

The Effect of Entrepreneurship Learning, Social Environment, and Creativity on Entrepreneurial Interest: The Mediating Role of Entrepreneurial Attitude

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ABSTRACT

Learning is not merely the accumulation of knowledge, but a cognitive process that induces behavioral changes in individuals. In the context of higher education, entrepreneurship learning plays a vital role in shaping students' mindset and interest toward entrepreneurship. This study aims to examine both the direct and indirect effects of entrepreneurship learning, social environment, and student creativity on entrepreneurial interest, with an entrepreneurial attitude serving as a mediating variable. A quantitative explanatory descriptive approach was adopted, involving a sample of 100 students from a public university in Indonesia selected through proportional random sampling. Data was collected via structured questionnaires and analyzed using path analysis techniques. The findings demonstrate that entrepreneurship learning, social environment, and student creativity have both direct and mediated effects on entrepreneurial interest through entrepreneurial attitude. Entrepreneurial attitude significantly influences entrepreneurial interest, confirming its critical mediating role. These results highlight the importance of combining cognitive, social, and creative factors to strengthen students' entrepreneurial readiness. This study offers practical insights for educators and policymakers to enhance entrepreneurship curricula by integrating skill-building, creativity stimulation, and real-world social exposure. Future research is recommended to explore extended models with additional variables and utilize mixed method approaches for a deeper understanding of entrepreneurial behavior in academic settings

Keywords: entrepreneurship learning, social environment, creativity, entrepreneurial attitude, entrepreneurial interest

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1. INTRODUCTION

Entrepreneurship has become a primary focus in the economic development of a country. An entrepreneur continuously drives innovation in economic activities, such as introducing new products, enhancing production efficiency, expanding market shares, discovering new raw material sources, and implementing organizational changes (Hendrawan, 2017). The role of entrepreneurs is vital, as they significantly determine the success of national development.

However, the ratio of entrepreneurs in Indonesia in 2016 remained at 3.1%, lagging behind other countries such as Malaysia (5%), China (10%), Singapore (7%), Japan (11%), and the United States (12%) (Industrycoind, 2017). This condition highlights the importance of systematic efforts to encourage society, particularly the educated youth such as students, to have an entrepreneurial orientation. Students are viewed as agents of change who are expected to create new job opportunities rather than merely becoming job seekers.

Over the past decade, the Indonesian government has initiated various strategies for developing entrepreneurship through both formal and non-formal education. These efforts have been realized through strengthening primary and secondary education, developing

entrepreneurship centers in higher education institutions, and conducting national-scale entrepreneurship training (Suharsono, 2018). The implementation of this policy is reinforced by Law No. 12 of 2012, which encourages the integration of entrepreneurship courses in higher education.

Entrepreneurship training and development are considered strategic processes to equip individuals with the skills and confidence necessary to run a business (Kimwolo, 2012; Adekiya, 2016). Higher education is the right medium to instill entrepreneurial values in students. Besides forming competencies, entrepreneurship also demands courage to take risks and the ability to manage uncertainties to achieve success (Ardiani & Putra, 2020).

Universitas Syiah Kuala, as a higher education institution, supports entrepreneurship development through a mandatory entrepreneurship learning program for two semesters. This learning not only emphasizes theoretical aspects but also trains students' practical skills in producing prototypes and marketing them. This approach is an investment in human capital in preparing students to build new businesses through the integration of knowledge, experience, and skills.

Several factors influence students' entrepreneurial interests, including entrepreneurship learning, social environment, creativity, and entrepreneurial attitudes. The social environment plays an important role as a context that affects individual behavior changes. Previous research has shown that social support has a positive correlation with entrepreneurial interest (Ahmad, 2013; Nurul Fitriah Ahmad, 2017; Jamil, 2021). Tamara (2016) defines the social environment as people and situations that can directly or indirectly influence individuals.

Moreover, student creativity is also a crucial factor in encouraging entrepreneurial intentions. Creativity allows students to develop innovative ideas and create added value in the products or services offered. Research by Khotimah et al. (2016) and Prihatiningrum et al. (2020) shows that bio-entrepreneurship-based learning and field practicum can significantly enhance student creativity and entrepreneurial intelligence.

Effective entrepreneurship learning should also guide students to think innovatively and act visionarily. According to Christianingrum and Rosalina (2017), entrepreneurship education should be intentionally directed to build the capacity for creative thinking and identify business opportunities. Witjaksono (2016) emphasizes that the development of entrepreneurship education in Indonesia must align with the principles of caring economics, which places public interest and sustainability as the main foundation.

Entrepreneurial interest is defined as the desire to participate in entrepreneurial activities, influenced by access to information and practical experience (Ahmad, 2013; Kats, 2018). This interest is the foundation for building entrepreneurial intentions and behaviors, and it has long-term implications for national economic growth (Khalifa, 2016).

Entrepreneurial attitude becomes an internal factor that also influences entrepreneurial interest. A positive attitude toward challenges, courage to face risks, and optimism in running a business are key determinants of entrepreneurial success (Kurniawan, 2016; Aban, 2020). The results of research by Anam et al. (2021) and Handayani (2019) also confirm that students with an optimistic outlook and confidence in their abilities are more likely to become entrepreneurs.

Based on this background, this study aims to analyze the influence of entrepreneurship learning, social environment, and student creativity on entrepreneurial interest through entrepreneurial attitudes among students at Universitas Syiah Kuala. This research is expected to contribute theoretically and practically to the development of effective and contextual entrepreneurship education models for higher education in Indonesia.

2. METHOD

2.1. Research Model and Hypothesis

This research employs a quantitative approach with several variables to test their effects, with data results represented numerically. Qualitative research is a method used to study subjects in their natural conditions, where the researcher acts as the key instrument, data collection techniques are conducted through triangulation, data analysis is inductive, and qualitative research results emphasize meaning rather than generalization (Sugiyono, 2016). The following is the design of the research.

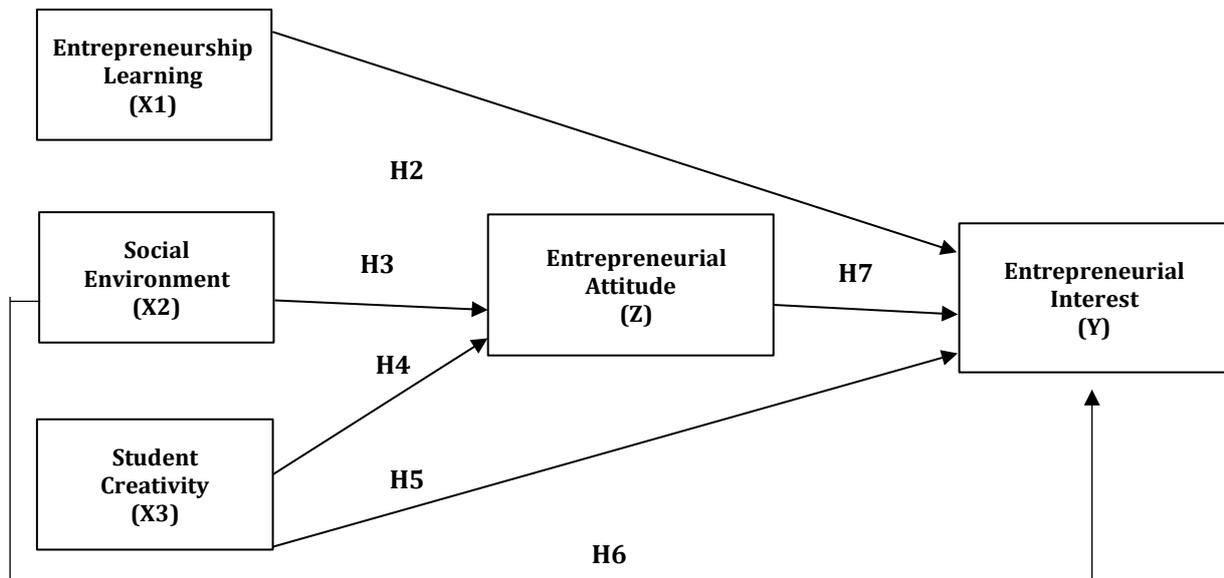


Figure 1. Research Design

Based on the diagram above, this study is descriptive-explanatory, meaning it describes the influence between the studied variables. Descriptive refers to explaining and analyzing the research variables, namely Entrepreneurship Learning (X_1), Social Environment (X_2), Student Creativity (X_3), Entrepreneurial Attitude (Z), and Entrepreneurial Interest (Y). Meanwhile, explanatory means searching for causal influences between research variables through hypotheses. The causal influences include direct effects of Entrepreneurship Learning (X_1), Social Environment (X_2), and Student Creativity (X_3) on Entrepreneurial Attitude (Z), as well as indirect effects of Entrepreneurship Learning (X_1), Social Environment (X_2), and Student Creativity (X_3) on Entrepreneurial Interest (Y) through Entrepreneurial Attitude (Z) among students at Universitas Syiah Kuala.

This research design is also based on the COR theory and the JD-R theory, as well as relevant prior studies. Thus, the researcher can formulate hypotheses concerning direct and indirect effects in this study. More clearly, this can be seen in the following summary table of hypotheses.

Table1. Hypothesis Summary

Hypothesis	Description
H1	Entrepreneurship learning positively and directly affects entrepreneurial interest.
H2	Entrepreneurship learning positively and directly affects entrepreneurial attitude.
H3	Social environment positively and directly affects entrepreneurial attitude.
H4	Student creativity positively and directly affects entrepreneurial interest.

H5	Student creativity positively and directly affects entrepreneurial attitude.
H6	Social environment positively and directly affects entrepreneurial interest.
H7	Entrepreneurial attitude positively and directly affects entrepreneurial interest.
H8	Entrepreneurship learning positively and indirectly affects entrepreneurial interest through entrepreneurial attitude.
H9	Social environment positively and indirectly affects entrepreneurial interest through entrepreneurial attitude.
H10	Student creativity positively and indirectly affects entrepreneurial interest through entrepreneurial attitude.

Based on Table 1 above, this study has 10 hypotheses. These hypotheses will test the direct influence of entrepreneurship learning (X_1) on entrepreneurial interest (Y), the direct influence of entrepreneurship learning (X_1) on entrepreneurial attitude (Z), the direct influence of social environment (X_2) on entrepreneurial interest (Y), the direct influence of student creativity (X_3) on entrepreneurial attitude (Z), the direct influence of student creativity (X_3) on entrepreneurial interest (Y), the direct influence of social environment (X_2) on entrepreneurial interest (Y), the direct influence of entrepreneurial attitude (Z) on entrepreneurial interest (Y), as well as the indirect influence of entrepreneurship learning (X_1) on entrepreneurial interest (Y) through entrepreneurial attitude (Z), the indirect influence of social environment (X_2) on entrepreneurial interest (Y) through entrepreneurial attitude (Z), and the indirect influence of student creativity (X_3) on entrepreneurial interest (Y) through entrepreneurial attitude (Z).

2.2. Population and Sample

The population in this study consists of all active students at Universitas Syiah Kuala who take the Entrepreneurship course. The sampling technique used is Proportional Random Sampling, calculated using Slovin's formula, resulting in a sample of 100 respondents.

2.3. Data Collection

Data collection was conducted by identifying the research subjects, namely all students at Universitas Syiah Kuala, using a questionnaire. The questionnaire utilized is a closed-ended questionnaire administered digitally, often referred to as Google Forms, while the scale used is the Likert scale. Scoring is done using a Likert scale with 5 alternative responses: Strongly Disagree: 1, Disagree: 2, Neutral: 3, Agree: 4, and Strongly Agree: 5. Subsequently, the data were analyzed using the Statistical Package for the Social Sciences (SPSS) version 26. The data analyses used in this study consist of descriptive statistical analysis, classical assumption tests, and path analysis.

3. RESULTS AND DISCUSSION

3.1. Research Results

3.1.1. Hypothesis Testing

Hypothesis testing is used to examine the direct and indirect effects of exogenous variables on endogenous variables. The hypothesis is accepted or rejected based on the criterion that if the p -value < 0.05 , the null hypothesis (H_0) is accepted, indicating that the obtained regression coefficient is significant. The results of the hypothesis testing for both direct and indirect effects can be seen in the following table.

Table 2. Indirect Hypothesis Testing Results

Variabel	Coefficients ^a				
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
Constant	5.319	2.646		2.010	,047
Entrepreneurship Learning	-,110	,184	-,057	-,598	,551
Social Environment	,145	,105	,128	1,379	,171
Student Creativity	,357	,146	,249	2,441	,016
Entrepreneurial Attitude	,531	,105	,549	5,049	,000
R square	0,664				
e1	0,580				

To obtain the error effect (e_1), the formula is used:

$$e_1 = 1 - R^2 = \sqrt{1 - 0,664} = 0,580$$

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

$$Y = -0,057 X_1 + 0,128 X_2 + 0,249 X_3 + 0,549 Z + 0,580$$

The coefficient of determination of 0.580 indicates that the direct influence of entrepreneurship learning, social environment, student creativity, and entrepreneurial attitude on the variable Y (entrepreneurial interest) accounts for 66.4%, while 34.6% is influenced by other variables outside of this model or study.

Table 3. Direct Hypothesis Testing Results

Variabel	Coefficients ^a				
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
Constant	-1,048	2,566		-,408	,684
Entrepreneurship Learning	,331	,176	,166	1,892	,061
Social Environment	,265	,098	,227	2,703	,008
Student Creativity	,798	,116	,540	6,869	,000
R square	0,700				
e1	0,548				

To obtain the error effect (e_2), the formula is used:

$$e_2 = 1 - R^2 = \sqrt{1 - 0,700} = 0,548$$

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

$$Z = 0,166 X_1 + 0,227 X_2 + 0,540 X_3 + 0,548$$

The coefficient of determination of 0.548 indicates that the direct influence of entrepreneurship learning, social environment, and student creativity on the entrepreneurial attitude variable accounts for 70%, while 30% is influenced by other variables outside of this model or study.

Entrepreneurship learning has a positive and significant effect on entrepreneurial interest through entrepreneurial attitude.

$$\begin{aligned} \text{Indirect influence} &= X_1 \rightarrow Z \rightarrow Y \\ &= \beta_4 \times \beta_7 \\ &= 0,057 \times 0,549 \\ &= -0,031 \end{aligned}$$

Social environment has a positive and significant effect on entrepreneurial interest through entrepreneurial attitude.

$$\begin{aligned}
 \text{Indirect influence} &= X2 \rightarrow Z \rightarrow Y \\
 &= \beta_5 \times \beta_7 \\
 &= 0,227 \times 0,549 \\
 &= 0,125
 \end{aligned}$$

Student creativity has a positive and significant effect on entrepreneurial interest through entrepreneurial attitude.

$$\begin{aligned}
 \text{Indirect Influence:} &= X3 \rightarrow Z \rightarrow Y \\
 &= \beta_6 \times \beta_7 \\
 &= 0,540 \times 0,549 \\
 &= 0,296
 \end{aligned}$$

- H1: The effect of entrepreneurship learning on entrepreneurial interest has a significance value of $0.551 < 0.05$ and a Beta value of 0.057 . Based on these results, it can be concluded that H1 is accepted.
- H2: The effect of entrepreneurship learning on entrepreneurial attitude has a significance value of $0.061 < 0.05$ and a Beta value of 0.166 . Based on these results, it can be concluded that H2 is accepted.
- H3: The effect of social environment on entrepreneurial attitude has a significance value of $0.008 < 0.05$ and a Beta value of 0.227 . Based on these results, it can be concluded that H3 is accepted.
- H4: The effect of student creativity on entrepreneurial attitude has a significance value of $0.001 < 0.05$ and a Beta value of 0.540 . Based on these results, it can be concluded that H4 is accepted.
- H5: The effect of student creativity on entrepreneurial interest has a significance value of $0.016 < 0.05$ and a Beta value of 0.249 . Based on these results, it can be concluded that H5 is accepted.
- H6: The effect of social environment on entrepreneurial interest has a significance value of $0.171 < 0.05$ and a Beta value of 0.128 . Based on these results, it can be concluded that H6 is accepted.
- H7: The effect of entrepreneurial attitude on entrepreneurial interest has a significance value of $0.001 < 0.05$ and a Beta value of 0.549 . Based on these results, it can be concluded that H7 is accepted.
- H8: The effect of entrepreneurship learning on entrepreneurial interest through entrepreneurial attitude has a Beta value of 0.091 . Based on these results, it can be concluded that H8 is accepted.
- H9: The effect of social environment on entrepreneurial interest through entrepreneurial attitude has a Beta value of 0.125 . Based on these results, it can be concluded that H9 is accepted.
- H10: The effect of student creativity on entrepreneurial interest through entrepreneurial attitude has a Beta value of 0.296 . Based on these results, it can be concluded that H10 is accepted.

3.1.2. Path Analysis

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

Table 4. Path Analysis Results

Influence between Variables	Influence		Total
	Direct	Indirect	
Influence X1 → Y	0,057	-	0,057
Influence X2 → Y	0,128	-	0,128
Influence X3 → Y	0,249	-	0,249
Influence X1 → Z	0,166	-	0,166
Influence X2 → Z	0,227	-	0,227
Influence X3 → Z	0,540	-	0,540

Influence Z → Y	0,549	-	0,549
Influence X1 → Z → Y	0,057	0,091	0,034
Influence X2 → Z → Y	0,128	0,125	0,253
Influence X3 → Z → Y	0,249	0,296	0,545

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

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

$$Y = 0,057 X_1 + 0,128 X_2 + 0,249 X_3 + 0,549 Z + 0,580$$

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

$$Z = 0,057 X_1 + 0,128 X_2 + 0,249 X_3 + 0,548$$

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

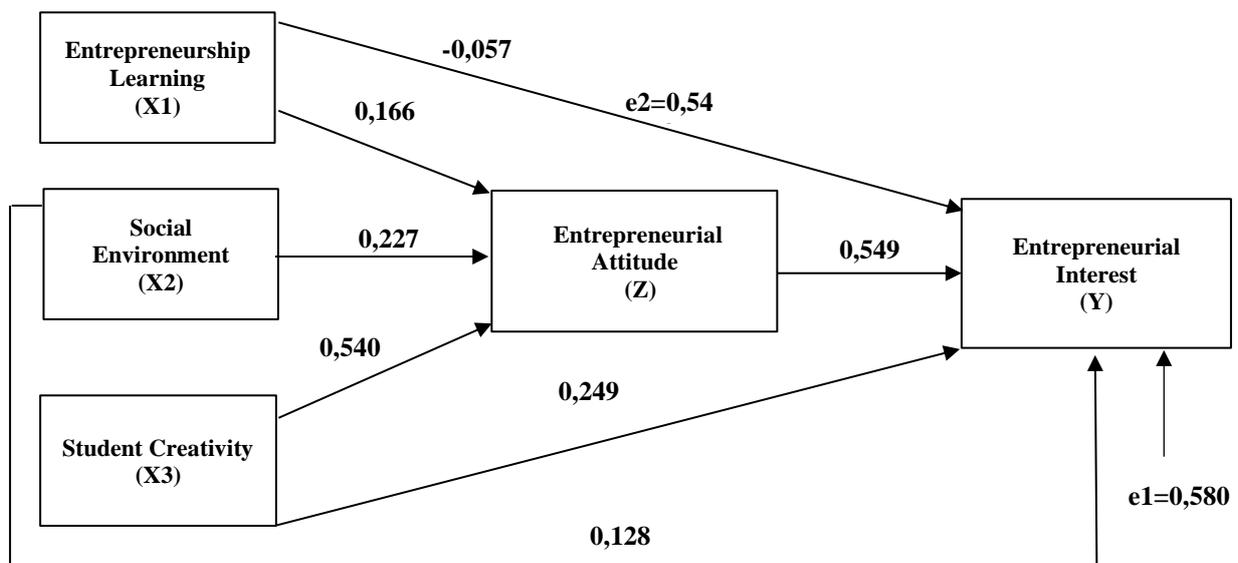


Figure 2. Path Analysis Results

Figure 2 above explains the standardized beta and the magnitude of the indirect and direct effects of each variable.

Coefficient of determination: $Rm^2 = 1 - Pe1^2 \times Pe2^2 \dots \dots \dots Pex^2$.

Interpretation of (Rm2) determination as follows:

$$Rm^2 = 1 - (0,580^2) (0,548^2) = 1 - 0,295 = 0,970$$

Based on the coefficient of determination above, it shows that the direct and indirect effects are 0.63 or 63%, in other words, the information contained in the data (63%) is explained by the model. While (37%) is explained by variables outside the model.

3.2. Discussion

3.2.1 The Influence of Entrepreneurship Learning on Entrepreneurial Interest Among Students of Universitas Syiah Kuala

The results of this study indicate that there is a positive and significant relationship between entrepreneurship learning and entrepreneurial interest among students of Universitas Syiah Kuala. This study supports previous research conducted by Alajebi (2018), which found that entrepreneurship learning has a significant impact on entrepreneurial interest. Additionally, the findings of this research are relevant and support the work done by Nurfadhila (2018), which states that, partially, the variable of entrepreneurship learning positively and significantly affects entrepreneurial interest and motivation.

3.2.2. The Influence of Entrepreneurship Learning on Entrepreneurial Attitude Among Students of Universitas Syiah Kuala

This research shows a positive and significant relationship between entrepreneurship learning and entrepreneurial attitude among students of Universitas Syiah Kuala. A person's self-belief is closely related to their self-awareness to act and behave according to their abilities (Saptono, 2016). Therefore, students who are confident in their knowledge and skills will be able to behave appropriately according to their capabilities.

The researcher found that students of Universitas Syiah Kuala have confidence in their skills in their respective fields, both in knowledge and skills, which reflects in their entrepreneurial attitudes by channeling creative ideas into the products they generate, thus yielding profits. This means that the higher the level of entrepreneurship learning, the more it influences students' entrepreneurial attitudes.

3.2.3. The Influence of Social Environment on Entrepreneurial Attitude Among Students of Universitas Syiah Kuala

The results indicate a positive and significant relationship between Subjective Norm and Entrepreneurial Attitude among students of the Faculty of Economics at Universitas Syiah Kuala. The social environment variable has a significant effect on the entrepreneurial attitude variable. This can be interpreted as the higher the influence of the social environment, the higher the entrepreneurial interest. The indicators of the social environment here consist of parents, relatives, friends, and university institutions (Widyatuti, 2020).

3.2.4. The Influence of Student Creativity on Entrepreneurial Attitude Among Students of Universitas Syiah Kuala

Empirical findings reveal a significant relationship between student creativity and entrepreneurial attitudes among students of Universitas Syiah Kuala. Research by Souitaris et al. (2015) indicates that creativity enhances entrepreneurial attitudes overall. Borasi & Finnigan (2017) report that identifying entrepreneurial attitudes and behaviors contributes to the success of entrepreneurship learning.

Creativity, in this context, refers to the ability of each student to develop ideas regarding their entrepreneurial capacity. The entrepreneurial attitude in this study refers to the attitudes and behaviors of students in entrepreneurship, whether they have self-belief and confidence to succeed in entrepreneurial endeavors, as well as their ability to seize opportunities, which is reflected through their attitudes.

3.2.5. The Influence of Student Creativity on Entrepreneurial Interest Among Students of Universitas Syiah Kuala

Empirical results show a significant relationship between student creativity and entrepreneurial interest among students of Universitas Syiah Kuala. The findings indicate that creativity and innovation are essential for business success. Hypothesis testing demonstrates a difference in creativity's influence on entrepreneurial interest, both partially and simultaneously. This is also supported by research conducted by Sumardhi (2018) titled "The Influence of Entrepreneurial Characteristics on the Success of Javanese and Chinese Ethnic Traders," which found that entrepreneurial characteristics have a significant impact on entrepreneurial interest.

3.2.6. The Influence of Social Environment on Entrepreneurial Interest Among Students of Universitas Syiah Kuala

Empirical results demonstrate a significant influence of the social environment on the entrepreneurial attitude of students at Universitas Syiah Kuala. These findings are relevant and support the research conducted by Selcuk and Burak (2019), which states that the environment influences entrepreneurial interest. Students from entrepreneurial family backgrounds tend to be

more interested in becoming entrepreneurs than those from non-entrepreneurial family backgrounds (Shofwan et al., 2023).

3.2.7. The Influence of Entrepreneurial Attitude on Entrepreneurial Interest Among Students of Universitas Syiah Kuala

Based on this research, empirically, entrepreneurial attitude has a positive and significant effect on entrepreneurial interest among students of Universitas Syiah Kuala. They have entrepreneurial interest because they possess self-confidence and courage in entrepreneurship (Simanihuruk, 2020).

3.2.8. The Influence of Entrepreneurship Learning on Entrepreneurial Interest Through Entrepreneurial Attitude Among Students of Universitas Syiah Kuala

According to the research findings, entrepreneurship learning has a positive and significant effect on entrepreneurial interest through entrepreneurial attitude among students of Universitas Syiah Kuala. In this case, students' confidence, both in terms of knowledge and competencies, leads them to have high entrepreneurial interest. Prior studies support that entrepreneurship learning influences entrepreneurial interest through attitude. This research corroborates previous findings by Fakhruddin (2021), which stated that there is a positive relationship between entrepreneurship learning and entrepreneurial interest through entrepreneurial attitude.

The researcher's findings regarding this variable indicate that students at Universitas Syiah Kuala have deficiencies in communication and decision-making skills, despite claiming competence in knowledge and leadership. Nevertheless, they have high entrepreneurial aspirations, requiring improvements in both areas. Communication skills are crucial as they relate to marketing strategies, both directly and via media. Meanwhile, decision-making skills are the end result of compiling data over a period for a business, thus students need to learn how to manage data while studying entrepreneurship, which will eventually become essential information for decision-making. Therefore, students' confidence should not only stem from the product itself but also consider other aspects.

3.2.9. The Influence of Social Environment on Entrepreneurial Interest Through Entrepreneurial Attitude Among Students of Universitas Syiah Kuala

The social environment and attitude are part of the Theory of Planned Behavior (TPB), discussing whether such behavior should be undertaken. According to Yousaf et al. (2015), attitude and subjective norms are significant predictors of intention. Based on the research results, empirical evidence supports that the social environment, through entrepreneurial attitude, influences the entrepreneurial interest of students at Universitas Syiah Kuala. This aligns with the study by Muhammad et al. (2015), which found that the social environment and entrepreneurial attitude significantly influence entrepreneurial interest.

3.2.10. The Influence of Student Creativity on Entrepreneurial Interest Through Entrepreneurial Attitude Among Students of Universitas Syiah Kuala

Student creativity is one of the variables of Personality Traits. The self-control or regulation of students shapes their entrepreneurial attitudes and influences their entrepreneurial interest. Entrepreneurial attitudes have been shown to contribute strongest to entrepreneurial interest, focusing now on personality traits. If student creativity is mediated by entrepreneurial attitude, it will significantly influence entrepreneurial interest. Success or failure in life depends on one's abilities, supported by entrepreneurial attitudes, meaning individuals will derive great satisfaction from being entrepreneurs, evidenced by their statement that they will do everything possible to start and run their own business.

Based on the research findings, empirically, student creativity, through entrepreneurial attitude, influences entrepreneurial interest among students of Universitas Syiah Kuala. This contrasts with the study by Anggia et al. (2018), which found that while student creativity significantly influences entrepreneurial attitude, it does not significantly influence entrepreneurial interest.

4. CONCLUSIONS AND SUGGESTION

Based on the results of the research and discussion, it can be concluded that both directly and indirectly, entrepreneurship learning, social environment, student creativity, and entrepreneurial attitudes significantly influence entrepreneurial interest among students at Universitas Syiah Kuala. Overall, the results of this study indicate a direct and indirect influence of 0.970 or 97%, which means that the information contained in the data is explained by 97% in this research model, while 3% is explained by variables outside of this model. This shows that the higher the levels of entrepreneurship learning, social environment, and student creativity, the more they will affect entrepreneurial attitudes as a mediating variable, shaping the entrepreneurial interest of students at Universitas Syiah Kuala.

Based on the findings of this study, the researcher provides several recommendations: first, this research can serve as a source of information or reference for educators or lecturers to guide and assist students in developing their entrepreneurial skills. Second, students are encouraged to deepen their skills related to business management so that they do not focus solely on the products produced, but can also engage in marketing activities and make decisions based on business evaluations with the aim of developing their businesses. Lastly, it is suggested that future researchers deepen and expand this research in terms of variables and the development of research methods.

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