

Entrepreneurial Interest among Higher Education Students: The Role of Emotional Intelligence, Entrepreneurship Education, and Entrepreneurial Motivation

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ABSTRACT

This study aims to examine the influence of emotional intelligence and entrepreneurship education on entrepreneurial interest through entrepreneurial motivation in the higher education context. A quantitative approach was employed using a survey design. The population consisted of 546 students, from which 107 respondents were selected through simple random sampling. Data were collected using a questionnaire that had been tested for validity and reliability. The data were analyzed using Structural Equation Modeling to assess the direct and indirect relationships among variables. The findings show that emotional intelligence and entrepreneurship education have a significant effect on entrepreneurial motivation. Entrepreneurial motivation also plays a significant mediating role in the relationship between emotional intelligence and entrepreneurship education on entrepreneurial interest. These results indicate that strengthening students' emotional intelligence and improving the quality of entrepreneurship education can enhance entrepreneurial interest, particularly when supported by strong entrepreneurial motivation. The study provides practical implications for the development of entrepreneurship curricula and educational programs that are capable of fostering a more entrepreneurial mindset among students in higher education.

Keywords: Emotional Intelligence, Entrepreneurship Education, Entrepreneurial Motivation, Entrepreneurial Interest

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1. INTRODUCTION

Indonesia's current economic situation appears to be showing weak growth, as evidenced by the 5% increase in consumption of goods and services compared to 2017 (The Nielsen Company Indonesia, 2017). This is due to the rising cost of living, driven by rising electricity, food, transportation, and school bills. This, of course, further weakens people's purchasing power and leads to increasing social inequality. Social inequality can also arise from population growth without a corresponding increase in job opportunities, coupled with massive layoffs by companies, leading to a surge in unemployment. Rising unemployment can lead to high crime rates, as many people resort to illegal means to obtain money.

Entrepreneurship is one of the important pillars in development economy a country. In Indonesia, development entrepreneurship become focus main for reduce level unemployment, increasing welfare society, as well as create field Work new. College high, as institutions education that produces generation young, have role strategic in prepare students to have interests and abilities entrepreneurship. In this case Currently, Makassar State University (UNM) is one of the institutions that are active support development interest entrepreneurship through various

educational programs entrepreneurship. Interest in entrepreneurship No only influenced by internal factors, such as intelligence emotional, but also by factors external, such as education entrepreneurship. Intelligence emotional covers ability individual for understand, manage, and direct his emotions, which became aspect important in face challenges of the business world. On the other hand, education entrepreneurship give supplies knowledge and skills practical requirements for start and run business. In addition, motivation entrepreneurship play a role as connector between factors the with interest entrepreneurship, because motivation push individual for committed to the goal entrepreneurship.

One method for addressing the high unemployment rate is through the creation of independent businesses. According to Coulter in Hartanti (2018:24), entrepreneurship is often associated with the process of establishing or developing a new business focused on profit generation, value creation, and the creation of unique and innovative new products or services. Creating new jobs through entrepreneurship is crucial because the number of entrepreneurs in Indonesia is still very low, at only 0.18% of the total population. Yet, the number of entrepreneurs in a country is one indicator of its progress. A country will progress and achieve economic stability if at least 2% of its citizens are entrepreneurs.

According to Alma (2010) in Willyanto et al (2016), "The things that most encourage someone to become an entrepreneur are (1) HR Characteristics and (2) HR Environment. The findings show that people who become entrepreneurs show that their desire is influenced by underlying factors, such as personality motivation and the environment. Through education and training, one can gain extensive knowledge of the business world. Therefore, this can be a preventative measure for future entrepreneurship. Many college graduates tend to become blue-collar workers or employees (job seekers) rather than self-employed. Based on BPS data as of April 11, 2016, the percentage of college graduates interested in entrepreneurship was around 27.7D44, while the percentage of college graduates was only 11.5%. Therefore, although higher levels of education are often expected to foster independence, motivation, and entrepreneurial interest, in reality, they can sometimes have the opposite effect. This paradox highlights the need to better align educational outcomes with practical entrepreneurial skills. College graduates, equipped with sufficient knowledge and competencies, should be able to leverage their intellectual capital to identify opportunities and develop creative, innovative businesses. By cultivating an entrepreneurial mindset alongside academic achievement, graduates can become more proactive in creating jobs rather than solely seeking them.

2. METHOD

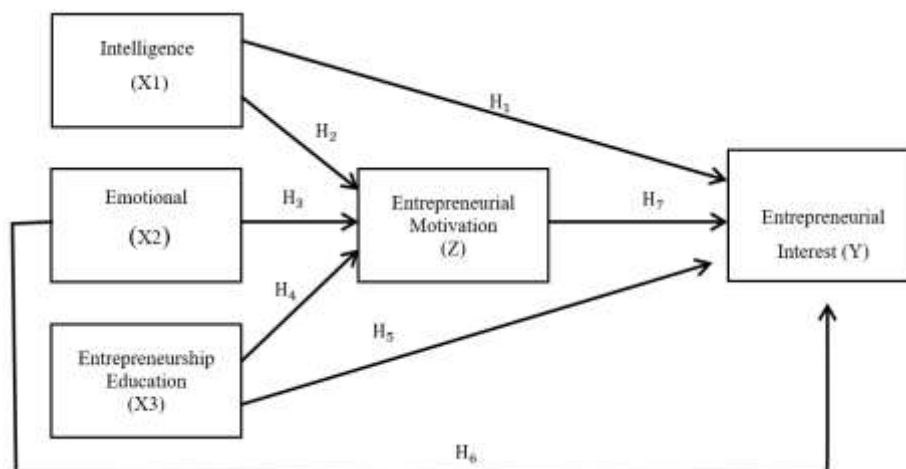


Figure 1: Research Design

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 Intelligence (X1), Emotional (X2), Entrepreneurship Education (X3), Entrepreneurial Motivation (Z), Entrepreneurial Interest (Y). While explanation means looking for causal influences between research variables through hypotheses. The causal influence is the direct influence between Intelligence (X1), Emotional (X2), Entrepreneurship Education (X3) on Entrepreneurial Motivation (Z) and the indirect influence of Intelligence (X1), Emotional (X2), Entrepreneurship Education (X3) on Entrepreneurial Interest (Y) through Entrepreneurial Motivation (Z) of students of the Faculty of Economics, Makassar State University.

This research design is also based on COR and JD-R theories, as well as relevant previous research. This allows researchers to hypothesize direct and indirect influences in this study. Further details can be found in the following hypothesis summary table.

Table 1: Summary of Hypotheses

Hypothesis	Information
H1	Intelligence has a positive and direct influence on entrepreneurial interest
H2	Intelligence has a positive and direct influence on Entrepreneurial Motivation
H3	Emotional has a positive and direct influence on Entrepreneurial Motivation
H4	Entrepreneurship Education has a positive and direct influence on Entrepreneurial Motivation
H5	Entrepreneurship Education has a positive and direct influence on Entrepreneurial Interest
H6	Emotions have a positive and direct influence on entrepreneurial interest
H7	Entrepreneurial Motivation has a positive and direct influence on Entrepreneurial Interest
H8	Intelligence has a positive and indirect influence on Entrepreneurial Interest through Entrepreneurial Motivation
H9	Emotional has a positive and indirect influence on Entrepreneurial Interest through Entrepreneurial Motivation
H10	Entrepreneurship Education has a positive and indirect influence on Entrepreneurial Interest through Entrepreneurial Motivation

Based on table 1 above, this study has 10 hypotheses. The hypotheses will test the direct influence of Intelligence (X1) on entrepreneurial interest (Y), the direct influence of entrepreneurial Intelligence (X1) on Entrepreneurial Motivation (Z), the direct influence of Emotional (X2) on Entrepreneurial Motivation (Z), the direct influence of Entrepreneurship Education (X3) on Entrepreneurial Motivation (Z), the direct influence of Entrepreneurship Education (X3) on Entrepreneurial Interest (Y) Emotional (X2) on Entrepreneurial Interest (Y), the direct influence of entrepreneurial attitude (Z) on Entrepreneurial Interest (Y), the indirect influence of Intelligence (X1) on entrepreneurial interest (Y) through entrepreneurial attitude (Z), the indirect influence of Emotional (X2) on entrepreneurial interest (Y) through Entrepreneurial Motivation (Z), and the indirect influence of Entrepreneurship Education (X3) on Entrepreneurial Interest (Y) through Entrepreneurial Motivation (Z).

Population and Sample

The population in this study consisted of all 564 students enrolled in the Entrepreneurship Study Program at the Faculty of Economics, Makassar State University (UNM). Given the relatively large population size, a sampling technique was required to obtain representative data while maintaining efficiency in data collection. Therefore, this study employed Proportional Random Sampling, which ensures that each subgroup within the population is proportionally represented

and that every student has an equal chance of being selected as a respondent. The determination of the sample size was calculated using the Slovin formula, which is commonly used to estimate sample sizes when the population size is known and a certain margin of error is applied. Based on this calculation, the study obtained a total sample of 107 respondents, representing approximately 19% of the overall population. This proportion is considered adequate to reflect the characteristics of the population and to support the validity and reliability of the research findings.

Data collection

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 that uses digital media or often referred to as a Google form, while the scale used was a Likert scale. Give a score with 5 alternative answers, namely: 1, Disagree; 2, Quite Agree; 3, Agree; 4, and Strongly Agree: 5. enough social science or data analysis used in this study is now better than the known statistical product and service solution (SPSS).

3. RESULTS AND DISCUSSION

Hypothesis Testing

Hypothesis testing in this study is conducted to analyze both the direct and indirect effects of exogenous variables on endogenous variables, allowing for a more comprehensive understanding of the relationships among the variables being examined. This process involves statistical testing to determine whether the proposed hypotheses are supported by empirical data. The decision to accept or reject a hypothesis is based on predetermined significance criteria. Specifically, if the p-value is less than 0.05, it indicates that the result is statistically significant, meaning that the null hypothesis (H0) is rejected and the alternative hypothesis (H1) is accepted. Conversely, if the p-value is greater than 0.05, the null hypothesis is accepted, indicating that there is no significant effect. In addition, the significance of the regression coefficient is also considered, where a significant coefficient reflects a meaningful relationship between variables within the model.

The results of the direct and indirect influence hypothesis testing can be seen in the following table:

Table 2: Results of Indirect Hypothesis Testing

Model Summary						
Model	R	R Square	Adjusted R Square	Standard Error of the Estimate		
1	,874 ^a	,764	,755	1.52033		

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1,043	,882		1,183	,239
	Intelligence	,128	,079	,120	1,627	,107
	Emotional	-,124	,109	-,094	-1,141	,256
	Entrepreneurship	,139	,073	,193	1,901	,060
	Education	,707	,089	,695	7,967	,000

a. Dependent Variable: Interest in Entrepreneurship

As for obtaining the effect of error (e1) is used formula:

$$e1 = 1 - R^2 = \sqrt{1 - 0,764} = 0.486$$

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

$$Y = 0.120 X_1 + -0.094 X_2 + 0.193$$

The coefficient of determination (R^2) of 0.486 indicates that the independent variables—Intellectual Intelligence, Emotional Intelligence, Entrepreneurship Education, and Entrepreneurial Motivation collectively have a direct influence on the dependent variable, namely Interest in Entrepreneurship (Y), of 48.6%. This means that nearly half of the variation in students' entrepreneurial interest can be explained by these variables included in the research model. In other words, the model has a moderate explanatory power in describing the factors that contribute to the development of entrepreneurial interest among students. Meanwhile, the remaining 51.4% is influenced by other variables that are not examined in this study, such as environmental factors, family background, access to capital, personality traits, social support, and external economic conditions. Therefore, while the variables used in this study play a significant role, there are still other important factors beyond the scope of this research that may also affect an individual's interest in entrepreneurship.

Table 3: Test Results Hypothesis Direct

Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	0.834 ^a	0.696	0.687	1.68711

a. Predictors: (Constant), Entrepreneurship Education, Intelligence, Emotional

Model		Unstandardized Coefficients		Standardized Coefficients		t	Sig.
		B	Std. Error	Beta			
1	(Constant)	1,767	0.963			1,835	,069
	Intelligence	-0.006	0.087	-0.006		-0.068	0.946
	Emotional	0.291	0.117	0.224		2,485	0.015
	Entrepreneurship Education	0.462	0.067	0.653		6,901	0,000

a. Dependent Variable: Motivation Entrepreneurship

As for obtaining the influence of error (e_2) is used formula:

$$e2 = 1 - R^2 = \sqrt{1 - 0,696} = 0.551$$

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

$$Z = - 0.006 X_1 + 0.224 X_2 + 0.653 X_3 + 0.551$$

Coefficient determination of 0.551 indicates influence direct Intelligence, Emotional, Entrepreneurship Education towards variables Motivation Entrepreneurship amounted to 55.1% while 44.9% was influenced by other variables outside the model or study This. Intelligence influential in a way positive and significant towards Entrepreneurial Interest through the Motivation variable Entrepreneurship.

Indirect Effect: $X_1 \rightarrow Y \rightarrow Z$
 $= \beta_4 \times \beta_7$

$$= 0.120 \times 0.695$$

$$= 0.834$$

Emotional influential in a way negative and no significant towards Entrepreneurial Interest through variables Motivation Entrepreneurship

Indirect Effect: $X_2 \rightarrow Y \rightarrow Z$

$$= \beta_5 \times \beta_7$$

$$= -0.094 \times 0.695$$

$$= -0.065$$

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

Indirect Effect: $X_3 \rightarrow Y \rightarrow Z$

$$= \beta_6 \times \beta_7$$

$$= 0.193 \times 0.695$$

$$= 0.134$$

- H1: The influence of intelligence on entrepreneurial interest has a significance value of $0.107 > 0.05$ and a Beta value of 0.120. Based on the results of the description, it can be concluded that H1 is rejected.
- H2: The Influence of Intelligence on Motivation Entrepreneurship has a significance value of $0.946 > 0.05$ and a Beta value of -0.006. Based on the results of the description, it can be concluded that H2 is rejected.
- H3: The emotional influence on entrepreneurial interest has a significance value of $0.256 > 0.05$ and a Beta value of -0.094. Based on the results of the description, it can be concluded that H3 is rejected.
- H4: Emotional influence on motivation Entrepreneurship has a significance value of $0.015 < 0.05$ and a Beta value of 0.224. Based on the results of the description, it can be concluded that H4 is accepted.
- H5: The Influence of Entrepreneurship Education on Interest in Entrepreneurship has a significance value of $0.060 > 0.05$ and a Beta value of 0.193. Based on the results of the description, it can be concluded that H5 is rejected.
- H6: The Influence of Entrepreneurship Education on Motivation Entrepreneurship has a significance value of $0.000 < 0.05$ and a Beta value of 0.653. Based on the results of the description, it can be concluded that H6 is accepted.
- H7: Influence of Motivation Entrepreneurship towards Entrepreneurial Interest has a significance value of $0.000 < 0.05$ and a Beta value of 0.695. Based on the results of the description, it can be concluded that H7 is accepted.
- H8: The influence of intelligence on entrepreneurial interest through Entrepreneurial Motivation has a Beta value of 0.103. Based on these results, it can be concluded that H8 is accepted.
 $-0.006 \times 0.695 = -0.004$
 $0.107 + -0.004 = 0.103$
- H9: Emotional Influence on Interest in Entrepreneurship through Entrepreneurial Motivation has a Beta value of 0.411. Based on these results, it can be concluded that H9 is accepted.
 $0.224 \times 0.695 = 0.155$
 $0.256 + 0.155 = 0.411$
- H10: The Influence of Entrepreneurship Education on Interest in Entrepreneurship through Motivation Entrepreneurship has a Beta value of 0.513. Based on these results, it can be concluded that H10 is accepted.
 $0.653 \times 0.695 = 0.453$
 $0.060 + 0.453 = 0.513$

Table 4: Path Analysis Results

Influence between variables	Influence	Total
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	Direct	Indirect	
Effect of X1 → Y	0.120	-	0.120
Effect of X2 → Y	-0.094	-	-0.094
Effect of X3 → Y	0.193	-	0.193
Effect of X1 → Z	-0.006	-	-0.006
Effect of X2 → Z	0.224	-	0.224
Effect of X3 → Z	0.653	-	0.653
The effect of Z → Y	0.695	-	0.695
Effect of X1 → Z → Y	0.120	0.834	0.114
Effect of X2 → Z → Y	-0.094	-0.065	0.13
Effect of X3 → Z → Y	0.193	0.134	0.846

Based on the structure of this research model, the following empirical equation can be made:

$$Y = \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_7 Z + e_1$$

$$Y = 0.120X_1 + -0.094X_2 + 0.193X_3 + 0.695Z + 0.486$$

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

$$Z = -0.006X_1 + 0.224X_2 + 0.053X_3 + 0.551$$

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

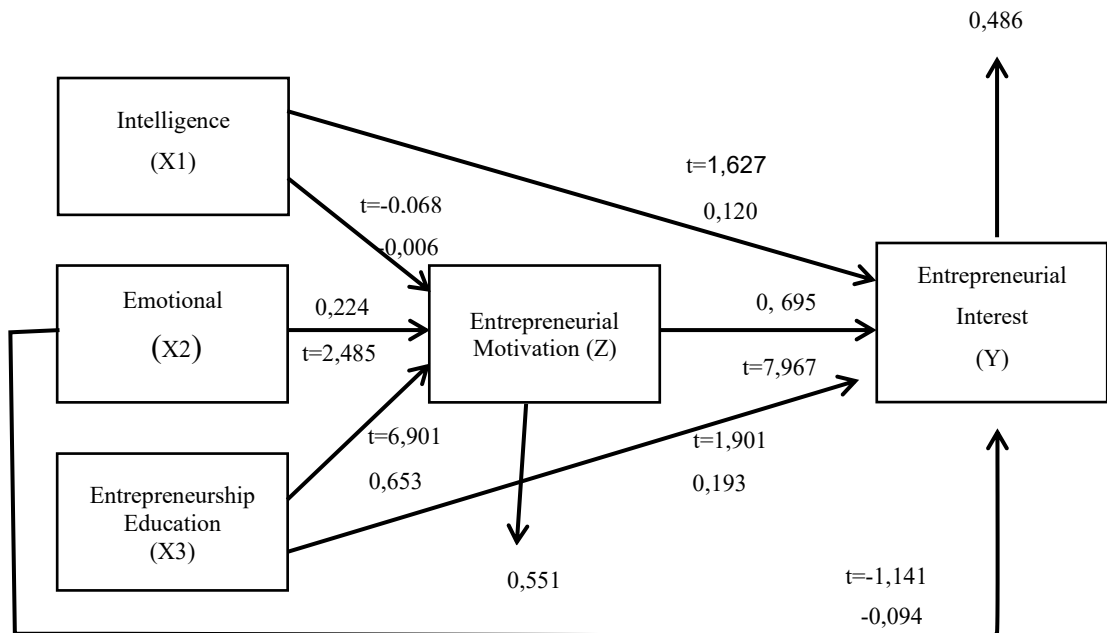


Figure 2. Path Analysis Result.

In figure 2 above explain beta standardization and its magnitude influence No direct and direct each variable.

Coefficient 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:

$$R^2 = 1 - (0.486^2) (0.551^2) = 1 - 0.236 = 0.928$$

Based on coefficient determination above, shows influence direct and indirect direct of 0.928 or 92.8% in other words the information contained in the data (92.8%) is explained by the model. While (23.6%) is explained by the variable outside the model or study This.

DISCUSSION

The Influence of Intelligence on Entrepreneurial Interest in Makassar State University Students

Intelligence is one factor that influences an individual's ability to make decisions, think critically, and solve problems. In the context of entrepreneurship, intelligence plays a crucial role because entrepreneurial activities often involve creativity, innovation, and risk-taking.

In research this, done analysis to connection between level intelligence Makassar State University students and interests they for entrepreneurship. Intelligence interpreted as capacity intellectual which includes ability cognitive, analytical, and problem-solving problem, while interest entrepreneurship refers to desire, motivation, and readiness individual for start as well as manage business. Research This aim for test whether intelligence own influence significant to interest entrepreneurship. However, the results analysis show that factor intelligence No influential significant or even own connection negative to interest entrepreneurship among student.

Findings This it seems contradictory with assumption general that greater intelligence tall in a way automatic will increase interest individual for explore opportunity effort. In the context of study this, intelligence tall No ensure improvement interest entrepreneurship, even in a number of case, can become inhibitors. Some factor can explain Why results This happened. First, students with level intelligence tall tend more focus on the path a structured and secure career, such as become employee government, professionals in the sector corporation, or continue education to higher level high. They often associate stable job with higher social status height, recognition, and security financial.

The finding that intelligence has no significant or even negative effect on entrepreneurial interest indicates the need for new strategies to encourage entrepreneurship among students. A holistic approach that relies not only on intellectual development but also fosters courage, creativity, and adaptability needs to be implemented in education. This can be achieved through more practical entrepreneurship training programs, the formation of entrepreneurial communities, and greater recognition for those who take risks and succeed in their endeavors. In this way, entrepreneurial interest can be fostered without neglecting students' intellectual potential (Kanonuhwa et al., 2018; Wadi & Alaali, 2020).

The researcher's findings on the relationship between these variables are inconsistent with research conducted by (Ani Muttaqiyathun et al., 2022), which states that intelligence is an individual's thinking ability, which then influences that person's thought patterns. Each individual's intelligence level varies, which is related to learning comprehension. Intellectual quotient (IQ) is a numerical representation of intelligence test results that can provide an indication of a person's intelligence level. In economics, intellectual capital is understood as an intangible form, namely something inherent in humans in the form of a collection of knowledge that can be utilized to overcome challenges and problems faced (Amin & Abbas, 2021; Zharinova, 2010). Many experts in psychology and education discuss the concept of IQ with the assumption that individuals with high IQs will master knowledge more quickly due to their speed of thought.

The Influence of Intelligence on Entrepreneurial Motivation in Students of Makassar State University

Study This aim for analyze whether there is influence intelligence to motivation entrepreneurship among students at Makassar State University (UNM). Intelligence often considered as one of the factor important in various aspect life, including in taking decision for start effort. However, in study this, the result show that connection between intelligence and motivation entrepreneurship it turns out No significant or even negative. This is bring up a number of questions and analysis more carry on related factors that can explain findings the.

Intelligence often measured through various indicators, such as ability analytical, logical, creative, and intelligent emotional. While that, motivation entrepreneurship related with internal drive or external somebody for start business, taking risks, and create mark economy (Fakhreldin & Hattab, 2019; Kholodnaya, 2020). In general theory, someone with level intelligence tall Possible

own superiority in think strategic, problem solving problem, or designing relevant innovation with entrepreneurship. However, in in practice, there is Lots other factors that can influence motivation entrepreneurship, which may be precisely more significant compared to level intelligence That Alone.

Findings that show that intelligence No influential positive to motivation entrepreneurship among UNM students can explained through a number of possibility. First, students with level intelligence tall tend own different focus in choose track career. They Possible more choose track professional like become academics, researchers, or work in a company big offer stability career and income (Hesse & Brünjes, 2018; Ahmed et al., 2016). In terms of this, they see entrepreneurship as something risky high and low interesting compared to with opportunity career other.

Second, motivation entrepreneurship in students tend influenced by factors external like environment family, support social, access to capital, and experience practica (Shen et al., 2017; Wu & Mao, 2020; Kriswanto et al., 2024; Al Ayyubi et al., 2018). For example, students who come from from family businessman Possible own motivation more tall for follow footsteps family they, regardless from level intelligence them. On the other hand, students who do not own access to source Power or example concrete in entrepreneurship Possible feel doubtful about jump to the business world, even though they own adequate intelligence.

Third, there is possibility that student with level intelligence tall more critical in evaluate opportunity business. They Possible more Lots analyze associated risks and obstacles with entrepreneurship, so that make they tend postpone or even avoid decision For start effort. Attitude critical this, although reflect intelligence, can reduce motivation they For take step First in entrepreneurship.

The researcher's findings on the relationship between these variables are not in line with research conducted by (Siti Djamilah et al, 2022) The results of this study indicate that the significant variable value of 0.003 is smaller than 0.05 ($0.00 < 0.05$) so this study can be said that the intelligence variable has a significant effect on entrepreneurial interest. This shows that daring to make decisions that I think are right and profitable, believing that I will succeed if I maximize my potential and talents, will complete the work that is my responsibility, even if I don't like it, being able to assess and choose employees who support my work, being able to grow the trust of business partners are basic considerations in entrepreneurial interest.

Emotional Influence on Entrepreneurial Interest in Makassar State University Students

This study aims to examine the extent to which emotional factors influence entrepreneurial interest among students at Makassar State University. In psychology and entrepreneurship theory, emotions are often cited as a crucial element that can influence a person's decision-making and actions. Emotions can act as a driving force that motivates individuals to take risks, innovate, and commit to specific goals, including entrepreneurship. However, in the context of this study, it was found that emotional factors had an insignificant influence on students' entrepreneurial interest, thus the initial research hypothesis, namely "emotional factors influence entrepreneurial interest," was rejected.

Specifically, the emotional factors analyzed in this study encompass dimensions such as anxiety, self-confidence, optimism, and emotional attachment to the social environment. Data collected through a survey of students at Makassar State University showed that variability in these factors did not significantly contribute to their interest in starting a business. This result is quite surprising, considering that much previous literature has shown a positive relationship between emotional stability and entrepreneurial interest.

Regarding emotional intelligence, of course, each individual has a different level of emotional intelligence. Furthermore, this study shows that there is a negative and insignificant influence of emotional intelligence on entrepreneurial interest, with a moderate level of interpretation of the relationship. This indicates that emotional intelligence contributes to business development. (Santrock, 2013; Yohannes et al, 2024) stated that "emotional intelligence

is the ability to monitor one's own feelings and the feelings and emotions of others, the ability to distinguish between them, and the ability to use this information to direct thoughts and actions." Therefore, emotional intelligence is a type of intelligence that needs to be honed so that individuals can have a high level of emotional intelligence. According to (Echdar, 2013; Yohannes et al, 2024), "the higher the emotional intelligence, the more skilled the individual is in doing what he knows is right."

The researcher's findings on the relationship between these variables are not in line with research conducted by (Muhammad Hasby et al, 2015) Based on the research results, the coefficient for the emotional intelligence variable is 0.252, or 25.2%. This means that if emotional intelligence is increased, the entrepreneurial interest of Management students at the Faculty of Economics, Tadulako University, will increase by 25.2%. Meanwhile, the t-test shows that the t-count obtained is 3,460 at a significance level of 0.001, so it can be concluded that the emotional intelligence variable has a significant effect on the entrepreneurial interest of Management students at the Faculty of Economics, Tadulako University. This also shows that the second hypothesis is accepted, namely "emotional intelligence has a significant effect on the entrepreneurial interest of Management students at the Faculty of Economics, Tadulako University" is proven.

The Influence of Emotions on Entrepreneurial Motivation in Students of Makassar State University

This study aims to examine the influence of emotional intelligence on entrepreneurial motivation among students at Makassar State University. Emotional intelligence, which encompasses the ability to recognize and manage one's emotions and social relationships, is considered a crucial factor in encouraging individuals to start and develop businesses. In the context of entrepreneurship, students with strong emotional intelligence are expected to be able to overcome the challenges and pressures often encountered in entrepreneurship.

Riyanti (in Sampurna, 2015) stated that "entrepreneurial motivation is a very strong technical driver within an individual to prepare themselves for work, have an awareness that entrepreneurship is related to themselves, so that they pay more attention and are happier to carry out entrepreneurial activities independently, believe in themselves, are future-oriented, accompanied by a desire to excel in their field based on their abilities, strengths, and skills as well as proper planning. Meanwhile, Sutanto (in Sampurna, 2015) stated that entrepreneurial motivation is a drive within an individual to carry out certain activities and activities in creating new economic ventures. "

According to Salovey and Mayer, in Latif and El-fikri, (2017:104) "emotional intelligence is defined as the ability to understand, appreciate, and express emotions in an appropriate and adaptive manner; the ability to understand feelings and emotional knowledge; the ability to access and/or evoke emotions when thinking about something; and the ability to manage emotions in a way that supports the thinking process."

The research results indicate that emotional intelligence has a positive and significant influence on entrepreneurial motivation. Students who possess higher levels of emotional intelligence are better equipped to manage stress, adapt to changing situations, and maintain strong self-confidence. These abilities are essential in sustaining their motivation to initiate and develop a business, especially in facing the uncertainties and challenges commonly encountered in entrepreneurship. As a result, emotional intelligence becomes an important internal factor that encourages students to remain persistent and resilient in pursuing entrepreneurial activities.

In addition, emotional intelligence also enhances students' interpersonal skills, such as the ability to communicate effectively, build networks, and manage conflicts. These competencies are crucial in the entrepreneurial process, as success in business is not only determined by technical knowledge but also by the ability to establish and maintain relationships with partners, customers, and stakeholders. Therefore, students with strong emotional intelligence tend to have

higher entrepreneurial motivation because they are more capable of navigating both the social and psychological demands of entrepreneurship.

The Influence of Entrepreneurship Education on Entrepreneurial Interest among Students at Makassar State University

According to Alexander et al (2020), entrepreneurship education is a learning process about entrepreneurship related to the development of knowledge, skills, attitudes, and character appropriate to the age and development of students. Entrepreneurship education can also be understood as a process that provides a structured and formal provision of entrepreneurial competencies, including the provision of skills, concepts, and individual mental awareness (Alberti and Poli, 2004, in Rahmah 2017). From the various definitions that have been presented, it can be concluded that entrepreneurship education is a process that focuses on learning and providing entrepreneurial competencies related to the development of knowledge and skills needed to become an entrepreneur.

This study aims to analyze the influence of entrepreneurship education on entrepreneurial interest among students at Makassar State University (UNM). Entrepreneurship education in higher education is often considered a crucial factor in encouraging students to develop an interest in running their own businesses. However, the results of this study indicate that the relationship between entrepreneurship education and entrepreneurial interest is not in line with expectations, and tends to show a negative or insignificant effect.

One factor that may have influenced these results is the lack of practicality in the delivery of the material. Although the material presented was quite relevant, students felt that the theory taught was difficult to apply in the real world. This created a gap between their expectations and the reality they experienced, thus reducing their motivation to practice entrepreneurship. Furthermore, the lack of practical experience during lectures, such as the lack of internships at small businesses or other field activities, left students with no concrete understanding of how to run a business. The results, which show no significant or even negative influence between entrepreneurship education and entrepreneurial interest, provide important reflection. Entrepreneurship education should not only focus on delivering material, but also on building an ecosystem that supports students' courage to try, innovate, and fail along the way.

The Influence of Entrepreneurship Education on Entrepreneurial Motivation of Students at Makassar State University

According to (Slameto, 2003; Lisda, 2022), entrepreneurship education has a similar meaning to teaching, but has a different connotation in the context of teacher education, which aims to enable students to learn and master the content of the lesson. This action encourages someone to be motivated to become an entrepreneur. Entrepreneurship education can shape mindsets, have innovation, and be more productive in the field of entrepreneurship. According to (Astim, 2000; Lisda, 2022), it is stated that "entrepreneurship education is a type of education that teaches individuals to be able to create their own business activities. Such education is achieved by building faith, soul and spirit, and developing an entrepreneurial mental attitude and character." Entrepreneurship education has a significant impact on motivation for entrepreneurship, encouraging someone to become an entrepreneur, being able to create their own business activities, and building appropriate attitudes, mentality, and character.

The research results show that entrepreneurship education has a positive and significant influence on students' entrepreneurial motivation. This is demonstrated through statistical analysis, which found a strong linear relationship between students' level of understanding of entrepreneurship material and their desire to become entrepreneurs. Entrepreneurship education provides a deeper understanding of how to identify business opportunities, develop business plans, manage risks, and utilize technology to support business development.

One of the key findings of this study is that students who receive exposure to entrepreneurship education tend to have higher levels of confidence in starting a business compared to those who do not receive such education. The knowledge gained through this

education enhances their understanding of basic entrepreneurial concepts such as marketing, financial management, product innovation, and business development strategies. This understanding directly contributes to students' increased motivation to try starting a business.

The Influence of Entrepreneurial Motivation on Entrepreneurial Interest in Entrepreneurship among Students of Makassar State University

Armansyah (2021) explains that humans need each other, thus they are referred to as social beings. Humans live in a state of interdependence, and they also always provide benefits to each other. Every entrepreneur has motivation, although in varying forms. Motivation is understood as a driving force for entrepreneurs to take action to achieve their desired goals and expectations. (Wanto, 2014; Armansyah, 2021) explain that entrepreneurial motivation is a behavior that emerges from within an individual that directs them to take action to become an entrepreneur.

Preliminary research results indicate a positive relationship between entrepreneurial motivation and entrepreneurial interest. This means that the higher a student's motivation, the greater their interest in entrepreneurship. Motivation can come from various sources, such as personal experience, family support, entrepreneurship education, and a supportive social environment. Previous research also shows that entrepreneurship education has a significant influence on entrepreneurial attitudes and interest, which aligns with the findings of this study.

This study confirms that entrepreneurial motivation has a significant influence on entrepreneurial interest among students at Makassar State University. By understanding the motivational factors that drive this interest, the university can design more effective entrepreneurship education programs. This will not only help students develop entrepreneurial skills but will also contribute to local economic growth by increasing the number of young entrepreneurs. Through a holistic approach involving education, social support, and supportive campus policies, it is hoped that entrepreneurial interest among students will continue to increase and produce a generation of entrepreneurs ready to face future challenges.

The Influence of Intelligence on Entrepreneurial Interest Through Entrepreneurial Motivation in Students of Makassar State University

This study aims to examine the influence of intelligence on entrepreneurial interest through entrepreneurial motivation in students at Makassar State University (UNM). In this context, intelligence encompasses not only academic aspects but also emotional and social intelligence, which can influence students' attitudes and behaviors toward entrepreneurship. Entrepreneurial interest is an individual's desire or attraction to engage in entrepreneurial activities, while entrepreneurial motivation is the drive that triggers an individual to take steps toward entrepreneurship.

Motivation entrepreneurship can influenced by various factors, including environment education, support from lecturers, and experience practical in field entrepreneurship. At UNM, the education program entrepreneurship designed For increase knowledge and skills student in doing business. Through modules developed learning, students taught about importance entrepreneurship and how method identify as well as utilise opportunity business. This integration between theory and practice is essential in preparing students to face the dynamic challenges of the business world and in strengthening their readiness to become entrepreneurs. The findings of this study are also in line with previous research conducted by Tri Ratna Purnamarini (2022), which revealed that spiritual intelligence has a positive and significant influence on entrepreneurial motivation among management students at Makassar State University. This indicates that, in addition to intellectual and emotional aspects, spiritual intelligence also plays an important role in shaping students' motivation to engage in entrepreneurship. Therefore, enhancing students' spiritual intelligence can further strengthen their entrepreneurial motivation and ultimately increase their interest in pursuing entrepreneurial activities.

Emotional Influence on Entrepreneurial Interest Through Entrepreneurial Motivation in Makassar State University Students

This study aims to understand the emotional influence on entrepreneurial interest through entrepreneurial motivation among students at Makassar State University (UNM). In this context, emotional refers to psychological states that can influence individual decisions and behavior, including those related to entrepreneurship. Entrepreneurial interest is an individual's tendency to engage in entrepreneurial activities, while entrepreneurial motivation is the drive that drives an individual to start and run a business. Emotion is a state that arouses a person's feelings accompanied by changes experienced by the body in a broad manner, then the feelings that arise lead to a certain form of behavior. In this case, it is closely related to heart rate, breathing, blood circulation and can be expressed in the form of laughter, crying, happiness or disappointment. Sudarsono (1993) in Yulinda (2019) So, emotion is a form of feeling that is combined by physiological turmoil with various changes experienced by the body and expressed through visible behavior.

Overall, this study makes an important contribution to understanding the factors influencing entrepreneurial interest among university students. These findings are relevant not only to UNM but also to other educational institutions in Indonesia seeking to foster an entrepreneurial culture among the younger generation. By understanding the relationship between emotional states, motivation, and entrepreneurial interest, strategic steps can be taken to create an environment that supports the development of innovative and creative future entrepreneurs.

The Influence of Entrepreneurship Education on Entrepreneurial Interest Through Entrepreneurial Motivation in Students of Makassar State University

This study aims to explore the influence of entrepreneurship education on entrepreneurial interest through entrepreneurial motivation in students at Makassar State University (UNM). In the context of higher education in Indonesia, particularly at UNM, entrepreneurship education has become an integral part of the curriculum designed to prepare students with the skills and knowledge necessary to enter the business world. With increasing awareness of the importance of entrepreneurship in creating jobs and improving the economy, this study is relevant to understanding how entrepreneurship education can influence students' entrepreneurial interest.

Entrepreneurship education is a science that studies all forms of information in the form of memory and understanding of how to be an entrepreneur so that it gives rise to the courage to take risks in pioneering, running, and developing a business (Anggraeni & Harnanik, 2015; Istinaroh, 2019). Meanwhile, Ermawati et al. (2017); Istinaroh (2019) stated that entrepreneurship education is education that applies principles and methodologies towards the formation of life skills in students through an integrated curriculum developed in schools. Entrepreneurship education is learning in the form of attitudes and behaviors so that students become entrepreneurs (Wahyono et al., 2015; Istinaroh, 2019).

This research emphasizes the importance of entrepreneurship education as a strategic tool in developing a generation of entrepreneurs in Indonesia. By increasing entrepreneurial motivation, it is hoped that more UNM students will be inspired to take concrete steps into the business world, create new jobs, and make a positive contribution to the national economy.

4. CONCLUSIONS AND SUGGESTION

Study This show that intelligence, good That intelligence intellectual, emotional, and social, have influence significant positive to motivation entrepreneurship student Faculty of Economics, Makassar State University. Intelligence intellectual help student in understand opportunities and challenges in entrepreneurship, whereas intelligence emotional play a role in manage afraid will risk and failure. In addition, intelligence social contribute in expand networking and building supportive relationships success business. The results of the analysis also show that motivation entrepreneurship functioning as a mediator that strengthens connection between intelligence and interests entrepreneurship.

Study more carry on required For explore other factors that can influence interest entrepreneurship, such as environment social, support family, and experience work. This is will give a clearer picture comprehensive about dynamics entrepreneurship among student.

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