

The Impact of Entrepreneurship Education and Motivation on Entrepreneurial Intentions: Creativity as a Mediating Factor

Satria Lintang Rachmadana*¹, Salim Diarra²

¹Universitas Pendidikan Muhammadiyah Sorong, Indonesia

²Institut of Management and Language Applied to Business, Mali

*Corresponding e-mail: satrialintang@unimudasorong.ac.id¹

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ABSTRACT

This study explores the impact of entrepreneurship education and motivation on students' entrepreneurial intentions, with creativity serving as a mediating factor. The research adopts a quantitative approach, focusing on how these elements influence entrepreneurial interest among students in an entrepreneurship study program. The findings indicate that both entrepreneurship education and motivation have a direct and significant impact on students' entrepreneurial intentions. However, the study also reveals that while entrepreneurship education and motivation are crucial, their effect on creativity does not show a significant direct influence. Nonetheless, creativity does play an important indirect role, mediating the relationship between entrepreneurship education, motivation, and entrepreneurial interest. These insights can be valuable for educators and lecturers, highlighting the need to guide and inspire students not only in gaining knowledge but also in fostering a genuine interest in business management. This approach ensures that students are equipped with the necessary skills and motivation to pursue and develop their own business ventures, thereby enhancing their entrepreneurial potential.

Keywords: entrepreneurial learning, motivation, entrepreneurial interest, creativity

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1. INTRODUCTION

Entrepreneurship learning in higher education has a strategic role in building students' knowledge and skills foundation. On the other hand, motivation is an internal factor that encourages students to develop interest and desire for entrepreneurship. The combination of effective entrepreneurship learning, and strong motivation can generate creativity that forms a solid foundation for entrepreneurship study program students to pursue careers as entrepreneurs. According to (Wardhani & Rachmawati, 2019), entrepreneurship learning is an effort deliberately made by an educator to teach students about entrepreneurship, so that they know entrepreneurial tips well, so as to increase the competence of knowledge and skills needed to create a business opportunity.

One of the factors that influence the emergence of entrepreneurial interest is entrepreneurial motivation. According to Adinata (2015), motivation is something that can influence or encourage someone who is energy in a person to achieve the expected goals, in the context of entrepreneurship, motivation can be said to be the overall driving force within an entrepreneur that gives rise to entrepreneurial activities that ensure the continuity of entrepreneurial activities and that give direction to these entrepreneurial activities so that the desired goals can be achieved. Motivation also serves to fulfill entrepreneurial interests.

Although motivation has been given but in reality it is less able to provide encouragement to students to be interested in entrepreneurship due to very low motivation in students, the low motivation of students can be seen from the results of research that has been done on

entrepreneurship study program students that out of 100 people who have participated in filling out the researcher's questionnaire there are only 11% of students who have their own business, this indicates that lack of motivation can lead to lack of interest in entrepreneurship. Whereas to become an entrepreneur requires, among others, an attitude of independence, and the desire to always produce the best.

According to Wijayangka et al. (2018) Entrepreneurial interest is a concentration of attention on entrepreneurship because of a sense of like and accompanied by a desire to learn, know and prove more about entrepreneurship. With the interest that exists in students, students will be encouraged to study knowledge related to entrepreneurship more seriously. Entrepreneurship is a dynamic process for creating additional prosperity. This additional prosperity is created by entrepreneurial individuals who take risks, spend time, and provide various products and services Entrepreneurship can be generated from learning by doing, also from the spirit of taking risks without fear, not through special entrepreneurship or management education. Entrepreneurship is one of the supporters that determine the back and forth of the economy, because the entrepreneurial field has the freedom to work and be independent (Amiruddin, 2021). If someone has the will and desire and is ready for entrepreneurship, it means that someone is able to create their own jobs and does not need to rely on other people or other companies to get a job anymore.

In entrepreneurship, a person's creativity is also very important in entrepreneurship, because in business activities it is very necessary for people who are creative and able to respond to changes quickly. According to (Fajar et al., 2020) creativity is an important source in creating competitiveness for all organizations that care about growth and change. Factors that influence student creativity include a climate and atmosphere that supports creative thinking, such as: Ideas and solutions to problems that provide openness, time to reflect and develop ideas and creative thinking, a sense of security and freedom to think and research, and students should participate, contribute, and support decision making. supportive atmosphere that gives you the opportunity to come up with new ideas.

Students must learn a lot of knowledge and experience in the business world in order to create competent entrepreneurs who are able to improve the country's economy in the future (Sari et al., 2022). This must be trained and built first on the basis of entrepreneurship. Plus, creativity is needed. Entrepreneurial creativity is a person's ability to express ideas through creative thinking and produce something that requires concentration, attention, willingness, hard work, and perseverance. According to Abu, et al. (2023) Apart from creativity, innovation is also a requirement for entrepreneurship. Through innovation, entrepreneurs create new productive resources or manage existing resources with increased potential value to create something that does not yet exist.

According to Abu, et al. (2023) "the success of an entrepreneur cannot be separated from creativity and innovation. This innovation will not appear without high creativity ". So, it can be concluded that creativity has an influence on entrepreneurial interest. If the level of creativity is high, then the entrepreneurial intention of students will also be higher. In accordance with the theory that entrepreneurship is closely related to creativity, entrepreneurs are always required to produce new and useful ideas to survive in competition and produce something new. Creativity is an important source of strength to face competition which is the result of very passive change. Creativity is also an important aspect in the business world, not only for seniors but also newcomers who are starting out in the business world (Karyaningsih & Wibowo, 2017). Besides creativity, another thing that is needed in entrepreneurship is innovation. With innovation, entrepreneurs create either new production resources or manage existing resources with increased potential value to create something that does not exist into existence. (Sari, et al., 2020)

Through this research, we aim to explore the effect of entrepreneurship learning and motivation on entrepreneurial interest through student creativity. By understanding how these factors interact with each other, it is expected to provide new insights for educational institutions

and policy makers to improve learning and motivation approaches in the academic environment. In addition, this research is also expected to contribute to the development of entrepreneurship learning strategies that can stimulate student creativity, generate entrepreneurial interest, and produce graduates who are ready to compete in the competitive business world. Based on what has been described above, this is one of the encouragements for researchers to raise research with the title Effect of Entrepreneurship Learning (X1) and Motivation (X2) on Entrepreneurial Interest (Y) through Creativity (Z) in Entrepreneurship Study Program Students.

2. METHOD

2.1. Research Model and Hypothesis

This research uses a quantitative approach with several variables and the impact is tested using data results in the form of numbers (Arnata, 2015). Quantitative research is research that tests objective theories by analyzing the relationship between variables (Creswell, 2018). This type of quantitative research always contains descriptive questions about dependent and independent variables, as well as questions about the relationship between dependent and independent variables (Abu, et al., 2023). The paradigm used in this study is adjusted to the objectives of the research conducted, namely, to determine the effect of entrepreneurship learning and motivation on entrepreneurial interest through student creativity. Below is the research design.

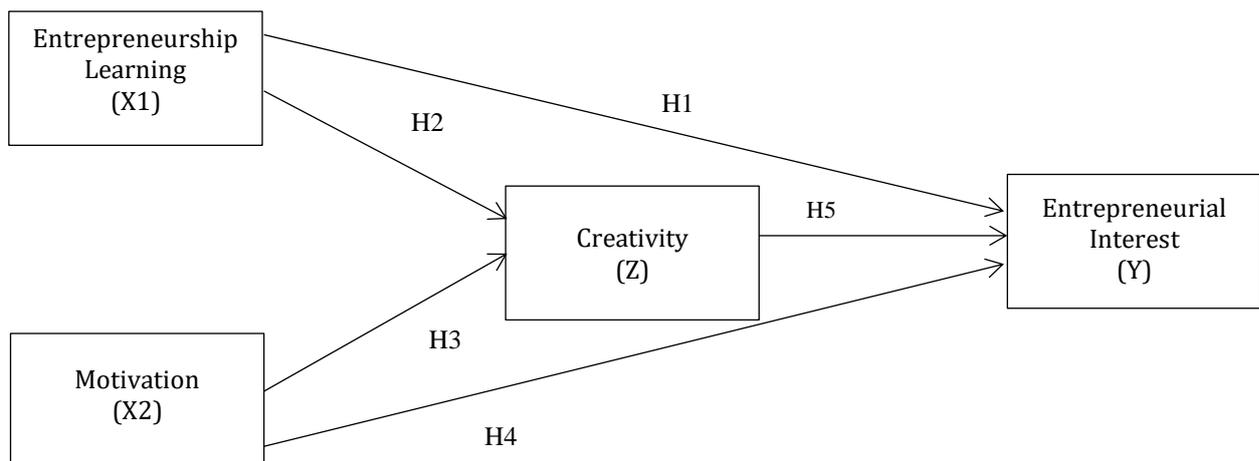


Figure 1. Research Design

Based on Figure 1 above, this research is a descriptive explanatory study which means describing the influence between the variables studied. Descriptive means explaining and analyzing research variables, namely entrepreneurship learning variables (X1), Motivation (X2), Entrepreneurial Interest (Y) and Creativity (Z). While explaining means looking for causal influence between research variables through hypotheses. The causal effect is the direct effect between entrepreneurship learning (X1), Motivation (X2) to Creativity (Z). As well as the direct effect of entrepreneurship learning (X1), Motivation (X2) on entrepreneurial interest (Y) through creativity (Z) of all active students of the entrepreneurship study program.

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.

Table1. Hypothesis Summary

Hypothesis	Description
H1	Directly there is a positive effect of entrepreneurship learning on entrepreneurial interest
H2	There is a direct positive effect of entrepreneurship learning on creativity
H3	There is a direct positive effect of motivation on creativity
H4	There is a direct positive effect of motivation on entrepreneurial interest
H5	Directly there is a positive influence of Creativity on entrepreneurial interest
H6	Indirectly there is a positive effect of entrepreneurship learning on entrepreneurial interest through creativity
H7	There is no direct positive effect of motivation on interest in entrepreneurship through creativity

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

2.2. Population and Sample

The population in this study were all active students of the entrepreneurship study program totaling 427 and had taken and declared to have undergone Entrepreneurship Courses. While the sampling technique uses Proportional Random Sampling technique, which is calculated using Slovin with a sample size of 100 respondents or 23% of the total population, the number of samples used is taken from the Slovin formula as follows.

$$n = \frac{N}{1 + Ne^2}$$

$$n = \frac{427}{1 + 427(0,089)^2}$$

$$n = 142,523$$

Description:

n = Total sample
N = Total population
e = error rate of 8.9% or 0.089

2.3. Data Collection

Data collection was carried out by determining the research subject, namely all active students of the entrepreneurship study program 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, Agree enough: 3, Agree: 4, and Strongly Agree: 5. Furthermore, the data was analyzed using the Statistical Package for The Social Science application or what is now better known as Statistical Product And Service Solutions (SPSS) Version 24. The data analysis used in this study consists of descriptive statistical data 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 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	.779 ^a	.607	.595	1.565

a. Predictors: (Constant), Entrepreneurial Interest, Entrepreneurship Learning, Motivation

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	5.295	1.385		3.822	.000
Entrepreneurship Learning	.098	.075	.100	1.294	.199
Motivation	.129	.100	.130	1.289	.201
Entrepreneurial Interest	.446	.073	.617	6.094	.000

a. Dependent Variable: Creativity

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

$$e1 = \sqrt{1 - R^2} = \sqrt{1 - 0,607} = 0,626$$

$$Z = \beta_3 X_1 + \beta_4 X_2 + e_1$$

$$Z = 0,100 X_1 + 0,130 X_2 + 0,617 Y + 0,626$$

The coefficient of determination of 0.626 shows the direct effect of entrepreneurship learning, motivation and interest in entrepreneurship on the Creativity Z variable by 62.6%% while 37.4% is influenced by other variables outside the model or this study.

Table 3. Direct Hypothesis Testing Results

Model Summary		
R Square	Adjusted R Square	Std. Error of the Estimate
.601	.592	2.171

a. Predictors: (Constant), Motivation, Entrepreneurship learning

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	4.078	1.876		2.174	.032

Entrepreneurship Learning	.242	.102	.179	2.379	.019
Motivation	.917	.103	.667	8.874	.000

a. Dependent Variable: Entrepreneurial Interest

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

$$e2 = \sqrt{1 - R^2} = \sqrt{1 - 0,601} = 0,631$$

$$Y = \beta_1 X_1 + \beta_2 X_2 + e_2$$

$$Y = 0,179 X_1 + 0,667 X_2 + 0,631$$

The coefficient of determination of 0.631 shows the direct influence of entrepreneurship learning and motivation on variable Y entrepreneurial interest by 63.1%% while 36.9% is influenced by other variables outside the model or this study.

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

$$\begin{aligned} \text{Indirect influence} &= X_1 \rightarrow Z \rightarrow Y \\ &= \beta_3 \times \beta_5 \\ &= 0,179 \times 0,617 \\ &= 0,110 \end{aligned}$$

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

$$\begin{aligned} \text{Indirect influence} &= X_2 \rightarrow Z \rightarrow Y \\ &= \beta_4 \times \beta_5 \\ &= 0,667 \times 0,617 \\ &= 0,441 \end{aligned}$$

H1: The effect of entrepreneurship learning on entrepreneurial interest has a significance value of 0.019 < 0.05 and a Beta value of 0.179. Based on these results it can be concluded that H1 is accepted.

H2: The effect of entrepreneurship learning on entrepreneurial interest has a significance value of 0.019 < 0.05 and a Beta value of 0.179. Based on these results it can be concluded that H1 is accepted.

H3: The effect of Motivation on Creativity has a significant value of 0.201 > 0.05 and a Beta value of 0.130. Based on these results, it can be concluded that H3 is rejected.

H4: The effect of Motivation on entrepreneurial interest, has a significance value of 0.000 < 0.05 and a Beta value of 0.667. Based on these results it can be concluded that H4 is accepted.

H5: The effect of Creativity on Entrepreneurial Interest has a significance value of 0.000 < 0.05 and a Beta value of 0.617. Based on these results it can be concluded that H5 is accepted.

H6: The effect of entrepreneurship learning on entrepreneurial interest through creativity has a Beta value of 0.309. Based on these results it can be concluded that H6 is accepted.

$$0,179 \times 0,617 = 0,110$$

$$0,179 + 0,110 = 0,309$$

H7: The effect of Motivation on entrepreneurial interest through Creativity has a Beta value of 0.441. Based on these results it can be concluded that H7 is accepted.

$$0,667 \times 0,617 = 0,441$$

$$0,000 + 0,441 = 0,441$$

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	0,179	-	0,179
Influence X1 → Z	0,100	-	0,100
Influence X2 → Z	0,130	-	0,130
Influence X2 → Y	0,667	-	0,667
Influence Z → Y	0,617	-	0,617
Influence X1 → Y → Z	0,179	0,309	0,488
Influence X2 → Y → Z	0,100	0,441	0,541

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

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

$$Y = 0,179 X_1 + 0,667 X_2 + 0,617 Z + 0,631$$

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

$$Z = 0,100 X_1 + 0,130 X_2 + 0,627$$

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

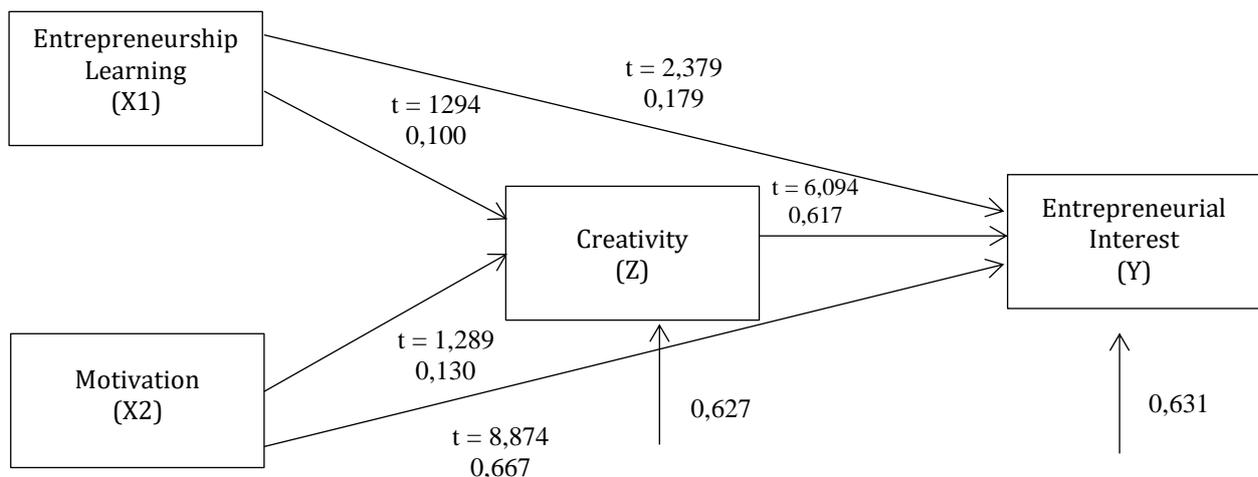


Figure 2. Path Analysis Results

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

Coefficient of determination: $Rm^2 = 1 - Pe1^2 \times Pe2^2 \dots \dots \dots Pex2$.

Interpretation of (Rm2) determination as follows:

$$Rm^2 = 1 - (0,631^2) (0,627^2) = 1 - 0,370 = 0,63$$

$$0,398 \times 0,393 = 0,370$$

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 Effect of Entrepreneurship Learning on Entrepreneurial Interest

The results of this study state that there is a positive and significant relationship between entrepreneurship learning and entrepreneurial interest in entrepreneurship study program students. According to Wardhani & Rachmawati (2019) that entrepreneurship learning is an effort so that students can increase their knowledge and skills to create a business opportunity. This means that the more we learn entrepreneurship, the more our knowledge will be and our skills can provide opportunities for entrepreneurship. In this case, student entrepreneurship learning in knowledge can make us have a high interest in entrepreneurship.

The results of this study are not in line with the results of research conducted by (Dewi & Subroto, 2020) that entrepreneurship learning has no effect on student entrepreneurial interest because after statistical data analysis is not proven and rejected. According to him, the high and low interest in student entrepreneurship cannot be explained well by entrepreneurship learning, while the results of research conducted (Wardhani & Rachmawati, 2019) that entrepreneurship learning has a significant effect on entrepreneurial interest in economic education study program students in 2017 and 2016 IKIP PGRI Jember. The effect of entrepreneurship learning on student entrepreneurial interest indicates that students understand the entrepreneurship material provided by entrepreneurship course lecturers well.

3.2.2. The Effect of Entrepreneurship Learning on Creativity

The results of this study state that there is no positive and significant relationship between entrepreneurship learning and creativity in entrepreneurship study program students. According to (Fajar et al., 2020) creativity is an important source in creating competitiveness for all organizations that care about growth and change. Meanwhile, entrepreneurial creativity can never develop when there is no accompanying knowledge. Because entrepreneurial knowledge is the human ability to remember, learn and apply information in the brain, so that the brain can encourage the body to carry out entrepreneurial activities.

The results of this study are not in line with the results of research conducted by Rahmatullah (2021) that entrepreneurship learning affects student creativity. The main objective of entrepreneurship learning in principle is to produce creative entrepreneurs in the sense of individuals who have high creativity in carrying out their lives so it can be concluded that entrepreneurship learning affects student creativity because the purpose of entrepreneurship learning is to form individuals who have high creativity. So that in entrepreneurship learning will require students to be better able to develop new ideas and products that are not common with others.

3.2.3. The Effect of Motivation on Creativity

The results of this study state that there is no positive and significant relationship between motivation and creativity in entrepreneurship study program students. According to (Wardani & Dewi, 2021) motivation is an urge to work hard in order to get many things such as profit, personal freedom, personal dreams, and independence while creativity is the ability to present ideas or ideas in solving problems when facing opportunities.

According to the researchers, motivation actually plays an important role in increasing the creativity of entrepreneurship students. High levels of motivation can trigger enthusiasm to explore new ideas, overcome challenges, and find innovative solutions. Motivation can also strengthen students' engagement in the learning process, so they are more likely to think creatively and develop their entrepreneurial potential.

3.2.4. The Effect of Motivation on Entrepreneurial Interest

The results of this study state that there is a positive and significant relationship between motivation and entrepreneurial interest in entrepreneurship study program students. Research conducted by Tasidjawa et al. (2021) that motivation is something that can influence or encourage someone who is energy in a person to achieve the expected goals, then motivation can be said to be the overall driving force within an entrepreneur that gives rise to entrepreneurial activities that ensure the continuity of entrepreneurial activities and that give direction to these entrepreneurial activities so that the desired goals can be achieved. Motivation also serves to fulfill entrepreneurial interests.

The results of this study are in line with the results of research conducted by (Junus et al., 2023) that the motivation variable has a significant effect on entrepreneurial interest. This means that the growth of entrepreneurial interest is influenced by motivation. Students have various things that can motivate them to choose a career in entrepreneurship, especially Gorontalo State University students who have an interest in entrepreneurship.

3.2.5. The Effect of Creativity on Entrepreneurial Interest

The results of this study state that there is a positive and significant relationship between creativity and entrepreneurial interest in entrepreneurship study program students. According to (Tasidjawa et al., 2021) entrepreneurial creativity is seen as very important because business activities really need creative people and are quick to respond to any changes. This means that creative people are able to overcome every problem faced in entrepreneurship without depending on other people. Creativity can also increase students' interest in entrepreneurship.

The results of this study are not in line with the results of research conducted by (Isma, et al, 2023) that creativity does not have a significant effect on entrepreneurial interest in students of the ad-darean Islamic boarding school in Makassar. While the results of research conducted by Abu, et al. (2023) that creativity has a significant effect on student entrepreneurial interest. The researcher's findings on this variable relationship variable are entrepreneurship students of class 2022, Makassar state university in developing creativity is influenced by an interest in taking action in the form of entrepreneurship to make a profit.

3.2.6. The Effect of Entrepreneurship Learning on Entrepreneurial Interest Through Creativity

The results of this study state that there is a positive and significant relationship between entrepreneurship learning and entrepreneurial interest through creativity in entrepreneurship study program students. Entrepreneurship learning can increase students' entrepreneurial interest by stimulating their creativity, thus creating a positive relationship between learning, creativity, and entrepreneurial interest. According to researchers, entrepreneurship learning can stimulate students' creativity and then this creativity can be a driver of entrepreneurial interest, because students can apply their innovative ideas in a business context and motivate themselves to run their own business.

This research is in line with research conducted by (Rahmatullah, 2021) that entrepreneurship learning significantly affects student creativity because the purpose of entrepreneurship learning is to form individuals who have high creativity, this research is also in line with research conducted by (Tasidjawa et al., 2021) that creativity has a significant effect on entrepreneurial interest, and according to (Amiruddin, 2021) the results of his research that entrepreneurship learning has a positive and significant effect on entrepreneurial interest, so it can be concluded that this research is in line with the research described above.

3.2.7. Pengaruh Motivasi Terhadap Minat Berwirausaha Melalui Kreativitas

The results of this study state that there is a positive and significant relationship between motivation and entrepreneurial interest through creativity in entrepreneurship study program students. Motivation plays an important role in shaping students' entrepreneurial interest through stimulation of creativity. Motivated students tend to generate creative ideas, which in turn can increase their interest in being involved in the entrepreneurial world.

According to the researcher, motivation, entrepreneurial interest, and entrepreneurial interest are interrelated. High motivation can increase entrepreneurial interest, while creativity plays a role in generating innovative ideas that strengthen this interest, creating a dynamic relationship between the three factors.

This research is in line with research conducted by (Wardani & Dewi, 2020) that motivation has a significant effect on student creativity, this research is also in line with research conducted by (Fajar et al., 2020) that creativity has a significant effect on the entrepreneurial interest of Makassar State University students as seen from the view of creating, modifying, combining and according to (Junus et al., 2023) in research that has been done that motivation has a significant effect on entrepreneurial interest. This means that the growth of student interest in entrepreneurship is influenced by motivation. So it can be concluded that this research is in line with the research described above.

4. CONCLUSIONS AND SUGGESTION

Based on the research that has been done, it can be concluded that directly learning entrepreneurship and motivation have a significant effect on entrepreneurial interest in entrepreneurship study program students. But for the effect of entrepreneurship learning and motivation on creativity there is no significant effect. While indirectly, entrepreneurship learning and motivation affect entrepreneurial interest through creativity. Entrepreneurship learning and motivation act as the main drivers in shaping entrepreneurial interest in entrepreneurship study program students. Through a learning process that combines business knowledge with creativity, students can generate innovative ideas. High motivation will encourage students to apply their creativity in the context of entrepreneurship. Thus, the overall interaction between entrepreneurship learning, motivation, and creativity forms a strong foundation for developing entrepreneurial interest and skills among entrepreneurship study program 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 lecturers to later direct and guide students to develop student skills in entrepreneurship. So students are expected to further deepen their knowledge of entrepreneurship learning and skills regarding creativity and entrepreneurial interest so that they are not only focused on the products to be made or created, but must also be able to carry out product marketing activities through technological aspects such as social media and existing e-commerce applications, with the aim of developing their products to be more easily and quickly recognized by consumers. as well as for further researchers to strive to deepen and improve the quality of their products. And for further researchers to try to deepen and expand this research both in terms of variables and the development of research methods.

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