

# ANALYSIS OF THE INFLUENCE OF RISK-TAKING COURAGE, SELF-EFFICACY AND ENTREPRENEURIAL MOTIVATION ON THE ENTREPRENEURIAL INTEREST OF UNDERGRADUATE STUDENTS IN THE DEPARTEMENT OF MANAGEMENT AND ECONOMICS CLAS OF 2021

**Melis Anita**

**Manajemen, Universitas Riau**

[melisanitaa03@gmail.com](mailto:melisanitaa03@gmail.com)

**Dr. Raden Lestari Garnasih**

**Manajemen, Universitas Riau**

[raden.lestari@lecturer.unri.ac.id](mailto:raden.lestari@lecturer.unri.ac.id)

**Mida Aprilina Tarigan**

**Manajemen, Universitas Riau**

[Mida.aprilina@lecturer.unri.ac.id](mailto:Mida.aprilina@lecturer.unri.ac.id)

## **Abstract**

This study was conducted to determine the differences and effects of risk-taking, self-efficacy, and entrepreneurial motivation, both partially and simultaneously, on the entrepreneurial interest of management and economics students. The population of this study consisted of 524 respondents from both departments. The sample from both departments consisted of 222 respondents, and sampling was conducted using the Krejcie Morgan method. Multiple linear regression was the data analysis method applied in this study with the assistance of SPSS version 16 for Windows software. The study found that risk-taking behavior and entrepreneurial motivation significantly influenced entrepreneurial interest, but self-efficacy did not show a significant influence on entrepreneurial interest. This study found that risk-taking, self-efficacy, and entrepreneurial motivation collectively influence entrepreneurial interest.

**Keywords:** Risk-Taking, Self-Efficacy, Entrepreneurial Motivation, and Entrepreneurial Interest

## **A. Introduction**

Entrepreneurship is an important pillar in the economic development of a country, playing a role not only as a driver of economic growth but also in improving the welfare of society (Mahmudah, 2019). Entrepreneurship encompasses the attitude, spirit,

and ability to create innovations that add value, both for individuals and society (M Nawawi, 2023). In Indonesia, the increase in the number of entrepreneurs has significantly contributed to job creation, as every new business, whether small or large, requires labor for its operations (Aisyahrani, 2024).

However, unemployment remains a serious challenge faced by many countries, including Indonesia. Data from the Central Statistics Agency (2024) shows that the open unemployment rate has fluctuated, from 5.64% in 2019, increasing to 7.35% in 2020, and then decreasing again to 5.18% in 2023. This fluctuation creates an unfavorable situation for Indonesia's economy, as uncertainty in the labor market can hinder investment and economic growth. Additionally, unemployment issues have the potential to cause various social problems, such as poverty and crime (Chandra et al., 2020).

Higher education institutions play a key role in addressing unemployment by fostering entrepreneurial interest among students (Maulana et al., 2023). The Faculty of Economics and Business at the University of Riau, for example, has implemented various initiatives to encourage entrepreneurship, including the Wirausaha Merdeka (WMK) program. In 2020, 228 Riau University students participated in various entrepreneurship programs, with 72 students running their own businesses, 104 students starting businesses with grant funds from student entrepreneurship competitions, and 32 students engaging in entrepreneurship using grant funds from business management competitions. However, participation in the WMK program showed a significant decline, reflecting the need to evaluate their motivation and courage in entrepreneurship (Riau, 2023).

Previous research has highlighted various factors influencing students' interest in entrepreneurship, including risk-taking courage (Suari, 2019), self-efficacy (Marpaung & Situmorang, 2023), and entrepreneurial motivation (Tarmiyati & Kumoro, 2016).

Based on these considerations, the author conducted a study titled "Analysis of the Influence of Risk-Taking Courage, Self-Efficacy, and Entrepreneurial Motivation on the Entrepreneurial Interest of Undergraduate Students in the Management and Economics Department, Class of 2021, at the University of Riau."

## **Literature Review**

### **Interest in Entrepreneurship**

According to Azmi *et al.* (2019), interest in entrepreneurship is a voluntary drive and interest to work hard to meet one's needs without considering the risk of failure. Individuals who have this interest tend to learn from their mistakes and are committed to developing their business through creative and innovative ideas.

According to Sari *et al.* (2022), indicators of entrepreneurial interest are:

1. A feeling of enjoyment toward entrepreneurship
2. A preference for entrepreneurship over other options
3. An interest in the world of entrepreneurship
4. Active involvement in activities related to entrepreneurship
5. Always paying attention to things related to entrepreneurship

### **Courage to take risks**

Courage to take risks is an attitude that reflects acceptance of potential dangers that can result in losses or threats, accompanied by self-confidence in carrying out certain actions (Febriana et al., 2022). According to Suryana (2018) courage to take risks has five indicators, namely (1) daring to take risks, (2) daring to compete, (3) daring to make decisions, (4) the ability to mitigate risks, and (5) readiness to face challenges.

**Self-Efficacy**

Bandura (1997) states that self-efficacy is an individual's belief in their ability to organize and execute the tasks necessary to achieve desired outcomes. According to Setyanti et al., (2021) and Putri (2019) there are four indicators of self-efficacy: (1) being able to run a business according to one's abilities, (2) being able to think creatively, (3) having opportunities in the future, and (4) always thinking innovatively.

**Entrepreneurial motivation**

Entrepreneurial motivation is a strong drive from within an individual to start and realize their potential through creative and innovative thinking, with the aim of creating new products that provide added value for the common good (Syifa Naili, 2021). According to Yuritanto and Armansyah (2021) there are five indicators of entrepreneurial motivation: (1) the desire for high income, (2) the desire for independence, (3) the prestige of being a business owner, (4) the desire to implement ideas, and (5) the desire to build long-term wealth.

**B. Research Method****Type of research**

This study uses quantitative methodology that includes explanatory and exploratory components. Quantitative research techniques are used to assess a predetermined population or sample through data collection using established research tools. As stated by Mulyadi (2013) the purpose of explanatory research is to evaluate the relationship between hypothesized variables. In contrast, exploratory research serves as an initial investigation aimed at identifying problems that need to be solved and determining the direction for further research efforts.

**Types and sources of data**

The types of data used in this study consist of primary data obtained directly through questionnaire surveys of respondents, as well as secondary data obtained from the Faculty of Economics and Business, University of Riau.

**Data analysis method**

The analytical method applied in this study to test the hypothesis is multiple linear regression analysis. This analysis aims to identify and evaluate the relationship between two or more variables, where one variable acts as a dependent variable influenced by other independent variables. The model used in multiple linear regression analysis can be formulated as follows:

$$Y = a + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + e$$

Explanation:

Y: Interest in Entrepreneurship

X1: Risk-Taking Behavior

X2: Self-Efficacy

X3: Motivation for Entrepreneurship

a: Constant

$\beta$ : Regression Coefficient

e: Error

In performing multiple linear regression calculations, data management software was used, namely: SPSS (Statistical Product and Service Solution) version 16.00 for Windows.

**C. Results and Discussion**

## Descriptive Analysis

Descriptive analysis was applied in this study to describe and explain the variables of entrepreneurial interest, risk-taking, self-efficacy, and entrepreneurial motivation. The results of the descriptive analysis were obtained from the respondents' answers, which were then processed into a distribution table showing the mean score and mean score conversion. This information can be seen in table 1.

**Table 1 Mean Scores for the Four Variables and Their Categories Management Department**

No	Variable	Average	Category
1	Interest in Entrepreneurship	3,89	Good
2	Courage to take risks	4,02	Good
3	Self-Efficacy	4,16	Good
4	Motivation for entrepreneurship	4,21	Very Good

Table 1 provides information about respondents' responses regarding the entrepreneurial interest of management students. This table shows that the variable with the highest score is entrepreneurial motivation. Meanwhile, the variable with the lowest mean score is entrepreneurial interest with a score of 3.89. Based on the interpretation of the scores, the four variables in this table entrepreneurial interest, risk-taking courage, self-efficacy, and entrepreneurial motivation are categorized as good to very good. Therefore, it can be concluded that management students have good entrepreneurial interest, risk-taking courage, self-efficacy, and entrepreneurial motivation.

**Table 2 Mean Scores of the Four Variables and Their Categories in the Economics Department**

No	Variable	Average	Category
1	Interest in Entrepreneurship	4,10	Good
2	Courage to take risks	4,26	Very Good
3	Self-Efficacy	4,19	Good
4	Motivation for entrepreneurship	4,26	Very Good

Table 2 provides information about respondents' responses regarding the entrepreneurial interest of management students. This table shows that the variables with the highest scores are entrepreneurial motivation and risk-taking courage. Meanwhile, the variable with the lowest mean score is entrepreneurial interest with a score of 4.10. Based on the interpretation of the scores, the four variables in this table entrepreneurial interest, risk-taking courage, self-efficacy, and entrepreneurial motivation are at a good to very good level. Therefore, it can be concluded that students in the economics department have entrepreneurial interest, risk-taking courage, self-efficacy, and entrepreneurial motivation that are classified as good.

## Testing Classical Assumptions

### Data Normality

The normality test shows that the Asymp. Sig (2-tailed) value for the variables of entrepreneurial interest, risk-taking, self-confidence, and entrepreneurial motivation in the management department is  $0.124 > 0.05$ , while in the economics department it is  $0.913 > 0.05$ . This indicates that the data in this study has met the normality assumption.

### Multicollinearity Test

Based on the results of the multicollinearity test for the management and economics departments, the results indicate that there are no multicollinearity issues in this study. This is evidenced by the tolerance values of each X variable being greater than 0.10 and the VIF values of each X variable being below 10.

### Heteroskedasticity

The results of the heteroscedasticity test for the management and economics departments indicate that there is no heteroscedasticity, as the scatterplot diagram does not show any specific pattern of points, indicating that the equation meets the specified requirements.

### Multiple Linear Regression

**Table 3: Multiple Regression Test Results for the Management Department**

Coefficients <sup>a</sup>					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	3.521	2.242		.118
	Courage to take risks	.325	.116	.236	.006
	Self-Efficacy	.246	.156	.136	.118
	Motivation for entrepreneurship	.437	.103	.336	.000

Based on the table above, the regression equation obtained is:

$$Y = 3.521 + 0.325X_1 + 0.246X_2 + 0.437X_3$$

This regression equation has the following interpretation:

- The constant value ( $\alpha$ ) of 3.521 indicates that if the variables of risk-taking, self-efficacy, and entrepreneurial motivation are all 0, then the entrepreneurial interest of Management students still increases by 3.521.
- The coefficient value  $b_1 = 0.325$  indicates that if the risk-taking variable increases by one percent, entrepreneurial interest increases by 0.325.
- The coefficient value  $b_2 = 0.246$  indicates that if self-efficacy increases by one percent, entrepreneurial interest increases by 0.246.
- The coefficient value  $b_3 = 0.437$  indicates that if the entrepreneurial motivation variable increases by one percent, entrepreneurial interest increases by 0.437.

**Table 4: Multiple Regression Test Results for the Department of Economics**

Coefficients <sup>a</sup>					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	3.642	4.437		.415
	Courage to take risks	.425	.146	.315	.005
	Self-Efficacy	.178	.192	.131	.357
	Motivation for entrepreneurship	.415	.168	.348	.016

Based on the table above, the regression equation obtained is:

$$Y = 3.642 + 0.425X_1 + 0.178X_2 + 0.415X_3$$

The regression equation has the following interpretation:



- a) The constant value ( $\alpha$ ) of 3.642 indicates that if the variables of risk-taking, self-efficacy, and entrepreneurial motivation are set to 0, the entrepreneurial interest of economics students still increases by 3.642.
- b) The coefficient value  $b_1 = 0.425$  shows that if the risk-taking variable increases by one percent, entrepreneurial interest increases by 0.425.
- c) The coefficient value  $b_2 = 0.178$  shows that if the self-efficacy variable increases by one percent, entrepreneurial interest increases by 0.178.
- d) The coefficient value  $b_3 = 0.415$  indicates that if the entrepreneurial motivation variable increases by one percent, entrepreneurial interest increases by 0.415.

### Hypothesis Testing

#### T-test (Partial)

Testing results T for the management department showed that the courageous variable risk showed that the calculation value T was  $2,801 > \text{Table T value of } 1,976$  and the service value was  $0.006 < 0.05$  and the value of the coefficient of 0.236. We can conclude that the act of accepting risks has a significant part of business benefits. This means that the risk of accepting risks is higher, the higher the business benefits. The reliability variable shows that the calculated value t is 1,573 the value of the table is 1,976, the meaning is  $0.118 > 0.05$  and the coefficient value is 0.136. We can conclude that our own capacity does not have a significant part of business benefits. In other words, a person's confidence is in their ability (self -ability) is not strong enough to affect their interest in the spirit of business. Business fluctuations show that the value T is calculated as  $4.226 > \text{the value table of T } 1,976$  and the meaning is  $0,000 < 0.05$ , with a coefficient value of 0.336. We can conclude that the motivation for business has an important part of business benefits. In other words, the higher the motivation of a person, the higher their interest in the business spirit.

Testing results for the economy's set show that the courageous variable shows that the value T is calculated at 2,904 higher than the value of Table T 1,998, the meaning level is 0.005 less than 0.05 and the value of the coefficient is 0.315. We can conclude that the courage to accept risks has an important part of business benefits. This means that the courage to accept the higher the risk, the more likely the business benefits are. The reliability variable shows that the calculation value is calculated by 0.928 Table 1,998 and the meaning is  $0.357 > 0.05$ , with a coefficient value of 0.131. We can conclude that confidence does not have a significant part of business benefits. In other words, personal confidence in your ability (confidence) is not strong enough to affect their interest in business spirit. This business fluctuation shows that T's value is 2,469 > -Table is 1,998 and the meaning is  $0.016 < 0.05$ , with a coefficient value of 0.348. We can conclude that the motivation for business has an important part of business benefits. In other words, the higher the motivation of a person, the higher their interest in the business spirit.

#### F Test (Simultaneous)

**Table 5: F Test Results (Simultaneous) Management Department**

ANOVA <sup>b</sup>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	628.928	3	209.643	27.502	.000
	Residual	1158.681	152	7.623		
	Total	1787.609	155			

The calculated F value obtained was 27.502, exceeding the F table value of 2.66. Since the significance value of 0.000 is smaller than 0.05, it can be concluded that risk-

taking, self-efficacy, and entrepreneurial motivation together influence entrepreneurial interest. Thus,  $H_0$  is rejected and  $H_a$  is accepted.

**Table 6: F Test Results (Simultaneous) Department of Economics**

ANOVA<sup>b</sup>

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	141.066	3	47.022	7.818	.000 <sup>a</sup>
Residual	372.889	62	6.014		
Total	513.955	65			

The calculated F value reached 7.818, exceeding the F table value of 2.75. Since the significance value of 0.000 is smaller than 0.05, it can be concluded that risk-taking, self-efficacy, and entrepreneurial motivation together influence entrepreneurial interest. Thus,  $H_0$  is rejected and  $H_a$  is accepted.

#### Determination Coefficient Test

Management has a coefficient of determination of 0.325, indicating that the variables of risk-taking, self-confidence, and entrepreneurial motivation contribute 32.5% to the variation in entrepreneurial interest. Meanwhile, the remaining 64.8% is influenced by factors outside the scope of this study. In the economics department, the coefficient of determination value of 0.274 shows that these three variables can explain 27.4% of the variation in entrepreneurial interest, with 72.6% influenced by other factors not included in the study.

#### Difference Test

**Table 7: Independent Sample Test**

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Minat Berwirausaha	Equal variances assumed	1.797	.182	-2.607	220	.010	-1.238	.475	-2.174	-.302
	Equal variances not assumed			-2.813	146.568	.006	-1.238	.440	-2.108	-.368
Keberanian Mengambil Risiko	Equal variances assumed	.522	.471	-3.377	220	.001	-1.170	.347	-1.853	-.487

## Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2- taile d)	Mean Differen ce	Std. Error Differen ce	95% Confidence Interval of the Difference	
									Lower	Upper
	Equal variances not assumed			-3.612	143.465	.000	-1.170	.324	-1.811	-.530
Self-Efficacy	Equal variances assumed	.903	.343	-.607	220	.544	-.172	.284	-.733	.388
	Equal variances not assumed			-.584	112.711	.560	-.172	.295	-.758	.413
Motivasi Berwirausaha	Equal variances assumed	1.548	.215	-1.308	220	.192	-.488	.373	-1.223	.247
	Equal variances not assumed			-1.362	134.541	.175	-.488	.358	-1.196	.220

The independent sample test shows that for the entrepreneurial interest variable, Levene's Test obtained a significance value of 0.182 ( $> 0.05$ ), so that the variance between groups is considered homogeneous and the assumption of equal variance can be used. Furthermore, the results of the two-tailed t-test yielded a significance value of 0.010 ( $< 0.05$ ), indicating a significant difference in entrepreneurial interest between the two groups. The difference in the mean of the two groups was -1.238, with a 95% confidence interval between -2.174 and -0.302. This means that there is a statistically significant difference in entrepreneurial interest between management students and economics students. For the risk-taking variable, the significance value of the Levene test is 0.471 ( $> 0.05$ ), indicating that the variances between groups are homogeneous and the assumption of equal variances is met. The significance value of the two-tailed t-test is 0.001 ( $< 0.05$ ), indicating a significant difference in risk-taking between management students and economics students, with an average difference of -1.170 and a 95% confidence interval between -1.853 and -0.487. Meanwhile, for the self-efficacy variable, the Levene test shows a significance value of 0.343 ( $> 0.05$ ), meaning that the variances of the two groups are homogeneous and the assumption of equal variances can be applied. However, the results of the two-tailed t-test ( $0.544 > 0.05$ ) indicate that there is no significant difference in self-efficacy levels between the two groups. Regarding the entrepreneurial motivation variable, the Levene test significance value is 0.215 ( $> 0.05$ ), indicating homogeneous variance between groups. The t-test (2-tailed) with a significance value of 0.192 ( $> 0.05$ ) concludes that there is no significant difference in entrepreneurial motivation between management students and economics students.

**Conclusion**



This study aims to identify differences in risk-taking, self-efficacy, entrepreneurial motivation, and entrepreneurial interest among students majoring in Management and Economics. Additionally, this study also aims to analyze the influence of risk-taking behavior, self-efficacy, and entrepreneurial motivation on entrepreneurial interest, both partially and simultaneously, among students in the Management and Economics programs. The research subjects were undergraduate students in the Management and Economics programs at the University of Riau. The sample used in this study consists of students from the 2021 cohort who have taken entrepreneurship courses. Data was collected through questionnaires and analyzed using various tests. The conclusions of this study are as follows:

- 1) Management students demonstrate a positive attitude toward entrepreneurship with high levels of interest, motivation, and self-efficacy. They show courage in taking risks and enthusiasm in participating in entrepreneurial activities, although direct involvement in business practices is still limited. On the other hand, Economics students also show positive potential toward entrepreneurship, with an interest in business issues and innovation, although practical involvement remains low. Confidence in strategic decision-making needs to be enhanced through more applied learning approaches.
- 2) There are significant differences between Management and Economics students in terms of interest in entrepreneurship and willingness to take risks, with Economics students scoring higher. However, no significant differences were found in terms of self-efficacy and motivation between the two programs.
- 3) It was found that risk-taking courage and entrepreneurial motivation have a positive and significant influence on the entrepreneurial interest of students from both programs.
- 4) Furthermore, the analysis results indicate that the self-efficacy of students from the Management and Economics programs does not have a significant influence on entrepreneurial interest.
- 5) Simultaneously, the variables of risk-taking, self-efficacy, and entrepreneurial motivation had a significant influence on the entrepreneurial interest of students from both programs.
- 6) The most dominant factor influencing the entrepreneurial interest of Management students was motivation, while for Economics students, the most dominant factor was risk-taking.

## References

- Aisyahrani, A. (2024). Peran Kewirausahaan dalam Meningkatkan Kesejahteraan Masyarakat. *Benefit: Journal of Bussiness, Economics, and Finance*. <https://doi.org/https://doi.org/10.70437/benefit.v2i1.336>
- Azmi, A. H., Rachma, N., & Budi, A. (2019). Pengaruh Kebebasan Dalam Bekerja, Lingkungan Keluarga Dan Keberanian Mengambil Risiko Terhadap Minat Berwirausaha. *E-Jurnal Riset Manajemen*. <http://riset.unisma.ac.id/index.php/jrm/article/view/8394>
- Bandura, A. (1997). *Self-Efficacy* - Google Books.
- Chandra, A. S., Yulmardi, Y., & Erfit, E. (2020). Pengaruh pertumbuhan penduduk, inflasi, investasi, upah minimum dan kesempatan kerja terhadap pengangguran di Kota Jambi. *Jurnal Paradigma Ekonomika*.

- <https://doi.org/10.22437/paradigma.v15i2.10321>
- Febriana, D., Pardiman, P., & Fitria Mustapita, A. (2022). Pengaruh Kompetensi, Lingkungan Keluarga Dan Keberanian Mengambil Resiko Terhadap Minat Berwirausaha (Studi Pada Mahasiswa Fakultas Ekonomi dan Bisnis Universitas Islam Malang 2018). *Jurnal Ilmiah Riset Manajemen*, 11, 1–13. <https://jim.unisma.ac.id/index.php/jrm/article/view/15616/11839>
- M Nawawi. (2023). Pentingnya Pendidikan Kewirausahaan Ditanamkan Sejak Usia Sekolah Dasar dalam Perspektif Islam. *Jurnal Riset Ilmu Manajemen Dan Kewirausahaan*, 2, 141–158. <https://doi.org/https://doi.org/10.61132/maeswara.v1i6.603>
- Mahmudah, L. (2019). Pengaruh Jiwa Kewirausahaan, Modal Usaha dan Orientasi Pasar Terhadap Kinerja Kewirausahaan Pada Mahasiswa Berwirausaha Di Fakultas Ekonomi Universitas Semarang. *Jurnal Pendidikan Ekonomi*, 1(1), 6–7. <https://lib.unnes.ac.id/29614/1/7101413025.pdf>
- Marpaung, R., & Situmorang, H. F. (2023). Pengaruh Pengetahuan Kewirausahaan Dan Self Efficacy Terhadap Minat Berwirausaha Pada Mahasiswa Pendidikan Akuntansi. *Jurnal Review Pendidikan Dan Pengajaran*, 6(4), 1513–1521.
- Maulana, A. D., Ramadhani, F. M. Al, & Nafilasari, H. I. (2023). Implementasi Pembelajaran Kewirausahaan Melalui Budidaya Kopi Di Pondok Pesantren. *Jurnal Ilmiah Multidisiplin*, 2, 165–178. <https://doi.org/https://doi.org/10.55681/primer.v1i2.64>
- Mulyadi, M. (2013). Penelitian Kuantitatif Dan Kualitatif Serta Pemikiran Dasar Menggabungkannya. *Jurnal Studi Komunikasi Dan Media*, 15(1), 128. <https://doi.org/10.31445/jskm.2011.150106>
- Putri, D. (2019). Pengaruh Self-Efficacy, Tolerance for Risk, dan Kebebasan dalam Bekerja terhadap Minat Entrepreneurship Mahasiswa Universitas Negeri Padang. *Jurnal Kajian Manajemen Dan Wirausaha*, 1. <https://doi.org/https://doi.org/10.24036/jkmw0278980>
- Riau, U. (2023). *Wirausaha Muda Tangguh*. <https://unri.ac.id/wirausaha-muda-tangguh/>
- Sari, R., Mahmudah, H., Marya, U., & Fathul, J. (2022). Analisis Faktor Yang Mempengaruhi Minat Berwirausaha Mahasiswa PGSD Melalui Mata Kuliah Kewirausahaan. *Jurnal Ekonomi Dan Bisnis*, 9, 2. <https://doi.org/https://doi.org/10.308/eqien.v9i2.399>
- Setyanti, S. W. L. H., Cahyani Pradana, E., & Sudarsih, S. (2021). Pengaruh Pendidikan Kewirausahaan, Efikasi Diri Berwirausaha dan Faktor Lingkungan terhadap Minat Berwirausaha Mahasiswa Perguruan Tinggi Islam di Jember. *Jurnal Manajemen Dan Kewirausahaan*, 9(1), 64. <https://doi.org/https://doi.org/10.26905/jmdk.v9i1.5518>
- Statistik, B. P. (2024). *Tingkat Pengangguran Terbuka Berdasarkan Tingkat Pendidikan 2021-2023*. <https://www.bps.go.id/id/statistics-table/2/MTE3OSMy/tingkat-pengangguran-terbuka-berdasarkan-tingkat-pendidikan.html>
- Suari, G. A. M. S. (2019). Pengaruh Keberhasilan Diri, Keberanian Mengambil Risiko dan Kebebasan dalam Bekerja Terhadap Minat Berwirausaha Mahasiswa Prodi Manajemen Fakultas Ekonomi dan Pariwisata. *Jurnal Riset Manajemen*. <http://repo.unhi.ac.id/handle/123456789/78>
- Suryana, B. (2018). *Kewirausahaan: Kiat dan Proses Menuju Sukses*. (Edisi Keem). Salemba Empat.
- Syifa Naili. (2021). *Menjadikan Peserta Didik SMK Gemar Berwirausaha ( Kediri : Pernal Edukeratif)* (Edisi Pert). Pernal Edukreatif.
- Tarmiyati, & Kumoro, J. (2016). Pengaruh Motivasi Berwirausaha dan Lingkungan

Keluarga Terhadap Minat Berwirausaha Siswa Kelas XI Kompetensi Keahlian Administrasi Perkantoran SMK Negeri 1 Pengasih Kabupaten Kulon Progo. *Jurnal Pendidikan Administrasi Perkantoran*, 6(3), 284–294.

Yuritanto, & Armansyah. (2021). Pengaruh Motivasi Berwirausaha terhadap Minat Berwirausaha Mahasiswa Prodi Manajemen STIE Pembangunan Tanjung Angkatan Tahun 2020-2021. *Jurnal Kemuning*, 2(2), 1–13.