

The Intervening Role of Entrepreneurial Motivation in the Link Between Innovation Education and Entrepreneurial Intentions

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ABSTRACT

Unemployment poses a significant challenge in Indonesia, exacerbated by the nation's high population growth rate, which intensifies competition in the job market. One of the most effective strategies to address this issue is to encourage entrepreneurship, thereby increasing the number of entrepreneurs who can create new job opportunities. This study aims to explore both the direct and indirect effects of innovation and entrepreneurship education on entrepreneurial intentions, with a particular focus on the mediating role of entrepreneurial motivation. The research utilizes a quantitative approach to examine how innovation and entrepreneurship education influence students' intentions to pursue entrepreneurial careers, and how entrepreneurial motivation serves as a crucial link in this relationship. The study's independent variables are innovation and entrepreneurship education, while entrepreneurial intention is the dependent variable, and entrepreneurial motivation acts as the intervening variable. The research was conducted among Vocational High School students, who represent a key demographic for fostering future entrepreneurs. The findings reveal that both innovation and entrepreneurship education have significant direct and indirect impacts on entrepreneurial intentions, mediated by entrepreneurial motivation. These results highlight the importance of enhancing entrepreneurial motivation as a pivotal factor in transforming educational and innovative inputs into concrete entrepreneurial outcomes. The study underscores the need for educational strategies that not only impart knowledge but also actively engage and motivate students to pursue entrepreneurship, thereby contributing to efforts to reduce unemployment through the creation of new enterprises.

Keywords: innovation, entrepreneurship education, entrepreneurial intention, entrepreneurial motivation

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1. INTRODUCTION

Indonesia is a country with a fairly high unemployment rate, this occurs due to the low quality of human resources. In addition, there are more graduates who choose to become civil servants (PNS) than choose to create a business or business and open jobs. This is because the interest and motivation to become an entrepreneur is low, the phenomenon of low interest and motivation of Indonesian youth for entrepreneurship is a serious thought for various parties, both the government, the world of education, the world of industry, and the community. Various efforts have been made to foster an entrepreneurial spirit, especially to change the mindset of young people who are only interested in becoming civil servants and as job seekers (Putri, 2017).

The Indonesian government recognizes the importance of entrepreneurship and has made entrepreneurship development one of the President's priorities. In the 2015 National Medium-Term Development Plan (RPJM), the government aims to create one million new entrepreneurs in the next five years. The number of Indonesian entrepreneurs currently only reaches 1.56% of the population, whereas according to World Bank standards the ideal number of entrepreneurs is 4% of the country's population. Thus, according to President Jokowi, Indonesia still needs 5.8 million new entrepreneurs to reach the ideal ratio. To accelerate this, the

Government of Indonesia is currently preparing a Draft Law (Bill) on National Entrepreneurship which is expected to support the development of entrepreneurship in Indonesia (Budi & Fensi, 2018).

The guidance of vocational students must be improved to meet the government's expectations, with the hope that vocational students are not only oriented to find jobs, but to create jobs or become entrepreneurs. Entrepreneurship is an effective way to overcome the imbalance between the labor force and available jobs. However, so far the intention of SMK students to become entrepreneurs is still low. This can be seen from the small number of SMK graduates who choose to become entrepreneurs, the majority choose to find and apply for jobs. Students' intention to become entrepreneurs is influenced by several factors, one of which is entrepreneurship education taught at school. Entrepreneurship education is provided in vocational schools, but the learning system is still dominated by theory in the classroom including in Championship High Schools. Practical learning in entrepreneurship education plays an important role (Wahyono et al., 2015).

According to Wahyono et al, (2015), that there is a balance between theory and practice provided, so that students are not easily bored with learning that only takes place in the classroom. Students can also experience firsthand how to pioneer or become an entrepreneur. Entrepreneurship education can shape students' attitudes and behaviors to become entrepreneurs. However, this needs to be studied further, especially if entrepreneurship learning that uses practice is more effective in increasing students' entrepreneurial intentions compared to entrepreneurship learning without practice. Furthermore, it is also necessary to study the effect of entrepreneurship education on student entrepreneurial intention based on the antecedent of intention, namely Theory of Planned Behavior.

The term innovation has always been interpreted differently by several experts. According to (Dama & Ogi, 2018), innovation in a broad concept is actually not only limited to products. Innovation can be in the form of ideas, ways or objects that are perceived by someone as something new. Innovation is also often used to refer to changes that are perceived as new by the experiencing community. By definition, Mustikowati & Tysari (2015) explain innovation as a concept that discusses the application of new ideas, products or processes. Therefore, students are expected to form new thoughts in dealing with the real world.

Entrepreneurship education in this study is defined as an educational program that is a source of entrepreneurial attitudes and overall interest in becoming a successful entrepreneur in the future. According to Aryaningtyas & Palupiningtyas (2017) and Dewi et al. (2019), in measuring entrepreneurship education variables based on the following indicators: 1). The entrepreneurship education program fosters the desire for entrepreneurship is when students are already students and take entrepreneurship courses at FEB, it is felt that the desire for entrepreneurship begins to grow. 2). Entrepreneurship education program adds knowledge and insight in the field of entrepreneurship is after taking entrepreneurship education students feel more knowledge in the field of entrepreneurship. 3). Entrepreneurship education programs raise awareness of business opportunities is after taking entrepreneurship education makes students aware of existing business opportunities (Agung & Made, 2016).

Entrepreneurship education is a lifelong education that takes place anywhere and anytime. Entrepreneurship education can be an agent of social change, in the World Economic Forum Switzerland, Peter F. Drucker draws the following conclusion. Most of what you hear about entrepreneurship is all wrong. It's not magic; it's not mysterious; and it has nothing to do with genes. It's a discipline and, like any discipline, it can be learned (Sultyowati et al., 2016).

Intention is needed as a first step in starting entrepreneurship (Agung & Made, 2016), entrepreneurial intention is a thought that encourages individuals to create a business. Intention is a certain desire for someone to do something or some action, it is the result of a conscious mind that directs one's behavior. According to Wijaya et al. (2015), entrepreneurial intention is defined

as the tendency of an individual's desire to take entrepreneurial action by creating new products through business opportunities and taking risks. Entrepreneurial activity is largely determined by the intention of the individual himself. People will not become entrepreneurs suddenly without a certain trigger.

Students' intention to become entrepreneurs is influenced by several factors, one of which is entrepreneurship education taught at school (Wahyono et al., 2015). Entrepreneurship education is provided in vocational schools, but the learning system is still dominated by theory in the classroom including in vocational schools. Practical learning in entrepreneurship education plays an important role. There must be a balance between the theory and practice provided, so that students are not easily bored with learning that only takes place in the classroom. Students can also experience firsthand how to pioneer or become an entrepreneur.

In general, motivation can be interpreted as the driving force or reason someone does something. Meanwhile, according to Budiman & Pangestu (2018) and Octavionica (2016), motivation is the desire contained in a person that stimulates him to take actions. Furthermore, he stated that the factors that influence motivation include: 1) Personal needs 2) The goals and perceptions of the person or group concerned 3) In what way these needs will be realized. Based on the above statement, it can be seen that motivation is a person's drive or desire to carry out a desire or effort in order to achieve the desired goal. In this study what is meant by motivation is the drive or desire of students to carry out the entrepreneurial process to achieve goals, the motivation is driven by intrinsic and extrinsic factors. For example, students start doing small businesses in the campus environment.

Entrepreneurial motivation is very important because it is the force that drives a person to do something to achieve goals (Strajhar et al., 2016). Motivation is an important personality variable. Attitudes and motivation have a reciprocal relationship and will show a tendency to behave to meet the achievement of need satisfaction. According to Sari et al. (2021), an entrepreneur must have strong motivation, if an entrepreneur has strong motivation, he will have a high entrepreneurial motive, typical characteristics of entrepreneurial motives such as having commitment and responsibility for work are indispensable in achieving success, tending to choose challenges, always being careful to see and take advantage of opportunities, hardworking, not giving up easily in facing challenges and problems, high enthusiasm to achieve and achieve goals. Each individual has different motivations in different situations. High motivation in a person to succeed in the field of entrepreneurship will give rise to an interest in entrepreneurship in a person, so that he will take action to achieve this goal.

2. METHOD

Research Model and Hypothesis

This study uses a quantitative approach with several variables that will be tested for influence with the results of data in the form of numbers. Quantitative research is research by testing objective theories by analyzing the relationship between variables (Creswell, 2013). This type of quantitative research always has descriptive questions about dependent and independent variables and questions about how the relationship between dependent and independent variables (Dwijayanti, 2017). Hypotheses are tested using Path Analysis. The following is the research design.

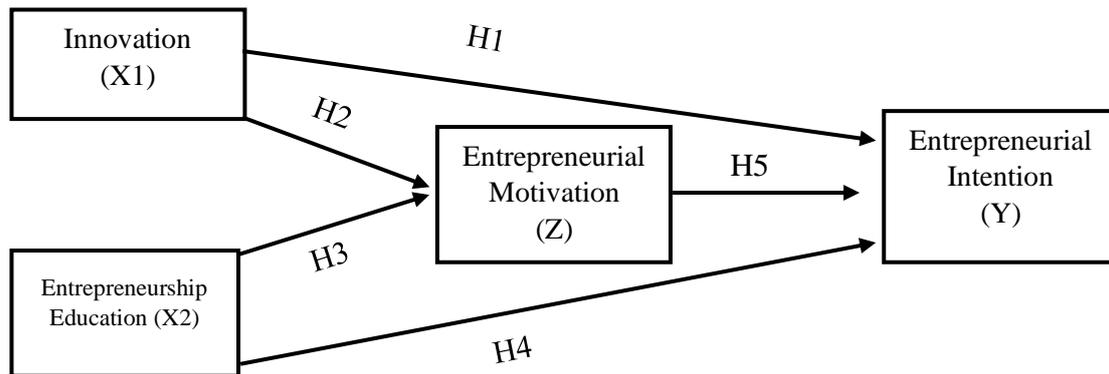


Figure 1: Research Design

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 Innovation (X1), Entrepreneurship Education (X2), Entrepreneurial Intention (Y) and Entrepreneurial Motivation (Z). While ekplanasi means looking for causal influence between research variables through hypotheses. The causal effect is the direct effect between Innovation (X1), Entrepreneurship education (X2) on entrepreneurial motivation Entrepreneurship (Z). As well as the indirect effect of Innovation (X1), entrepreneurship education (X2) on entrepreneurial intention (Y) through entrepreneurial motivation (Z) Vocational students. This research design is also based on COR theory and JD-R theory as well as relevant previous research. So that researchers can hypothesize direct and indirect effects in this study. More details can be seen through the following hypothesis summary table.

Table 1: Hypothesis Summary

Hipotesis	Keterangan
H1	Innovation has a positive and direct effect on entrepreneurial intention
H2	Innovation has a positive and direct effect on entrepreneurial motivation
H3	Entrepreneurship education has a positive and direct effect on entrepreneurship motivation.
H4	Entrepreneurship education has a positive and direct effect on entrepreneurial intention.
H5	Entrepreneurial motivation has a positive and direct effect on entrepreneurial intention.
H6	Innovation has a positive and indirect effect on entrepreneurial intention through entrepreneurial motivation.
H7	Entrepreneurship education has a positive and indirect effect on entrepreneurial intention through entrepreneurial motivation.

Based on table 1 above, this research has 7 hypotheses. The hypothesis will test the direct effect of innovation (X1) on entrepreneurial intention (Y), the direct effect of innovation (X1) on entrepreneurial motivation (Z), the direct effect of entrepreneurship education (X2) on entrepreneurial motivation (Z), entrepreneurship education (X2) on entrepreneurial intention (Y), direct effect of entrepreneurial motivation (Z) on entrepreneurial intention (Y), indirect effect of innovation (X1) on entrepreneurial intention (Y) through entrepreneurial motivation (Z), and indirect effect of entrepreneurship education (X2) on entrepreneurial intention (Y) through entrepreneurial motivation (Z).

Population and Sample

The population in this study were students from 9 vocational schools in Gowa district who were active with a total of 85 students. While the sampling technique uses the Proportional Random Sampling technique, which is calculated using Slovin with a sample size of 32 respondents or 53% of the total population.

Data Collection Data collection was carried out by determining the research subjects, namely vocational students using a questionnaire. The questionnaire used is a closed questionnaire using digital media or often called google form while the scale used is a Likert scale. Scoring uses a Likert scale with 5 alternative answers, namely: Strongly Disagree: 1, Disagree: 2, Moderately Agree: 3, Agree: 4, and Strongly Agree: 5. Furthermore, the data were analyzed using the Statistical Package for The Social Science application or what is now better known as Statistical Product And Service Solutions (SPSS) version 20. The data analysis used in this study consists of descriptive statistical data analysis, classical assumption tests, and Path analysis.

3. RESULTS AND DISCUSSION

Hypothesis Testing

Hypothesis testing is used to test the effect 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 hypothesis testing of direct and indirect effects can be seen through the following table:

Table 2: Indirect Hypothesis Testing Results

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.895 ^a	.800	.779	2.99895
a. Predictors: (Constant), Entrepreneurial Intention, Entrepreneurship Education, Innovation				

Coefficients ^a						
	B	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
			Std. Error	Beta		
1	(Constant)	-2.195	4.229		-.519	.608
	Inovasi	.315	.130	.304	2.415	.023
	Pendidikan Kewirausahaan	.860	.215	.447	4.004	.000
	Niat Berwirausaha	.441	.203	.276	2.168	.039
a. Dependent Variable: Entrepreneurial Motivation						

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

$$e1 = 1 - R^2 = \sqrt{1 - 0,800} = 0,447$$

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

$$Y = 0,304 X_1 + 0,447 X_2 + 0,276 Z + 0,447$$

The coefficient of determination of 0.447 shows the direct effect of entrepreneurship education, creativity and self-efficacy on variable Y entrepreneurial interest of 44.7% while 55.3% is influenced by other variables outside the model or this study.

Table 3: Direct Hypothesis Testing Results

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.747 ^a	.558	.528	2.74025
a. Predictors: (Constant), Entrepreneurship Education, Innovation				

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	8.508	3.527		2.412	.022
	Inovasi	.351	.100	.542	3.515	.001
	Pendidikan Kewirausahaan	.342	.186	.284	1.839	.076
a. Dependent Variable: Entrepreneurial Intention						

As for obtaining the effect of error (e₂), the formula is used:

$$e_2 = 1 - R^2 = \sqrt{1 - 0,558} = 0,664$$

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

$$Z = 0,542 X_1 + 0,284 X_2 + 0,664$$

The coefficient of determination of 0.664 shows the direct effect of entrepreneurship education and creativity on the variable Z self-efficacy of 66.4% while 33.6% is influenced by other variables outside the model or this study.

Entrepreneurship education has a positive and significant effect on entrepreneurial interest through self-efficacy variables.

Indirect effects: = $X_1 \rightarrow Z \rightarrow Y$

$$= \beta_3 \times \beta_5$$

$$= 0,542 \times 0,276$$

$$= 0,149$$

Creativity has a positive and significant effect on entrepreneurial interest variables through self-efficacy variables.

Indirect effects: = $X_2 \rightarrow Z \rightarrow Y$

$$= \beta_4 \times \beta_5$$

$$= 0,284 \times 0,276$$

$$= 0,078$$

H1: The effect of innovation on entrepreneurial intention has a significance value of 0.023 < 0.05 and a Beta value of 0.304. Based on these results it can be concluded that H1 is accepted.

H2: The effect of innovation on entrepreneurial motivation has a significance value of 0.001 < 0.05 and a Beta value of 0.542. Based on these results it can be concluded that H2 is accepted.

H3: The effect of entrepreneurship education on entrepreneurial intention has a significance value of 0.000 < 0.05 and a Beta value of 0.487. Based on these results it can be concluded that H3 is accepted.

H4: The effect of entrepreneurship education on entrepreneurial motivation, has a significance value of $0.076 < 0.05$ and a Beta value of 0.284. Based on these results it can be concluded that H4 is accepted.

H5: The effect of entrepreneurial motivation on entrepreneurial intention, has a significance value of $0.039 > 0.05$ and a Beta value of 0.276. Based on these results it can be concluded that H7 is accepted.

H6: The effect of entrepreneurship education on entrepreneurial interest through self-efficacy has a Beta value of 0.453. Based on these results it can be concluded that H8 is accepted.

H7: The effect of creativity on entrepreneurial interest through self-efficacy has a Beta value of 0.525. Based on these results, it can be concluded that H9 is accepted.

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

Pengaruh Antar Variabel	Effect		Total
	Direct	Indirect	
Effect X1 → Y	0,304	-	0,304
Effect X2 → Y	0,447	-	0,447
Effect X1 → Z	0,542	-	0,542
Effect X2 → Z	0,284	-	0,284
Effect Z → Y	0,276	-	0,276
Effect X1 → Z → Y	0,304	0,149	0,453
Effect X2 → Z → Y	0,447	0,078	0,525

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

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

$$Y = 0,304 X_1 + 0,447 X_2 + 0,276 Z + 0,447$$

$$Z + 0,447 Z = \beta_3 X_1 + \beta_4 X_2 + e_2$$

$$Z = 0,542 X_1 + 0,284 X_2 + 0,664$$

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

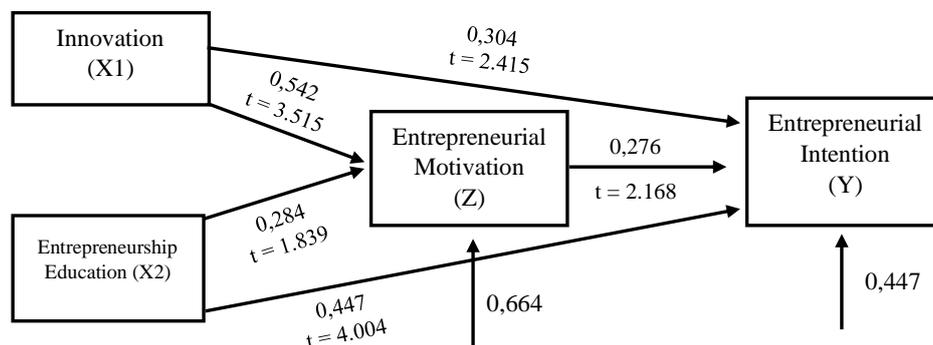


Figure 2: Path Analysis Results Model

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

Coefficient of determination: $R = 1 - P e 12 * P e 22 \dots\dots\dots P e x2$.

Interpretation (Rm2) determination as follows:

$$R m2 = 1 - (0,4472) (0,6642) = 1 - 0,088 = 0,912$$

Based on the coefficient of determination above, it shows that the direct and indirect effects are 0.912 or 91.2%, in other words, the information contained in the data (91.2%) is explained by the model. While (8.8%) is explained by variables outside the model.

Discussion

The Effect of Innovation on Entrepreneurial Intention in Vocational Students

The results of this study state that there is a positive and significant relationship between innovation and entrepreneurial intention in vocational students. Someone who has high innovation will have high entrepreneurial intentions as well. This means that the higher a person's level of innovation, the higher his entrepreneurial intention. In this case, the innovation of vocational students in knowledge can make them have high entrepreneurial intentions.

The researcher's findings on this variable relationship are in line with research conducted by Azwar (2013), namely, in addition to having high knowledge about innovation, they also have the ability to realize their entrepreneurial intentions well. This cannot be separated from innovation which can be the basis for entrepreneurial intention. Therefore, they should not hesitate to choose a career as an entrepreneur because they already have a good knowledge base of entrepreneurship education.

The Effect of Innovation on Entrepreneurship Motivation in Vocational Students

The results of this study state that there is a positive and significant relationship between innovation and entrepreneurial motivation in vocational students. A person's entrepreneurial education is closely related to one's belief or confidence (Motivation) to master the situation and produce something profitable. Therefore, students who have knowledge of innovation will have confidence and confidence in behaving or acting correctly and appropriately.

The researcher's findings on this variable relationship are in line with research conducted by Yunal (2013) on analyzing the influence of motivation and product innovation which has a positive and significant relationship. Vocational students have innovation in their beliefs and beliefs in their field so that it is reflected in their entrepreneurial intentions by pouring motivational ideas into the products they produce in order to make a profit. This can be interpreted that the higher a person's entrepreneurship education, it will affect their trust and confidence.

The Effect of Entrepreneurship Education on Entrepreneurial Motivation in Vocational Students

The results of this study state that there is a positive and significant relationship between entrepreneurship education and entrepreneurial motivation in vocational students. With a high level of entrepreneurship education, it will form a person's confidence and self-confidence to be maximized. This indicates that, when increasing entrepreneurial intention, entrepreneurship education and entrepreneurial motivation must be considered because both variables will increase entrepreneurial intention.

The findings of researchers on this variable relationship are in line with research conducted by Nurikasari et al. (2016) that there is a positive and significant influence between entrepreneurship education and entrepreneurial motivation. Vocational students in developing entrepreneurship education are influenced by entrepreneurial motivation or self-confidence in taking action in the form of entrepreneurship to make a profit. This can be interpreted that the higher a person's entrepreneurship education, the higher their confidence and motivation to become entrepreneurs.

The Effect of Entrepreneurship Education on Entrepreneurial Intention in Vocational Students

The results of this study state that there is a positive and significant relationship between creativity and intention in Vocational Students. one of the reasons an entrepreneur can be successful is entrepreneurship education and his ability to see opportunities and develop entrepreneurial intentions.

The findings of researchers on this variable relationship are in accordance with research conducted by Effendy et al. (2021), namely, students in developing entrepreneurship education are influenced by the intention to take action in the form of entrepreneurship to make a profit. Entrepreneurship education in this case is a person's ability to create innovative business ideas and then develop them into business opportunities in order to make a profit. Meanwhile, entrepreneurial intention in this study is the desire and willingness of students to create or develop creativity to become entrepreneurs. This can be interpreted that the higher a person's entrepreneurship education, the higher his entrepreneurial intention will be.

The Effect of Entrepreneurial Motivation on Entrepreneurial Intention in Vocational Students

Based on this research, empirically motivation has a positive and significant influence on entrepreneurial intentions in vocational students. Basically, economic conditions and competitive conditions that occur can affect a person's confidence and self-confidence to determine the high and low interest or intention of a person in entrepreneurship. The main factor in shaping one's intention is the attitude that a person shows as a form of interest.

The findings of researchers on this variable relationship are in line with research conducted by Amadea & Riana (2020) where there is a positive and significant relationship between entrepreneurial motivation and entrepreneurial intention. Vocational students in developing entrepreneurial intentions are influenced by motivation or self-confidence in taking action in the form of entrepreneurship to make a profit. This can be interpreted that the higher a person's sense of trust and self-confidence, the higher the entrepreneurial intention they have.

The Effect of Innovation on Entrepreneurial Intention through Entrepreneurial Motivation in Vocational Students

Based on the results of the study, empirically, innovation has a positive and significant effect on entrepreneurial intention through motivation in vocational students. In this case, student innovation in knowledge and skills can make them have high entrepreneurial intentions and through motivation or belief in themselves (Farida & Nurkhin, 2016).

The researcher's findings on this variable relationship are that SMK students have shortcomings in managing information and technology, while they say they are competent in innovation. Even so, they still have a high entrepreneurial desire, so they need to improve both aspects. The information aspect is very important to master because it is related to marketing strategies and sales information. Meanwhile, technology is important to master because it is also related to information and marketing either through electronic media or other technologies such as the use of social media. Therefore, students' entrepreneurial intentions and innovations are not only looking for products but also need to pay attention to other aspects as described above.

The Effect of Entrepreneurship Education on Entrepreneurial Intention through Entrepreneurial Motivation in Vocational Students

Based on the research results, empirically entrepreneurship education has a positive and significant influence on entrepreneurial intentions through the motivation of vocational students. In this case, students' entrepreneurship education is able to make them have high entrepreneurial intentions (Saputri et al., 2016) and of course it is supported by motivation or belief in oneself (Oei et al., 2022). Entrepreneurship education and entrepreneurial intention are very important behaviors for everyone who wants to be successful in developing their business.

The researcher's findings on this variable relationship are that vocational students have the strength to increase entrepreneurial intentions with high entrepreneurship education and also a strong sense of belief or motivation. The existence of entrepreneurship education is able to encourage students to have self-motivation in developing entrepreneurial intentions. Meanwhile, motivation is able to encourage vocational students to always be confident and confident in the results of entrepreneurship education carried out. So, it can be said that entrepreneurship

education and entrepreneurial motivation really help high school students in developing ideas and innovations as well as their entrepreneurial intentions and of course this has a good influence.

4. CONCLUSIONS AND SUGGESTIONS

Based on the results of the research and discussion above, it can be concluded that directly and indirectly innovation, entrepreneurship education, entrepreneurial intention, and motivation have a significant effect on entrepreneurial intention in vocational students. Overall, the results of the above research show a direct and indirect effect of 0.912 or 91.2%, which means that the information contained in the data is 91.2% explained in this research model. While (8.8%) is explained by variables outside the model or this study. This shows that the higher the innovation and entrepreneurship education of a vocational student, it will affect entrepreneurial motivation as an intermediate variable and become a shaper of entrepreneurial intention of vocational students.

Based on the results of the above research, the researcher provides suggestions, namely that the research can be a source of information or reference for teaching staff or teachers to later direct and teach Smk students related to the development of student skills in entrepreneurship. Smk students are expected to deepen their entrepreneurial knowledge and skills and learn about business so that they are not only focused on general education, but also must have entrepreneurial intentions and not only focus on one aspect but also to develop innovative business ideas and entrepreneurial intentions. Finally, for future researchers to try to deepen and expand this research both in terms of variables and the development of research methods.

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