2) (0,516^2) = 1 - 0,260 = 0,740$$

Based on the coefficient of determination above, it shows a direct and indirect influence of 0.740 or 74.0% in other words the information contained in the data (74.0%) is explained by the model. While (26.0%) is explained by variables outside the model or this study.

b. Discussion

1) The Influence of Increasing Motivation on Entrepreneurial Readiness in Students of the Faculty of Economics, Makassar State University

The results of this study state that there is a positive and significant relationship between Increasing Motivation and Entrepreneurial Readiness in Students of the Faculty of Economics, State University of Makassar, so it can be concluded that the higher the entrepreneurial motivation of students, the higher the entrepreneurial readiness of students. In this case, students' beliefs both in terms of knowledge and competent skills make them have a high interest in entrepreneurship (Venesaar, U., Malleus, E., Arro, G., & Toding, M. 2021). The results of the study show that there is a positive and significant relationship between motivation and entrepreneurial readiness of young people to start a new business.

The results of the study show that there is a positive influence of entrepreneurial motivation on entrepreneurial readiness (Utami and Denmar 2020). The researcher's findings on the relationship between these variables are that students of the Faculty of Economics, State University of Makassar, in addition to having confidence in the fields they are engaged in, they

also have leadership skills and the ability to solve problems well. This cannot be separated from increasing motivation, both from others and from oneself, which can be the basis for interest in entrepreneurship. Therefore, they do not need to hesitate to choose a career as an entrepreneur because they increase good motivation.

2) The Influence of Increasing Motivation on Entrepreneurship Education in Students of the Faculty of Economics, Makassar State University

The results of this study state that there is a negative and significant relationship between Increasing Motivation and Entrepreneurship Education in Students of the Faculty of Economics, Makassar State University. Therefore, students who have good motivation from others or from themselves, they will be able to behave or act correctly and appropriately according to their abilities. According to Carree and Thurik (2020), a very strong motivational factor, both from within the student and from the external environment, can indeed accelerate the entrepreneurial process. However, in the context of entrepreneurship education, if this motivation is not balanced with practical knowledge and skills, then this can turn into an obstacle. Students who are highly motivated but do not have adequate entrepreneurial skills may feel frustrated and tend to withdraw from their efforts.

The researcher's findings on the relationship between these variables are that students of the Faculty of Economics, Makassar State University need motivation, both from others and from themselves through entrepreneurship education by pouring out creative ideas for the products they produce so that they can make a profit.

3) The Influence of Competence on Entrepreneurship Education in Students of the Faculty of Economics, Makassar State University

The results of this study state that there is a positive and significant relationship between competence and entrepreneurship education in students of the Faculty of Economics, Makassar State University. According to Kuratko and Hodgetts (2017), good entrepreneurship education not only provides theoretical insight into the business world, but also prepares students with the skills and competencies needed to run their own businesses after graduation. In this context, developing competence in entrepreneurship education is very important because it will equip students with practical skills that can be directly applied in business management. Competence is very important because the success of a business depends not only on a good idea, but also on the individual's ability to run and the individual's ability to run the business.

These findings indicate that competence development is a fundamental element in strengthening the effectiveness of entrepreneurship education, as students with higher competencies are more capable of applying entrepreneurial knowledge, solving business problems, and adapting to dynamic market conditions (Smirnov, S., Dmitrichenkova, S., Dolzhich, E., & Murzagalina, G., 2023). This supports the view that entrepreneurship education should emphasize not only conceptual understanding but also the development of practical and managerial competencies through experiential learning approaches, such as business simulations, project-based learning, and entrepreneurial practice activities. Previous studies also highlight that entrepreneurial competence significantly contributes to students' entrepreneurial readiness and business sustainability prospects

4) The Influence of Student Creativity on Entrepreneurship Education in Students of the Faculty of Economics, Makassar State University

The empirical research results state that there is a significant relationship between Student Creativity and Entrepreneurship Education of Students of the Faculty of Economics, Makassar State University. Student creativity is very much needed in a business because students are asked to develop unique and different products or services. Research conducted by Lundqvist and Williams-Middleton (2024) shows that entrepreneurship education based on the

development of creativity can improve students' ability to see business opportunities and create creative solutions in the context of entrepreneurship. This is in line with research by Edgar et al. (2024) which revealed that students who are trained to think creatively are better able to create business ideas that are not only innovative but can also be applied in a competitive market. They found that through entrepreneurship education programs that prioritize creativity, students are better prepared to face challenges in the business world and are able to adapt to market dynamics. Student Creativity is the ability to produce new ideas, concepts or works that are original, useful and relevant. Student education plays an important role in helping students develop their creativity.

5) The Influence of Student Creativity on Entrepreneurial Readiness of Students of the Faculty of Economics, Makassar State University

The empirical research results show that there is a significant relationship between Student Creativity and Entrepreneurial Readiness of Students of the Faculty of Economics, Makassar State University. Creative students tend to be better able to identify business opportunities, generate innovative ideas, and face challenges in running a business. With a high level of creativity, they can develop unique and competitive products or services. Padilla-Angulo et.al., (2022) also stated that entrepreneurship education that focuses on developing creativity can increase students' entrepreneurial intentions. In this case, students who are encouraged to think creatively are more prepared to start and manage a business because they are able to overcome the uncertainty that exists in entrepreneurship with innovative solutions. This study shows that entrepreneurship education that involves creativity in teaching will produce entrepreneurs who are more prepared and more confident. Therefore, it is important for faculties to support the development of creativity through entrepreneurship programs that encourage students to think creatively and practically, thereby increasing their readiness to start and manage a business effectively.

6) The Influence of Competence on Entrepreneurial Readiness of Students of the Faculty of Economics, Makassar State University

The results of empirical research show that there is a significant relationship between Competence and Entrepreneurial Readiness of Students of the Faculty of Economics, State University of Makassar. Competence has a significant influence on the entrepreneurial readiness of students, including at the Faculty of Economics, State University of Makassar. The competencies in question include technical skills, managerial knowledge, problem-solving skills, and a positive attitude towards the risks and challenges faced in the business world. Students who have good competence tend to be more prepared to start and manage a business, because they have sufficient provisions to make the right business decisions, manage resources effectively, and adapt to market changes. Lundqvist and Williams-Middleton (2024) showed that entrepreneurial competence including technical skills, managerial knowledge, and a positive attitude towards risk is closely related to students' entrepreneurial readiness. They emphasized that developing these competencies through practical experience and project-based learning can improve students' readiness to face the challenges of the business world. Therefore, developing competencies through training, internships, and practical experience in the business world is very important to improve the entrepreneurial readiness of students of the Faculty of Economics, State University of Makassar.

7) The Influence of Entrepreneurship Education on Entrepreneurial Readiness of Students of the Faculty of Economics, Makassar State University

Based on this study, empirically, Entrepreneurship Education has a positive and significant influence on Entrepreneurial Readiness in Students of the Faculty of Economics, State University of Makassar. Entrepreneurship education has a significant influence on the entrepreneurial readiness of students of the Faculty of Economics, State University of Makassar. Padilla-Angulo, García-Cabrera, and Lucia-Casademunt (2022) stated that entrepreneurship education that includes practical skills training and development of entrepreneurial attitudes will increase students' readiness to start their own businesses. They also added that entrepreneurship education plays a role in fostering motivation and increasing students' self-confidence in taking concrete entrepreneurial steps. Through entrepreneurship education, students are equipped with basic knowledge of the concepts and principles of entrepreneurship, as well as practical skills such as business planning, management, and marketing strategies. This education also builds important entrepreneurial attitudes, such as the courage to take risks, innovation, and the ability to adapt to change.

Zelekha (2024) stated that effective entrepreneurship education can reduce the mental and emotional barriers that often prevent students from starting their businesses, such as fear of failure and lack of self-confidence. With entrepreneurship education, students are better prepared to face the challenges of the business world and have a better understanding of how to start and manage a business effectively, thereby increasing their chances of success as entrepreneurs.

8) The Influence of Increasing Motivation on Readiness to Become an Entrepreneur through Entrepreneurship Education on Students of the Faculty of Economics, Makassar State University

Based on the research results, empirically, Motivation has a positive and significant influence on Entrepreneurial Readiness through Entrepreneurship Education in Students of the Faculty of Economics, State University of Makassar. In this case, support and motivation from others and themselves make them have a high interest in entrepreneurship. Zhao and Seibert (2020) found that motivation is closely related to entrepreneurial intentions and actions. They revealed that students who are motivated to become entrepreneurs tend to have a higher readiness to start their businesses.

This study supports the statement that motivation driven by entrepreneurship education increases students' readiness to face the challenges of entrepreneurship. Increasing motivation through entrepreneurship education has a significant effect on the entrepreneurial readiness of students of the Faculty of Economics, State University of Makassar. Entrepreneurship education not only provides technical knowledge and skills, but can also arouse students' enthusiasm and motivation to start a business. High motivation encourages students to be more confident, dare to face risks, and be proactive in seeking business opportunities. With good entrepreneurship education, students are encouraged to develop strong entrepreneurial attitudes, such as perseverance, creativity, and the ability to innovate, which in turn increases their readiness to run and manage a business effectively.

9) The Influence of Competence on Entrepreneurial Readiness through Entrepreneurship Education on Students of the Faculty of Economics, Makassar State University

Based on the research results, empirically, Competence through Entrepreneurship Education has an effect on the Readiness of Entrepreneurship of Students of the Faculty of Economics, State University of Makassar. Competence has a significant effect on the readiness of entrepreneurship of students of the Faculty of Economics, State University of Makassar, especially through entrepreneurship education. Entrepreneurship education provides students with the knowledge and practical skills needed to run a business, such as planning, financial management, and marketing strategies. This competence increases students' confidence in facing the challenges of the business world and prepares them to make the right business decisions. Sunarjo et al. (2024) also stated that entrepreneurship education based on the development of practical competencies, such as business planning and financial management, increases students' readiness to take concrete steps in entrepreneurship. They also highlighted the importance of competence in effective resource management for business success. With the competence gained from entrepreneurship education, students are better prepared to start and manage a business, reduce uncertainty, and increase the chances of success in the world of entrepreneurship.

10) The Influence of Student Creativity on Entrepreneurial Readiness through Entrepreneurship Education in Students of the Faculty of Economics, Makassar State University

Student creativity has a significant influence on entrepreneurial readiness through entrepreneurship education at the Faculty of Economics, Makassar State University. Entrepreneurship education can develop and foster student creativity, which is important in creating innovative business ideas and new solutions to challenges faced in the business world. Padilla-Angulo, García-Cabrera, and Lucia-Casademunt (2022) further emphasized that creativity developed through entrepreneurship education is closely related to students' ability to face business challenges and create more innovative solutions to existing problems. They suggested that entrepreneurship education should focus more on developing creativity so that students are better prepared to face the business world which is full of uncertainty and competition. Creative students are better able to think outside the box and find unique business opportunities. With the support of the right entrepreneurship education, this creativity can be translated into practical skills that increase students' readiness to start and manage a business. Therefore, entrepreneurship education not only improves knowledge and skills but also strengthens the creativity aspect which is essential for entrepreneurial success.

4. CONCLUSIONS AND SUGGESTION

a. Conclusions

Based on the results of the study and discussion, it can be concluded that directly and indirectly Increasing Motivation, Competence, Creativity of Students, Entrepreneurship Education has a significant effect on Entrepreneurial Readiness in students of the Faculty of Economics, State University of Makassar. Overall, the results of this study show a direct and indirect effect of 0.762 or 76.2% which means that the information contained in the data is 76.2% explained in this research model. While (23.8%) is explained by variables outside the

model or this study. This shows that the higher the increase in motivation, competence, creativity of a student, the more it will affect entrepreneurship education as an intermediary variable and become a shaper of entrepreneurial readiness of students of the Faculty of Economics, 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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