

# The Effect of Entrepreneurship Learning and Motivation on Student's Interest in Entrepreneurship: Student Perceptions

Nur Afiza Martin<sup>1</sup>, Desi Ratna Sari<sup>2</sup>

Batam Polytechnics  
Business Administration International Class  
Parkway Street, Batam Centre, Batam 29461, Indonesia  
E-mail: nurafiza346@gmail.com

## Abstract

One effort that can be made to increase students' competence in entrepreneurship is to provide entrepreneurial skills. This research was located at the Batam State Polytechnic Business Administration Study Program with the object being the Batam State Polytechnic Business Administration Study Program Semester 8 students. The time for this research was 8 months. The sample in this study were students of the Batam State Polytechnic, Business Administration Study Program Semester 8. Based on the calculations with the Slovin formula, a size (n) in the study of 108 (rounded) people can be obtained, which will be used as the sample size. Based on the results of empirical testing, this study concludes that there is an influence between entrepreneurship learning, and motivation, both partially and Simultaneously on student interest in entrepreneurship so the objectives of this study are achieved. This study concludes that there is an influence between entrepreneurship learning and motivation on student interest in entrepreneurship so the objectives of this study are achieved. The results showed that students who get knowledge, motivation, and both together can increase students' interest in intending to run an entrepreneurship.

**Keywords: Entrepreneurship Learning, Motivation, Students' Interest in Entrepreneurship**

## 1. Introduction

Indonesia is a country that has a large population reaching 275 million people as of June 2022 as proven by the Central Statistics Agency. This number increased by 1.13% compared to last year's 272 million people. Even though it has a large population, Indonesia faces various kinds of problems regarding population. One of the population problems faced is unemployment.

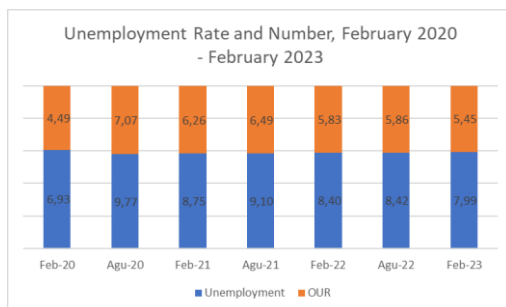


Figure 1. Unemployment in Indonesia

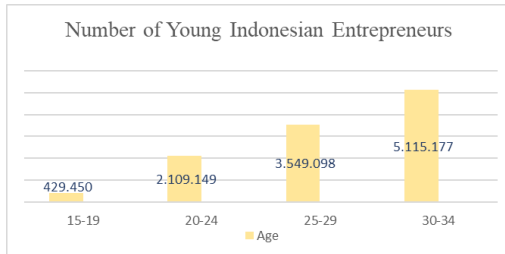
Source: BPS, 2023

Referring to data from the Central Statistics Agency, up to August 2022, the open unemployment rate (TPT) for

Diploma I through III graduates was 4.59% and Strata I was 4.80% compared to Diploma I through III and Strata I graduates, the number of unemployed had a higher percentage. High (BPS, 2022). Based on the data above, it can be said that the job opportunities provided by other agencies and companies cannot accommodate all Diploma I to III and Strata I graduates. This makes the number of open unemployed in higher education continue to increase (Utami & Umami, 2023). The phenomenon of interest in entrepreneurship which is still relatively low in Indonesia has now become a concern for various parties (Azzahra, 2023).

David Mc. Clelland, a sociologist, stated that indicators of a country's progress are seen from the number of people who work as entrepreneurs, namely that at least they have penetrated the psychological limit of 2% of the population (Sitanggang & Sitanggang, 2021). Currently, the number of entrepreneurs in Indonesia has only reached 3.47% of the population, or around 260 million people. The entrepreneurship ratio figure is below the ratio achieved by neighboring countries such as Singapore, 7%, Malaysia, 5%, and Thailand, 4.5% (Sitanggang & Sitanggang, 2021). Indonesia's entrepreneurship ratio is far behind that of developed

countries such as the United States at 12%, Japan at 11%, and China at 10%. In developed countries such as Europe, America, Japan, Malaysia, and Singapore, some educational institutions have included entrepreneurship material in each course for at least two semesters (Sitanggang & Sitanggang, 2021).



**Figure 2. Young Entrepreneurs in Indonesia**

Source: BPS, 2023

The number of young entrepreneurs in Indonesia is still very low compared to those aged 30-34 years, this is because the implementation of entrepreneurship learning is not yet optimal. Implementing Entrepreneurship Education in universities can be an alternative effort to reduce unemployment. Entrepreneurship courses based on practice and experience, known as entrepreneurship concepts and skills, can be essential for college graduates to achieve success (Harianti et al., 2020). Entrepreneurship learning methods in entrepreneurship education are important as an effort to change a person's mindset and behavior so that they have the desire (interest) in entrepreneurship. Business Education as one of the mandatory courses in Entrepreneurship Education equips students to provide understanding and experience in developing themselves and building a business.

One effort that can be made to increase students' competence in entrepreneurship is to provide entrepreneurial skills (Harianti et al., 2020). Providing entrepreneurship education in universities is important in improving graduate competencies and other supporting competencies so they can meet the demands of the world of work. Entrepreneurship education aims to increase awareness of entrepreneurship as a career option and improve understanding of how to start and manage new businesses (Harianti et al., 2020). Entrepreneurship education involves teaching and learning activities that cover the development of knowledge, skills, attitudes, and personal character according to the age and development of students. (Harianti et al., 2020).

Practical experience-based entrepreneurship learning methods in higher education are more effective as they actively engage students, significantly foster their entrepreneurial interests, and potentially encourage them to start their businesses before graduation. (Harianti et al., 2020). The goal of educating students to become entrepreneurs is to shift their perceptions, making entrepreneurship an appealing career.

Providing entrepreneurial knowledge to the broader community positively impacts job creation. An effective entrepreneurship education process is essential to develop entrepreneurs with superior character.

Motivational factors, along with entrepreneurial learning, significantly influence students' interest in pursuing entrepreneurship. Motivation is one source of energy that entrepreneurs need (Harianti et al., 2020). Entrepreneurial motivation is a person's encouragement based on their need to open employment or entrepreneurship (Azzahra, 2023). Motivation combined with creative thinking and supported by an efficient and effective work ethic is crucial for business success. Gilad and Levine propose two motivation theories for entrepreneurship: The "push theory" suggests that adverse environmental factors, such as job dissatisfaction, difficulty finding work, inflexible working hours, or insufficient salary, compel individuals to pursue entrepreneurship. Conversely, the "pull theory" proposes that individuals are attracted to entrepreneurship by its inherent characteristics, such as the desire for independence or the belief that entrepreneurship can lead to prosperity.

## 2. Review of Theory, Literature, and Hypothesis Development

### Theory of Planned Behavior

The Theory of Planned Behavior (TPB) is the theory that will be used as a basis for this research (Metty & Slamet, 2023). The Theory of Planned Behavior (TPB) is the theory that will be used as a basis for this research (Metty & Slamet, 2023). This TPB was proposed by Icek Ajzen (1985). The theory of planned behavior extends traditional models by incorporating new elements into attitudes toward behavior, subjective norms, and perceived behavioral control. The addition of perceived behavioral control refers to the extent to which individuals believe that they have control over certain behaviors. The definition of attitude contained in this theory is an attitude that arises towards a behavior based on an assessment of whether or not the behavior in question is beneficial (Ajzen, 1991). Subjective norms are key determinants of a person's intentions and behavior, influenced by the perceptions of groups or individuals, such as family, friends, and the educational environment, which can affect one's behavioral intentions. Social pressure impacts individual decision-making in engaging in or refraining from certain behaviors (Ajzen, 1991).

### Student Perceptions of Entrepreneurship

Humans essentially have various dimensions in their lives such as mind, body shape, nature, and personality. So, these factors give rise to various kinds of differences, including in interpreting information. So that perception is interpreted from stimulation of the five senses which is the result of information processing. Perception is the sensory process that

involves the integration of messages or information into the human brain, leading to a unified understanding between the individual and the stimulus they receive (Mursito, 2020). The stimulus received is then interpreted so that one can understand and understand the stimulus received.

### Student Interest in Entrepreneurship

Interest in becoming an entrepreneur can be interpreted as a desire to work independently (entrepreneurship) or manage your own business (Azzahra, 2023). Entrepreneurial interest involves discovering, evaluating, and exploiting opportunities to create and introduce new goods and services to the market in innovative ways. In other words, entrepreneurial interest occurs when a person becomes interested in and attempts to become an entrepreneur, demonstrating entrepreneurial behavior influenced by their deep-seated desires. Entrepreneurial interest is an activity of someone who is motivated to create new products and introduce them to the market, where this behavior is influenced by various things such as age, gender, and experience as well as positive attitudes, and subjective norms towards this behavior (Permatasari et al., 2018).

### Entrepreneurship Learning

Entrepreneurship is a dynamic process as a combination of creativity and innovation, and the courage to take risks to increase prosperity (Sitanggang & Sitanggang, 2021). Entrepreneurship education can be described as the content, systems, training, and support that develop skills and knowledge for scholars and attract students' interest in entrepreneurship (Permatasari et al., 2018). The goal of entrepreneurship education is to instill values, enhance knowledge and skills, and identify valuable business prospects or develop new businesses. Entrepreneurship education is the source of an individual's intention to become an entrepreneur, who has the potential to become a successful entrepreneur (Sitanggang & Sitanggang, 2021).

### Entrepreneurial Motivation

Entrepreneurial motivation is self-encouragement to start a business that can provide inspiration and at the same time arouse the desire to become an entrepreneur (Azzahra, 2023). Motivation is the driving force or driving force to do something, which can come from within oneself and also from outside. Motivation is an impulse that causes a person to act to achieve certain interests and needs or goals which are based on stimulation from internal and external factors. Motivation is the process of generating behavior, directing, and establishing direction to achieve the desired goals (Mursito, 2020).

### Framework

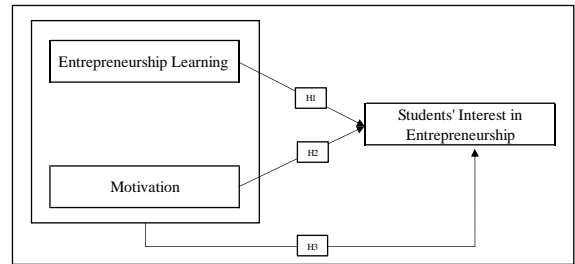


Figure 3. Framework

Source: developed for this study, 2024

### Hypothesis

Entrepreneurship is a process or business that encourages a person to prioritize independence and high levels of creativity so that they can reduce dependence on other people (Oktiena & Dewi, 2021). Entrepreneurship is a means to boost economic growth and prosperity. The entrepreneurship education that a person receives will be a very useful provision for entrepreneurship (Utami & Umami, 2023). Through entrepreneurship education, it is hoped that it can encourage students to become entrepreneurs, entrepreneurship education can shape the mindset, attitudes, and behavior of students to become true entrepreneurs so that they can open up new job opportunities that absorb labor and can reduce the unemployment rate in Indonesia. Acquiring general entrepreneurial knowledge and developing skills in analyzing opportunities through entrepreneurship education can increase a person's entrepreneurial intentions (Metty & Slamet, 2023).

*H1: Entrepreneurship learning influences students' interest in entrepreneurship.*

Motivation is one source of energy that entrepreneurs need (Harianti et al., 2020). Entrepreneurial motivation is a person's encouragement based on their need to open employment or entrepreneurship (Azzahra, 2023). Motivation combined with creative thinking patterns and supported by an efficient and effective work attitude is the key to business success. Gilad and Levine introduced two theories about the motivation for entrepreneurship: The "push theory" suggests that negative environmental factors, like job dissatisfaction, difficulty finding employment, rigid working hours, or inadequate salary, compel individuals to become entrepreneurs. Conversely, the pull theory suggests that individuals are attracted to entrepreneurship because they seek characteristics inherent to entrepreneurship, such as independence, or believe that entrepreneurship can provide prosperity.

*H2: Motivation influences students' interest in entrepreneurship.*

Entrepreneurship education provides the knowledge and skills needed to start and manage a business, while motivation acts as an internal driver that motivates individuals to act (Oktiena & Dewi, 2021). With

adequate education, students gain a better understanding of entrepreneurship and the skills required. Meanwhile, strong motivation, be it the desire to be independent, achieve financial success, or create innovation, drives them to apply such knowledge and skills in entrepreneurial endeavors (Oktiena & Dewi, 2021). Therefore, the synergy between entrepreneurship education and motivation is expected to significantly increase entrepreneurial interest among university students.

*H3: Entrepreneurship Education and Motivation influences students' interest in entrepreneurship.*

### 3. Research Method

The type of data used in this research is primary data. Primary data is collected directly from sources, not through intermediaries. It is the main source of answers to the research questions posed in this study. Data sources are objects, things, or people from which researchers observe, read, or inquire about information (Sugiyono, 2018). The source of research data is an important factor for the author to consider in determining data collection methods. The data source in this research was obtained from the results of distributing questionnaires to respondents. The research instrument or research tool used in this research is a questionnaire.

This research was conducted at the Business Administration Study Program of Batam State Polytechnic, focusing on eighth-semester students. The research duration was 8 months.

The sample in this study was students of the Batam State Polytechnic, Business Administration Study Program Semester 8. Based on the calculations with Slovin formula, a size (n) in the study of 108 (rounded) people can be obtained, which will be used as the sample size.

Researchers must process data precisely and accurately because every outcome of data processing will contribute to the final research results. In this study, the data processing techniques included the following stages: First, we randomly distributed the research instrument to respondents and instructed them to fill it out according to the provided guidelines. Second, after the respondents completed the instruments, we collected them back. Third, we tabulated the collected research data. Finally, we analyzed the study results using statistical formulas. The data processing techniques used in this research consist of Instrument and Data Quality Tests, Descriptive Statistics Tests, Classical Assumption Tests, and Hypothesis Tests (Ghozali, 2018).

### 4. Results and Discussion

#### Overview of Research Objects

The population in this study were active students of applied business administration in semester 8 of Batam

State Polytechnic, the research sample was selected using the simple random sampling method. The questionnaire was distributed to the sample which was then compiled to provide an overview of the number of respondents who filled out the questionnaire that had been distributed. Furthermore, the results of the questionnaire were processed using SPSS statistical tools.

#### Validity Test

The validity test is conducted to assess whether the data and measurement instruments used are valid. In this study, the validity test was measured using the criterion that an indicator is declared valid if  $R \text{ count} > R \text{ table}$ . Based on the R table calculation, the R table value for this study is 0.187. The validity test results are presented in the following table:

#### Validity Test Results

Variables	Item	R	
		Calculated	Conclusion
<b>Entrepreneurship</b>			
Learning	EL_1	0,881	Valid
	EL_2	0,911	Valid
	EL_3	0,887	Valid
	EL_4	0,859	Valid
	EL_5	0,854	Valid
	EL_6	0,875	Valid
<b>Motivation</b>			
	MT_1	0,824	Valid
	MT_2	0,885	Valid
	MT_3	0,722	Valid
	MT_4	0,845	Valid
	MT_5	0,802	Valid
	MT_6	0,774	Valid
	MT_7	0,790	Valid
<b>Students' Interest in</b>			
<b>Entrepreneurship</b>			
	SIIE_1	0,818	Valid
	SIIE_2	0,860	Valid
	SIIE_3	0,899	Valid
	SIIE_4	0,827	Valid
	SIIE_5	0,861	Valid
	SIIE_6	0,848	Valid
	SIIE_7	0,863	Valid
	SIIE_8	0,847	Valid

Based on the table above, it can be concluded that all indicators in the study are valid since none of them have a value less than 0.187. Therefore, the relationship between the variables in the study is entirely established.

#### Reliability Test Results

The reliability test is conducted to determine the accuracy and consistency of the measurement instruments used. In this study, data is considered reliable if the Cronbach's Alpha is greater than 0.60 (Ghozali, 2018). The results of the reliability test can be seen in the following table:

#### Reliability Test Results

Variables	Cronbach's Alpha	Conclusion
Entrepreneurship Learning	0,939	Reliabel

Motivation	0,910	Reliabel
Students' Interest in Entrepreneurship	0,946	Reliabel

Based on the table above, it can be concluded that all data is reliable as it has a value greater than 0.60. Therefore, all research instruments are reliable in measuring their respective variables.

### Classical Assumption Test

This study employed various tests to examine classical assumptions, such as assessing normality, multicollinearity, heteroscedasticity, and autocorrelation. The findings from these tests indicate that the regression model utilized in this research meets the necessary criteria. Table below presents the findings of the classical assumption test.

### Classical Assumption Test Results

	X1	X2
Normality	0,200	
Multicollinearity		
Tolerance	0,381	0381
VIF	2,623	2,623
Heteroscedasticity	0,421	0,635

Based on Table, the results of the classical assumption test indicate that the data is normally distributed, does not show multicollinearity issues, and exhibits minimal heteroscedasticity. These findings confirm that the data meets the standard assumptions for multiple regression analysis.

### Multiple Linear Regression Analysis Test Results

Model	Coefficients			t	Sig.
	Unstandardized Coefficients	Standardized Coefficients			
	B	Std. Error	Beta		
(Constant)	1,533	1,859		0,825	0,411
Entrepreneurship Learning	0,586	0,103	0,470	5,671	0,000
Motivation	0,535	0,103	0,428	5,170	0,000

The multiple regression analysis in the above table yields the following regression equation:

$$Y=1,533+0,586X_1+0,535X_2+e$$

The constant value of 1.533 indicates that if both the variables of Entrepreneurship Learning and performance motivation are zero, then Students' Interest in Entrepreneurship will be 1.533. The constant for Entrepreneurship Learning is 0.586, meaning that a one-unit increase in Entrepreneurship Learning results in a 0.586 increase in Students' Interest in Entrepreneurship. Similarly, the constant for motivation is 0.535, indicating that a one-unit increase in motivation leads to a 0.535 increase in Students' Interest in Entrepreneurship.

### Test Coefficient of Determination (R2)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.849	0.72	0.725	3.43

Based on the R<sup>2</sup> test results, the R square value of 72% indicates that the variables of Entrepreneurship Learning and motivation account for 72% of the variation in students' interest in entrepreneurship. This means these two variables significantly influence students' entrepreneurial interest. However, the remaining 28% of the variation is influenced by other factors not included in this study. According to previous literature, these factors may include university support, self-efficacy, and environmental factors. This summary is based on findings from studies such as Anjum et al. (2023), Metty & Slamet (2023), Sitanggang & Sitanggang (2021) which highlight the significant role of these additional variables in influencing entrepreneurial interest.

### Partial Regression Coefficient Test (t-test)

Coefficients		
Model	t	Sig.
(Constant)	0,825	0,411
Entrepreneurship Learning	5,671	0,000
Motivation	5,170	0,000

The statistical test results in the table show that the independent variables X1 (Entrepreneurship Learning) and X2 (Motivation) have a significance value of less than 0.05, indicating that both variables positively influence Students' Interest in Entrepreneurship. Therefore, hypotheses H1 and H2 are accepted.

### Simultaneous Regression Coefficient Test (F-test)

ANOVA					
Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	3240,476	2	1620,238	137,742	0,000
Residual	1258,624	107	11,763		
Total	4499,100	109			

According to the table above, the significance result is less than 0.05, which demonstrates that Entrepreneurship Learning and motivation together influence Students' Interest in Entrepreneurship. Therefore, hypothesis 3 is accepted based on this statistical result.

### The Effect of Entrepreneurship Learning on Student Entrepreneurial Interest

The results show a significant and positive relationship between entrepreneurship education and students' interest in entrepreneurship. This conclusion is based on the t-value of 5.671, which is higher than the critical value of 1.659, and the significance level of 0.000, which is less than 0.05 or 5%. These findings lead to the rejection of the null hypothesis (H<sub>0</sub>) and the acceptance of the alternative hypothesis (H<sub>a</sub>), indicating that entrepreneurship education has a significant and positive effect on students' interest in

entrepreneurship.

To gain a deeper understanding of the results, additional qualitative data were collected through interviews with selected respondents. The interviews revealed that students who had undergone entrepreneurship education reported a heightened sense of confidence and readiness to engage in entrepreneurial activities. Many respondents emphasized that the practical aspects of the curriculum, such as structured curriculum, socialization about entrepreneurship, and direct implementation of entrepreneurial activities, were particularly influential in shaping their entrepreneurial intentions.

One respondent stated, "The entrepreneurship course opened my eyes to the practical challenges and opportunities in starting a business. It was not just theory; the structured curriculum and direct entrepreneurial activities made me feel prepared to start my own venture." Another respondent mentioned, "The socialization about entrepreneurship and the supportive learning environment inspired me and made the idea of becoming an entrepreneur seem achievable."

These qualitative insights align with the quantitative findings and support the hypothesis that entrepreneurship education significantly enhances students' interest in pursuing entrepreneurship. The practical components of the education, along with exposure to real-world entrepreneurial experiences, appear to play a crucial role in fostering this interest.

The analysis results demonstrate that entrepreneurship education significantly enhances students' interest in pursuing entrepreneurship. The hypothesis stating that "Entrepreneurship Learning influences Students' Interest in Entrepreneurship" is accepted. This education provides students with essential knowledge and skills, shapes attitudes, and behaviors conducive to entrepreneurship, and fosters creativity and innovation. Moreover, a supportive learning environment is crucial in creating an ecosystem that encourages students to pursue their entrepreneurial interests.

Furthermore, the study's results are in line with Oktiena & Dewi (2021) who found that high-quality entrepreneurship education within universities can significantly increase student interest in business activities. According to their research, students who complete entrepreneurship education courses tend to develop a deeper understanding of entrepreneurial concepts and benefits, a resilient character, clear vision and life goals, enhanced awareness of business planning, and improved skills in financial management for business activities (Oktiena & Dewi, 2021).

In summary, the findings of this study underscore the importance of well-designed entrepreneurship education programs in higher education institutions. Such programs not only impart theoretical knowledge but also provide practical experiences and a supportive environment that collectively enhance students' interest in entrepreneurship. These insights suggest that policymakers and educators should continue to invest

in and refine entrepreneurship education to cultivate the next generation of entrepreneurs.

### **The Effect of Motivation on Students' Interest in Entrepreneurship**

The results of a significant influence and positive relationship between motivation and interest in student entrepreneurship. The basis for this decision is obtained from the t-count value of 5.170 greater than the t-table value of 1.659, or the significance of motivation to entrepreneurial interest being 0.000, which is less than 0.05 or 5%. These results lead to the rejection of the null hypothesis ( $H_0$ ) and acceptance of the alternative hypothesis ( $H_a$ ), indicating that motivation has a significant and positive influence on student entrepreneurial interest.

To gain a deeper understanding of these results, additional qualitative data were collected through interviews with selected respondents. The interviews revealed that high levels of motivation among students were significantly correlated with their interest in starting their own businesses. Respondents emphasized that motivation stemmed from various sources such as the structured learning system, socialization about entrepreneurship, and the direct implementation of entrepreneurial activities.

One respondent stated, "The motivational aspects of the course, including guest speakers and success stories, really inspired me to consider starting my own business. The structured learning system and the direct entrepreneurial activities made the prospect of entrepreneurship seem achievable." Another respondent mentioned, "The socialization about entrepreneurship and the motivational support from lecturers played a crucial role in shaping my entrepreneurial aspirations." These qualitative insights align with the quantitative findings and support the hypothesis that motivation significantly enhances students' interest in pursuing entrepreneurship. According to the Theory of Planned Behavior (TPB), motivation as an internal factor influences individuals' attitudes toward specific behaviors, in this case, entrepreneurial behavior. Within the framework of the TPB, attitudes toward entrepreneurship are shaped by individuals' beliefs about the outcomes of such behavior (e.g., financial success and personal satisfaction), subjective norms (the influence of significant others on an individual's perception of entrepreneurship), and perceived behavioral control (individuals' beliefs in their ability to start and manage a business). Therefore, high motivation strengthens positive attitudes toward entrepreneurship, thereby enhancing students' interest in engaging in entrepreneurial activities.

The results of this study are in line with research (Oktiena & Dewi, 2021; Sitanggang & Sitanggang, 2021) which state that motivation affects Students' Interest in Entrepreneurship. Sitanggang & Sitanggang (2021) state that learning system and methods contained in the entrepreneurship-based

curriculum can be developed, with the main objective of filling the cognitive domain (perception), touching the affective side (motivation), and psychomotor (attitude) of students. Lecturers need to provide a new paradigm or direct students' mindsets, as well as motivate students to become entrepreneurs. Supported by Oktiena & Dewi (2021) which state that entrepreneurial motivation is the driving force for students to tend to start a business activity, the results show that students want a better quality of life through entrepreneurial activities, this desire or motivation is the driving force for increasing student interest in entrepreneurship.

In summary, the findings of this study underscore the importance of motivation in enhancing students' interest in entrepreneurship. The combination of structured learning systems, socialization about entrepreneurship, and direct implementation of entrepreneurial activities significantly contributes to fostering high levels of motivation among students. These insights suggest that educators and policymakers should focus on motivational aspects within entrepreneurship education to cultivate a strong entrepreneurial spirit among students.

#### **The Effect Simultaneous Entrepreneurship Learning and Motivation on Students' Interest in Entrepreneurship.**

Based on the results of the f test, the sig value is  $0.000 > 0.05$  which concludes that Entrepreneurship Learning and Motivation simultaneously affect Students' Interest in Entrepreneurship. This study evaluates the Simultaneous effect of entrepreneurship learning and motivation on students' interest in entrepreneurship. The analysis shows that both entrepreneurship learning and motivation have a significant and positive impact on students' interest in entrepreneurship.

To gain a deeper understanding of these results, additional qualitative data were collected through interviews with selected respondents. The interviews revealed that effective entrepreneurship learning enhances students' understanding and skills in entrepreneurship, while strong motivation encourages them to be more interested and passionate in developing their businesses. Respondents emphasized that the combination of these factors, such as structured curriculum, socialization about entrepreneurship, and direct implementation of entrepreneurial activities, significantly influenced their entrepreneurial interests. One respondent stated, "The structured entrepreneurship curriculum provided a strong foundation of knowledge, while the motivational aspects, such as guest speakers and real-life success stories, inspired me to pursue my own business. The direct implementation of entrepreneurial activities made the learning process very practical and engaging." Another respondent mentioned, "The socialization about entrepreneurship and the support from lecturers created a motivating environment that

fostered my interest in entrepreneurship."

These qualitative insights align with the quantitative findings and support the hypothesis that entrepreneurship learning and motivation, when combined, significantly enhance students' interest in pursuing entrepreneurship. The combination of practical knowledge, skills development, and motivational support creates a conducive environment for students to explore and engage in entrepreneurial activities.

The results of this study are in line with the research of Wardana et al. (2020) which state that entrepreneurship education can increase creativity, mindset, and entrepreneurial skills that encourage a person to want to succeed in entrepreneurship. Similar results are also supported by Bharata (2019) confirms the significant and positive influence of entrepreneurship education and motivation, which drives a high response to increasing entrepreneurial interest. These studies highlight the importance of integrating learning and motivational factors in the entrepreneurship education curriculum.

In summary, the findings of this study underscore the importance of both entrepreneurship learning and motivation in enhancing students' interest in entrepreneurship. The combination of a structured curriculum, socialization about entrepreneurship, and direct implementation of entrepreneurial activities, along with strong motivational support, significantly contributes to fostering high levels of interest in entrepreneurship among students. These insights suggest that educators and policymakers should focus on integrating both educational and motivational components within entrepreneurship education to cultivate a strong entrepreneurial spirit among students.

## **5. Conclusions**

Based on empirical testing results, this study concludes that both entrepreneurial learning and motivation influence students' interest in entrepreneurship, both partially, and simultaneously, thus achieving the study's objectives. This study concludes that there is an influence between entrepreneurship learning and motivation on student interest in entrepreneurship so the objectives of this study are achieved. The results showed that students who get knowledge, motivation, and both together can increase students' interest in intending to run an entrepreneurship.

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