

ANALYSIS OF THE INFLUENCE OF ENTREPRENEURIAL MOTIVATION, COMMUNICATION SKILLS, AND ENTREPRENEURIAL MINDSET ON ENTREPRENEURIAL INTEREST OF 2021 STUDENTS IN THE ECONOMICS AND MANAGEMENT DEPARTMENTS AT UNIVERSITAS RIAU

Reni Puspita
Manajemen, Universitas Riau
renipuspita1009@gmail.com

Abstract

This research aims to examine the differences in entrepreneurial motivation, communication abilities, entrepreneurial mindset, and entrepreneurial interest between students majoring in Economics and Management. Furthermore, it seeks to analyze both the partial and simultaneous effects of entrepreneurial motivation, communication skills, and entrepreneurial mindset on students' entrepreneurial interest. The study population includes students from the Economics and Management Departments within the Faculty of Economics and Business at Universitas Riau. Using the Krejcie and Morgan table, a total of 221 respondents were selected as the sample. Data analysis was carried out through multiple linear regression using SPSS version 26 for Windows. The findings reveal that entrepreneurial motivation and mindset significantly affect entrepreneurial interest when tested partially, whereas communication skills show no significant partial effect. Meanwhile, the simultaneous analysis indicates that entrepreneurial motivation, communication skills, and entrepreneurial mindset together exert a significant impact on entrepreneurial interest.

Keywords: Entrepreneurial Motivation, Communication Skills, Entrepreneurial Mindset, and Entrepreneurial Interest

A. Introduction

Entrepreneurship represents a crucial foundation for advancing societal welfare in both developed and developing nations. Beyond its contribution to economic expansion, entrepreneurship functions as a driver of innovation that generates new business opportunities and broadens employment prospects. Data released by Indonesia's Central Bureau of Statistics (BPS) reported that as of February 2024, approximately 7.2 million individuals were unemployed. The national Open Unemployment Rate (OUR) stood at 4.82%, marking a decrease from 5.45% in February 2023. Although this decline reflects progress, unemployment continues to pose a serious challenge, largely stemming from the gap between the nation's population growth and the number of available jobs.

Entrepreneurs are capable of recognizing opportunities and formulating creative, sustainable solutions to address societal needs. Consequently, entrepreneurship holds an essential function in advancing infrastructure, enhancing living standards, and meeting community demands (Khamimah, 2021). Among educated groups, university students possess strong potential to engage in entrepreneurship due to their access to academic knowledge, professional networks, and relevant skill sets. Nevertheless, this potential often remains untapped, mainly because of inadequate entrepreneurial motivation, limited communication competence, and the absence of a resilient entrepreneurial mindset. Despite the significance of these factors, research exploring them within Indonesian universities is still relatively scarce. In addition, the level of entrepreneurial interest among Indonesian students is generally lower than that of their counterparts in developed nations (Lisnawati & Kartin, 2021). The Faculty of Economics and Business at Universitas Riau is one institution striving to nurture this interest through a variety of programs, including entrepreneurship courses, practical business training, and participation in the *Wirausaha Merdeka* (Independent Entrepreneurship) initiative.

Preliminary findings from a survey conducted within the Faculty of Economics and Business at Universitas Riau revealed that only a small number of undergraduate students in the Economics Department actively participated in entrepreneurship programs. Among 156 Economics students from the 2021 cohort, merely one student joined the *Wirausaha Merdeka* (WMK) program. In contrast, 156 out of 368 Management students took part in the same initiative. This disparity demonstrates that students in the Economics Department tend to exhibit lower entrepreneurial interest compared to their peers in the Management Department, despite acknowledging the value of entrepreneurship education.

Several previous investigations have emphasized determinants that influence students' interest in entrepreneurship, such as entrepreneurial motivation (Noviantoro & Diana, 2017), communication proficiency (Odewale et al., 2019), and entrepreneurial mindset (Sanusi et al., 2018). Even so, many students still encounter various challenges, including low self-confidence, fear of business failure, and external social pressures, all of which can diminish their enthusiasm to engage in entrepreneurial endeavors.

To address these circumstances, this research was conducted under the title *"An Analysis of the Influence of Entrepreneurial Motivation, Communication Skills, and Entrepreneurial Mindset on the Entrepreneurial Interest of Economics and Management Students of the 2021 Cohort at Universitas Riau."*

Literature Review

Entrepreneurial interest can be described as a person's internal drive, enthusiasm, and determination to work diligently and independently to fulfill life's necessities without being deterred by possible risks, along with a readiness to gain lessons from past failures (R. Sari et al., 2022). Similarly, Zunaedy et al. (2021) interpret entrepreneurial intention as the aspiration of an individual to achieve self-employment or to manage their own business venture. According to R. Sari et al. (2022), several indicators are used to assess entrepreneurial interest, namely:

1. Enjoyment and satisfaction in engaging with entrepreneurship,
2. A greater inclination toward entrepreneurship compared to other career fields
3. A genuine curiosity and attraction toward entrepreneurial endeavors
4. Active involvement in entrepreneurship-related programs or initiatives,
5. Continuous concern and focus on entrepreneurial issues.

Lisnawati and Patandung (2022) define entrepreneurial motivation as a mechanism that stimulates individuals or groups to undertake specific actions directed toward achieving predetermined goals. Furthermore, Yuritanto and Armansyah (2021) identify five main indicators of entrepreneurial motivation, including:

1. The aspiration to achieve high earnings
2. The pursuit of personal independence
3. The ambition to establish and manage a personal enterprise
4. The determination to put business ideas into practice, and
5. The objective of building long-term wealth and prosperity.

Dewi and Kustiarini (2022) conceptualize communication competence as an individual's capability to interact efficiently, which encompasses skills in active listening, articulate speaking, and overcoming communication barriers both verbal and nonverbal. The indicators used to measure communication skills include:

1. The ability to clearly present and elaborate on business concepts
2. The capacity to express ideas verbally with clarity
3. The effectiveness in transmitting and delivering information, and
4. The responsiveness to questions, feedback, or suggestions.

Ramdani et al. (2023) view an entrepreneurial mindset as a cognitive framework that emphasizes opportunity recognition and value creation under uncertain conditions. In addition, Sanusi et al. (2018) outline three primary components that reflect an entrepreneurial mindset, namely: (1)Self-

confidence, (2) A strong sense of responsibility, and (3) Creative and innovative thinking.

B. Research Method

Type of Research

This research utilizes a quantitative methodology incorporating both explanatory and exploratory approaches. The quantitative method is applied to examine a specific population or sample using data obtained through structured research instruments. As stated by Mulyadi (2012), explanatory research is designed to verify the relationships or causal effects among variables based on formulated hypotheses. In contrast, exploratory research serves to explore and gain a deeper understanding of phenomena that have not been thoroughly examined or clearly identified.

Types and Sources of Data

This study utilizes both primary and secondary data sources. Primary data were gathered firsthand from respondents using a questionnaire as the main instrument, whereas secondary data were obtained from official records and documentation provided by the Faculty of Economics and Business, Universitas Riau.

Data Analysis Method

To examine the proposed hypotheses, this study employs multiple linear regression analysis. This analytical method is utilized to identify and measure the relationship between two or more variables, in which one variable serves as the dependent variable influenced by several independent variables. The regression equation applied in this research is presented as follows:

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

Where:

Y = Entrepreneurial Interest

X_1 = Entrepreneurial Motivation

X_2 = Communication Skills

X_3 = Entrepreneurial Mindset

a = Constant value

β = Coefficient of regression

e = Standard error or residual term

The data were processed using the SPSS (Statistical Product and Service Solutions) software to obtain the regression results.

C. Results and Discussion

Descriptive Analysis

The descriptive analysis in this research was carried out to present an overview and explanation of the study variables, which include entrepreneurial interest, entrepreneurial motivation, communication skills,

and entrepreneurial mindset. The descriptive results were obtained from respondents' answers and subsequently processed into distribution tables that display the mean values and their corresponding categorical classifications.

Table 1. Average Scores and Classification of the Four Research Variables among Economics Department Students

No	Variable	Average Score	Classification
1	Entrepreneurial Interest	3,36	Fairly Good
2	Entrepreneurial Motivation	3,91	Good
3	Communication Skills	3,94	Good
4	Entrepreneurial Mindset	3,55	Good

Table 1 presents the responses of students from the Department of Economics regarding the four research variables. The variable with the highest mean score is communication skills (3.94), categorized as good, while the lowest mean score is found in entrepreneurial interest (3.36), which falls into the fairly good category.

Overall, the variables of entrepreneurial interest, entrepreneurial motivation, communication skills, and entrepreneurial mindset are classified within the good to fairly good range. This indicates that students from the Department of Economics generally possess adequate levels of motivation, communication skills, and an entrepreneurial mindset, although their entrepreneurial interest still requires improvement.

These findings also highlight the potential for further development through entrepreneurship training and mentoring programs, which could better prepare students to face real-world business challenges. Therefore, enhancing self-development initiatives and entrepreneurship practice programs within the university environment serves as a strategic step to foster students' enthusiasm and readiness for entrepreneurship.

Table 2. Mean Scores and Categories of the Four Variables in the Department of Management

No	Variable	Average Score	Classification
1	Entrepreneurial Interest	3,53	Good
2	Entrepreneurial Motivation	3,71	Good
3	Communication Skills	3,66	Good
4	Entrepreneurial Mindset	3,77	Good

Table 2 presents the responses of Management Department students regarding the four research variables. Among these, the entrepreneurial mindset variable obtained the highest mean score (3.77), categorized as good, while the lowest mean score was found in communication skills (3.66), which also falls into the good category.

Overall, all four variables entrepreneurial interest, entrepreneurial motivation, communication skills, and entrepreneurial mindset are classified as good, indicating that Management Department students generally possess strong motivation, solid communication abilities, and a positive entrepreneurial mindset.

Classic Assumption Testing

Data Normality

The normality test results indicate that the Asymp. Sig. (2-tailed) values for entrepreneurial interest, entrepreneurial motivation, communication skills, and entrepreneurial mindset in the Economics Department were $0.064 > 0.05$, while in the Management Department the value was $0.200 > 0.05$. Therefore, it can be concluded that the data are normally distributed.

Multicollinearity

The results of the multicollinearity test for students in both the Economics and Management Departments indicate that multicollinearity was not present in this study. This conclusion is supported by tolerance values for all independent variables (X) exceeding 0.10 and variance inflation factor (VIF) values remaining below 10.

Heteroskedasticity

The heteroskedasticity test results for the Economics and Management Departments indicate that there are no signs of heteroskedasticity. This is evident from the scatterplot diagrams, which show no specific pattern in the data points, meaning the regression equations meet the required assumptions.

Multiple linear regression analysis

Table 3. Findings from the Multiple Regression Test in the Economics Department

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	4.648	3.583		1.297
	Entrepreneurial Motivation	.696	.206	.506	3.386
	Communication Skills	-.462	.384	-.224	1.204
	Entrepreneurial Mindset	.682	.297	.342	2.300

a. Dependent Variable: Entrepreneurial Interest

From the table presented above, the regression model obtained is expressed as:

$$Y = 4.648 + 0.696 X_1 - 0.462 X_2 + 0.682 X_3$$

The meaning of this regression equation can be interpreted as follows:

- The constant (α) value of 4.648 suggests that when entrepreneurial motivation, communication skills, and entrepreneurial mindset are all zero, the entrepreneurial interest of students in the Economics Department is predicted to be 4.648.
- The regression coefficient $b_1 = 0.696$ implies that for every 1% increase in entrepreneurial motivation, students' entrepreneurial interest is expected to rise by 0.696, assuming other factors remain unchanged
- The coefficient $b_2 = -0.462$ indicates that a one-unit increase in communication skills would result in a decrease of 0.462 in students' entrepreneurial interest, provided that the other variables are held constant.
- The coefficient $b_3 = 0.682$ shows that a 1% increase in entrepreneurial mindset is associated with a 0.682 increase in students' entrepreneurial interest, assuming other variables do not change.

Table 4. Findings from the Multiple Regression Test in the Management Department

		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	4.353	1.351		3.222	.002
	Entrepreneurial Motivation	.349	.084	.314	4.177	.000
	Communication Skills	.427	.087	.320	4.896	.000
	Entrepreneurial Mindset	.282	.088	.247	3.209	.002

a. Dependent Variable: Entrepreneurial Interest

From the table presented above, the regression model can be written as:

$$Y = 4.353 + 0.349 X_1 + 0.427 X_2 + 0.282 X_3$$

The interpretation of this regression equation is as follows:

- The constant (α) value of 4.353 suggests that when entrepreneurial motivation, communication skills, and entrepreneurial mindset are all zero, the entrepreneurial interest of students in the Management Department is predicted to be 4.353.
- The regression coefficient $b_1 = 0.349$ implies that a 1% increase in entrepreneurial motivation is expected to raise students' entrepreneurial interest by 0.349, assuming the other variables remain constant.

- c) The coefficient $b_2 = 0.427$ shows that if communication skills increase by 1%, the entrepreneurial interest of students is projected to rise by 0.427, with other factors held steady.
- d) The coefficient $b_3 = 0.282$ indicates that a 1% increase in entrepreneurial mindset is associated with a 0.282 increase in students' entrepreneurial interest, assuming all other variables do not change.

Hypothesis Testing

T-Test (Partial Test)

The results of the t-test analysis for the Economics Department demonstrate that entrepreneurial motivation significantly affects entrepreneurial interest. Specifically, the t-value of 3.386 exceeds the critical t-value of 1.998, with a significance level of 0.001, which is below 0.05, and a regression coefficient of 0.506. This finding indicates that students with higher entrepreneurial motivation are more likely to exhibit greater interest in entrepreneurship.

In contrast, communication skills do not show a significant partial effect on entrepreneurial interest. The analysis yielded a t-value of -1.204, which is below the critical t-value of 1.998, a significance level of 0.233 (greater than 0.05), and a regression coefficient of -0.462. This suggests that variations in students' communication skills do not substantially influence their entrepreneurial interest.

Meanwhile, the entrepreneurial mindset variable has a significant partial effect on entrepreneurial interest, as indicated by a t-value of 2.300 exceeding the critical t-value of 1.998, a significance level of 0.025 (less than 0.05), and a regression coefficient of 0.342. This implies that students who possess a stronger entrepreneurial mindset tend to have higher levels of interest in entrepreneurship.

For the Management Department, the t-test results show that entrepreneurial motivation significantly impacts entrepreneurial interest. The t-value of 4.177 is greater than the critical t-value of 1.975, the significance level is 0.000 (below 0.05), and the regression coefficient is 0.314, indicating that students with higher entrepreneurial motivation are more inclined to engage in entrepreneurial activities.

Furthermore, communication skills also exhibit a significant partial effect on entrepreneurial interest, with a t-value of 4.896 exceeding the critical value of 1.975, a significance level of 0.000, and a regression coefficient of 0.320. This demonstrates that students with stronger communication skills are more likely to show greater entrepreneurial interest.

Finally, entrepreneurial mindset has a significant partial effect on entrepreneurial interest in the Management Department, evidenced by a t-value of 3.209 above the critical t-value of 1.975, a significance level of 0.002, and a regression coefficient of 0.247. This indicates that students with a higher

entrepreneurial mindset tend to display stronger interest in pursuing entrepreneurship.

F-Test (Simultaneous Test)

Table 5. Results of the F-Test (Simultaneous) for the Economics Department

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	378.992	3	126.331	9.717	.000 ^b
	Residual	806.038	62	13.001		
	Total	1185.030	65			

a. Dependent Variable: Entrepreneurial Interest

b. Predictors: (Constant), Entrepreneurial Mindset, Entrepreneurial Motivation, Communication Skills

The F-test shows a calculated value of 9.717, which is greater than the F-table value of 2.75, and the significance level is 0.000, which is less than 0.05. This means that entrepreneurial motivation, communication skills, and entrepreneurial mindset simultaneously have a significant influence on entrepreneurial interest, leading to the rejection of H_0 and acceptance of H_a .

Table 6. Results of the F-Test (Simultaneous) for the Management Department

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	990.827	3	330.276	57.865	.000 ^b
	Residual	861.857	151	5.708		
	Total	1852.684	154			

a. Dependent Variable: Entrepreneurial Interest

b. Predictors: (Constant), Entrepreneurial Mindset, Entrepreneurial Motivation, Communication Skills

The F-test shows a calculated value of 57.865, which exceeds the F-table value of 2.66, with a significance level of 0.000, less than 0.05. This demonstrates that entrepreneurial motivation, communication skills, and entrepreneurial mindset simultaneously have a significant impact on entrepreneurial interest, leading to the rejection of H_0 and acceptance of H_a .

Coefficient of Determination Test

The analysis of the coefficient of determination (R^2) for the Economics Department indicates a value of 0.287. This suggests that entrepreneurial motivation, communication skills, and entrepreneurial mindset collectively explain 28.7% of the variation in students' entrepreneurial interest, while the remaining 71.3% is influenced by other factors not examined in this study. For the Management Department, the coefficient of determination is 0.535. This implies that the three independent variables entrepreneurial motivation, communication skills, and entrepreneurial mindset account for 53.5% of the

differences in entrepreneurial interest among students, with the remaining 46.5% attributed to factors beyond the scope of this research.

Difference Test

Table 7. Results of the Independent Samples 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 Differ ence	Std. Error Differ ence	95% Confidence Interval of the Difference	
Entrepreneurial Interest	Equal variances assumed	5.702	.018	-1.766	219	.079	-.96696	.54741	-.20458	.111902
	Equal variances not assumed			-1.626	103.220	.107	-.96696	.59485	-.214667	.21275
Entrepreneurial Motivation	Equal variances assumed	.042	.838	.954	219	.341	.43724	.45840	-.46619	1.34068
	Equal variances not assumed			.956	123.334	.341	.43724	.45743	-.46818	1.34267
Communication Skills	Equal variances assumed	6.996	.009	3.440	219	.001	1.24174	.36093	.53040	1.95308
	Equal variances not assumed			3.769	152.698	.000	1.24174	.32949	.59079	1.89269
Entrepreneurial Mindset	Equal variances assumed	6.414	.012	-3.773	219	.000	-1.55142	.41114	-2.36172	-.74111
	Equal variances not assumed			-4.322	170.678	.000	-1.55142	.35896	-2.25999	-.84284

Based on the results of the independent samples t-test, it was found that there was no significant difference between students of the Economics and Management departments in the entrepreneurial interest variable, with a significance value of 0.107 (> 0.05) and a Levene's Test result of 0.018,

indicating that the variance between groups was not homogeneous. The mean difference between the two groups was -0.842, with a 95% confidence interval ranging from -1.881 to 0.197.

For the entrepreneurial motivation variable, the test results indicated no significant difference between students from the two departments, with a significance value of 0.341 (> 0.05) and a Levene's Test value of 0.838, suggesting that the variance between groups was homogeneous. The mean difference between Economics and Management students was 0.513, with a 95% confidence interval from -0.555 to 1.581.

Meanwhile, for the communication skills variable, the results revealed a significant difference between students of the Economics and Management departments, with a significance value of 0.000 (< 0.05) and a Levene's Test value of 0.009, indicating that the variance between groups was not homogeneous. The mean difference was -1.276, with a 95% confidence interval ranging from -1.898 to -0.654, suggesting that Management students possess higher communication skills compared to Economics students.

Furthermore, for the entrepreneurial mindset variable, the analysis also showed a significant difference between the two departments, with a significance value of 0.000 (< 0.05) and a Levene's Test value of 0.012, indicating non-homogeneous group variances. The mean difference between groups was -1.435, with a 95% confidence interval ranging from -2.143 to -0.727, demonstrating that Management students have a significantly better entrepreneurial mindset than Economics students.

Conclusion:

This study aimed to identify differences in entrepreneurial motivation, communication skills, entrepreneurial mindset, and entrepreneurial interest between students of the Economics and Management departments. In addition, it sought to analyze the influence of entrepreneurial motivation, communication skills, and entrepreneurial mindset on entrepreneurial interest, both partially and simultaneously, among students from these departments. The research subjects were students of the Economics and Management departments at Universitas Riau. The sample consisted of 2021 cohort students who had taken entrepreneurship courses. Data collected through questionnaires were analyzed using a series of statistical tests, and the conclusions of the study are presented as follows:

a) Entrepreneurial Interest and Competencies

Economics students demonstrated good entrepreneurial interest, supported by positive entrepreneurial motivation, communication skills, and mindset, although practical experience still needs

enhancement. Their mindset reflects self-confidence, decision-making abilities, and the capacity to utilize innovative ideas.

Management students also exhibited strong entrepreneurial interest and motivation, coupled with confident communication skills and a positive entrepreneurial mindset. They are receptive to feedback and responsible, though their awareness of the importance of innovation could be further strengthened through more practical approaches.

b) Differences Between Departments

Notable differences were observed between Economics and Management students. Management students excelled in entrepreneurial interest and mindset, whereas Economics students performed better in motivation and communication skills.

c) Partial Influence on Economics Students

For Economics students, entrepreneurial motivation and mindset had a significant effect on entrepreneurial interest. However, communication skills did not significantly influence their entrepreneurial interest.

d) Partial Influence on Management Students

For Management students, entrepreneurial motivation, communication skills, and mindset all had a significant impact on entrepreneurial interest.

e) Simultaneous Influence

Entrepreneurial motivation, communication skills, and mindset collectively had a significant effect on the entrepreneurial interest of both Economics and Management students.

f) Dominant Factors

The dominant factors influencing entrepreneurial interest differed between the two departments. Among Economics students, entrepreneurial motivation emerged as the most critical factor in shaping the desire to start a business. In contrast, communication skills were the most influential factor for Management students. This distinction highlights that each group possesses unique characteristics and perspectives in developing entrepreneurial interest.

References:

- Dewi, Erlinda Rahma, and Kustiarini. 2022. "Implementasi Model Pembelajaran Two Stay Two Stray (TSTS) Berbasis Peta Konsep Sebagai Upaya Meningkatkan Keterampilan Komunikasi Mahasiswa." *Jurnal Riset Pendidikan Dasar* 05(2):161–73.
- Khamimah, Wininatin. 2021. "Peran Kewirausahaan Dalam Memajukan Perekonomian Indonesia." *Jurnal Disrupsi Bisnis* 4(3):2017. doi:

- 10.32493/drj.v4i3.9676.
- Lisnawati, and D... Kartin. 2021. "Analisis Faktor-Faktor Yang Mempengaruhi Minat Mahasiswa Upi Berwirausaha." *Jurnal Pendidikan Manajemen Bisnis* 21(2):42-54.
- Lisnawati, Euis, and Heri Patandung. 2022. "Pengaruh Motivasi Dan Kemampuan Kerja Terhadap Kinerja Pegawai Di Lingkungan Perkumpulan Pembina Lembaga Pendidikan Dasar Dan Menengah Kota Sukabumi." *Jurnal Ekonomak* Vol. 8, No(1):1-20.
- Mulyadi, M. (2012), "Riset Desain Dalam Metodologi Penelitian Mohammad Mulyadi (" , Studi Komunikasi Dan Media, Vol. 16 No. 1, pp. 71-80.
- Noviantoro, G. (2017). "Pengaruh Pengetahuan Kewirausahaan, Motivasi Berwirausaha, dan Lingkungan Keluarga terhadap Minat Berwirausaha pada Mahasiswa Program Studi Akuntansi Fakultas Ekonomi Universitas Negeri Yogyakarta" (*Jurnal, Universitas Negeri Yogyakarta*).
- Odewale, A. A., Ojo, O., dan Adebayo, O. (2019). *Interpersonal communication skills and entrepreneurial intention among university students. International Journal of Entrepreneurship*, 23(3), 1-10.
- Sanusi, Imam, Pardiman, and Restu Millanintyas. 2018. "Pengaruh Mindset Wirausaha, Pengetahuan Kewirausahaan, Dan Lingkungan Keluarga Terhadap Minat Berwirausaha (Studi Kasus Mahasiswa Fakultas Ekonomi Dan Bisnis Jurusan Manajemen Angkatan 2018)." *Jurnal Riset Manajemen* 85-93.
- Sari, Raihanah, Hasanah Mahmudah, Ulfah Marya, and Jannah Fathul. 2022. "Analisis Faktor Yang Mempengaruhi Minat Berwirausaha Mahasiswa Pgsd Melalui Mata Kuliah Kewirausahaan." *Jurnal Ekonomi Dan Bisnis*, 9(2):398-402.
- Sari, Siti Hennida, Sumarno Sumarno, and Suarman Suarman. 2022. "Pengaruh Motivasi Berwirausaha Dan Pengetahuan Kewirausahaan Terhadap Minat Berwirausaha Siswa SMK Negeri 1 Kepenuhan." *Jurnal Pendidikan Dan Kewirausahaan* 10(2):516-35. doi: 10.47668/pkwu.v10i2.424.
- Yuritanto, and Armansyah. 2021. "Pengaruh Motivasi Berwirausaha Terhadap Minat Berwirausaha Mahasiswa Prodi Manajemen STIE Pembangunan Tanjung Angkatan Tahun 2020-2021 (Studi Kelas Pagi 1 Dan Pagi 2)." *Jurnal Kemunting* 2(2):471-83.
- Zunaedy, Muhammad, Siti Aisyah, and Triwilujeng Ayuningtyas. 2021. "Faktor-Faktor Yang Mempengaruhi Minat Berwirausaha Mahasiswa Pendidikan Ekonomi Angkatan 2016 STKIP PGRI Lumajang Tahun Akademik 2020/2021." *Jurnal Riset Pendidikan Ekonomi* 6(1):47-59. doi: 10.21067/jrpe.v6i1.5294.