

Analyse Of The Influence Of Entrepreneurial Motivation, Entrepreneurship Education, and Entrepreneurial Mindset On The Entrepreneurial Interest Of Management And Accounting Students At Universitas Riau

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Abstract

The growing problem of unemployment among educated individuals underscores the critical importance of entrepreneurship as a viable solution. This study set out to explore how entrepreneurial drive, business education, and a growth-oriented mindset impact students' inclination towards starting a business. Additionally, it sought to uncover any differing effects between students from distinct academic disciplines. Utilizing a quantitative methodology, our data was gathered through questionnaires completed by 130 undergraduate Management students and 119 undergraduate Accounting students, all from the 2021 intake. Our findings reveal that for Management students, both their entrepreneurial motivation and the education they received in entrepreneurship significantly shaped their interest in business ventures. In contrast, for Accounting students, a comprehensive influence was observed, where entrepreneurial motivation, entrepreneurship education, and their entrepreneurial mindset all played a significant role in fostering their entrepreneurial interest.

Keywords:

Entrepreneurial Motivation, Entrepreneurship Education, Entrepreneurial Mindset, Entrepreneurial Interest

1. Introduction

Unemployment poses a critical challenge in Indonesia today. According to data from the Central Statistics Agency (BPS), the open unemployment rate (TPT) in Indonesia remains relatively high, including unemployment among educated people or university graduates. In introduction clearly explain the nature of the problem, previous work, purpose, and contribution of the paper. Ensure that your paper has been fully proofread before submitting it for publishing. One strategic solution to overcome the unemployment problem is to create new entrepreneurs.

within the Faculty of Economics and Business, University of Riau, efforts to foster interest in entrepreneurship have been carried out through various programs and activities, such as entrepreneurship courses, seminars and workshops, and business plan competitions. This effort is strengthened by the support of the Ministry of Education, Culture, Research and Technology through the Independent

Entrepreneurship Program (WMK) as a factual indicator of the extent to which students' interest in entrepreneurship already existed when they became participants in the program before the implementation stage.

Even though WMK has been intensively socialized, in reality there is a discrepancy in student participation figures, indicated by the low enthusiasm of those registering for the program. In the 21st batch of undergraduate management students, there were only 35 out of 368 students or around 9.5% of the total population. Meanwhile, among the 21st batch of accounting undergraduate students, WMK participants were 16 out of 338 students or around 4.73% of the total population. The low participation rate indicates that although relevant programs are available to support entrepreneurship development, student interest in entrepreneurship is still low.

This interest doesn't develop spontaneously, but is influenced by various factors, both internal and external. In this context, three main factors thought to significantly influence students entrepreneurial interest are entrepreneurial motivation (Utami dan Wahyuni, 2022), entrepreneurship education (Eva *et al.*, 2023), and entrepreneurial mindset (Ramdani *et al.*, 2023). in a wider population, namely all undergraduate students of Management and Accounting Study Program class 21 of Riau University. The finding of this study are anticipated to yield both theoretical insights and practical applications for fostering entrepreneurship within the higher education context, particularly at the University of Riau.

2. Literature Review

Entrepreneurial Interest

persuent to Yadewani and Wijaya (2017) interest in entrepreneurship refers to a person's inner tendency to be interested and driven to create, organize, manage, bear risks, and develop their own business. According to Sari et al. (2022), indicators of interest in entrepreneurship are divided into 5 parts, as follows:

1. A positif affective response towards at the entrepreneurial domain
2. An articulated preference for entrepreneurial pursuits over conventional vocational alternatives
3. A pronounced curiosity and intellectual attraction to the entrepreneurial sphere
4. Proactive engagement in and tangible participation with entrepreneurial related endeavors
5. A sustained cognitive focus on and high level of attentiveness to entrepreneurial phenomena

Entrepreneurial Motivation

Entrepreneurial motivation is concetualized as a ppowerful internal impetus that compels an individual to manifest their latent potensial through creative and innovation ideation, ultimately for the purpose of generating novel, value-augmented offerings that contribute to societal welfare (Syifa, 2021).

According to Armansyah and Yuritanto (2021), entrepreneurial motivation indicators are divided into 5:

1. The Desire to Have a High Income
2. Desire for a More Fulfilling Career
3. Prestige Desire To Become A Business Owner
4. An inclination towards the operationalization of pionering concept and frameworks
5. The ambition geared towards securing sustained financial prosperity

Entrepreneurship Education

Entrepreneurship education is fundamentally concerned with the systematic cultivation of entrepreneurial competencies, encompassing the development of specialized knowledge and the honing of practical skills that all considered indispensable for individuals aspiring to launch and manage a new venture (Kodrati and Christina, 2020).

According to Rimadani and Murniawaty (2018), entrepreneurship education indicators are divided into 3, namely:

1. Creating Entrepreneurial Desire
2. Adding Insight
3. Be Sensitive to Business Opportunities

Entrepreneurial Mindset

According to Rosmiati et al., (2022), an entrepreneurial mindset is a way of thinking that enables individuals to overcome challenges, be assertive, and accept responsibility for outcomes. This mindset is characterized by a constant need to improve skills, learn from mistakes, and take action on ideas.

Based on Arrezqi, et al. (2022), the entrepreneurial mindset in research is measured by the following three indicators:

1. Confident
2. Responsibility
3. Cognitive flexibility

3. Research Method

Type of Research

This study is classified as quantitative research. This approach was chosen to systematically examine the influence of three independent variables, entrepreneurial motivation, entrepreneurship education, and entrepreneurial mindset on the dependent variable, which is the entrepreneurship interest of student. The research population focuses on the 2021 student cohort from the bachelor of management and accounting study program at Riau University. In line with the quantitative paradigm, this study involves testing established hypotheses, collecting data using standardized instrument, and performing statistical analysis to draw conclusions.

Types and Sources Data

This data comes directly from active students of the 21st Class of the Management and Accounting Study Program at Riau University by filling out online and offline questionnaires. The total population of the management study program is 268 and the sample is 130 students, while the total population of the accounting study program is 230 with a sample of 119 students. According to Sugiyono (2019), a questionnaire is a data collection method carried out by giving respondents a set of written questions or statements to answer.

Data Analysis Method

This study utilized a quantitative analytical methodology, executed in a multi-stage process. Prior to the main analysis, a series of preliminary diagnostic tests for classical assumptions were performed. These diagnostics included the Normality Test to verify the normal distribution of residuals, the Multicollinearity Test to assess intercorrelations among the independent variables, and the Heteroscedasticity Test to ensure constant variance of the residuals. Following the fulfillment of these assumptions, Multiple Linear Regression Analysis was employed to quantify the partial and simultaneous influence of the independent variables. Hypothesis testing was subsequently conducted through the F-test for overall model significance, the t-test for individual variable significance, and the Coefficient of Determination (R^2) to evaluate the models explanatory power. Furthermore, a comparative analysis was conducted using an Independent Samples T-Test to examine differences in mean scores between the Management and Accounting student groups. All statistical procedures were executed using SPSS version 27.

4. Result and Discussion

Descriptive Analysis

The descriptive analysis in this study aims to provide a general description of the distribution of each variable, namely entrepreneurial motivation (X1), entrepreneurship education (X2), entrepreneurial mindset (X3), and entrepreneurial interest (Y1).

Based on the results of the recapitulation of research data obtained from the distribution of questionnaires, the following is summarized in a frequency table:

Table 1 Mean Values and Corresponding Categories for the Four Assessed Variables Management

No	Variable	Average	Category
1	Entrepreneurial Interest	3,86	High
2	Entrepreneurial Motivation	4,07	High
3	Entrepreneurship Education	3,91	Good
4	Entrepreneurial Mindset	4,22	Very Good

The descriptive analysis that management students exhibit a highly favorable condition across all entrepreneurial variables. The highest mean score was observed in entrepreneurial mindset (4,22) and classifying it as very good. This suggest that management students posses not only a strong theoretical foundation but also an exceptionally positive dispotion and readiness regarding their motivation and interest to pursue entrepreneurship.

Table 2 Mean Values and Corresponding Categories for the Four Assessed Variables Accounting

No	Variable	Average	Category
1	Entrepreneurial Interest	3,90	High
2	Entrepreneurial Motivation	3,84	High
3	Entrepreneurship Education	3,79	Good
4	Entrepreneurial Mindset	4,02	Good

While the overall descriptive results remain good, the Entrepreneurial Mindset variable registered the highest score at 4.02, yet it falls short when compared to the preceding department's findings. This lower ranking reflects a conservative psychological orientation rooted in the discipline's demands for compliance and accuracy. Consequently, this focus inherently clashes with key entrepreneurial mindset indicators, specifically those related to embracing calculated risk and fostering disruptive innovativeness

Instrument Test

a. Validity Test

Validity tests are used to measure the validity of the questions presented in the questionnaire. The criteria for making decisions on the validity of a variable are as follows: the level of significance is < 0.05 and if the calculated r is $> r$ table. The way to determine the r table is with the formula, df (degree of freedom) = $N - 2$, then adjust it to the order of the r table which is 0.172 and 0,180. It was found that all questions in the questionnaire for management and accounting students were proven valid.

b. Reliability Test

This test is carried out to measure the level of consistency when the instrument is measured repeatedly. An instrument is said to be reliable if cronbach's alpha has a value > 0.60 . for the management major, cronbach's alpha Y (0.873), X1 (0.809), X2 (0.754), X3 (0.740). while the accounting major Y (0,872), X1 (0,799), X2 (0,674), X3 (0,698)

Classical Assumption Test

a. Normality Test

Testing for normality using the kolmogorov-smirnov test, which was conducted to assess the normality of the regression models residuals for the management departmen samples ($N=130$) Based on the asymp. sig (2-tailed), the data for the management major is normal because the significance value is 0.200 or > 0.05 .

Consequently, the classical assumption of normality for the residual is confirmed to be satisfied for this model.

Similarly, the statistical evidence, indicated by a significance level of 0.200, provides no grounds to assume a non normal distribution of the residuals. This outcome affirms that the classical assumption of normality is robustly met for the Accounting sample (N=119), thereby ensuring the reliability of the subsequent inferential statistical test.

b. Multicollinearity Test

A multicollinearity assessment was performed on the Management department regression model. The collinearity statistical analysis showed that all predictor variables met the established criteria, with tolerance values well above 0.10 and VIF values well below the threshold of 10. These results confirmed the absence of strong intercorrelations between the independent variables, thus fulfilling this classical assumption. To validate the Accounting department regression model, a multicollinearity diagnosis was performed. The obtained statistics showed that each independent variable had a tolerance value well above the minimum of 0.10 and a VIF value well below the maximum limit of 10. Therefore, the data strongly support the conclusion that there is no problematic linear relationship between the predictor variables in this model.

c. Heteroscedasticity Test

Heteroscedasticity tests were performed on the regression models for the Management and Accounting departments, confirming the absence of this problem in both samples. Statistical evidence for both groups consistently indicates that none of the independent variables significantly impacts the residual variance, as all significance values are well above the alpha threshold of 0.05. These consistent results strongly support the conclusion that the classical assumption of homoscedasticity is met, thus ensuring the validity of the regression estimates for both analytical models.

Multiple Linear Regression Analysis

This study seeks to determine the extent to which students entrepreneurial interest is influenced by three key predictor variables: entrepreneurial motivation, entrepreneurship education, and entrepreneurial mindset.

Tabel 3 Result Multiple Linear Regression Analysis Management Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1	(Constant)	.745	2.003	.372	.711
	Entrepreneurial Motivation	.546	.095	.438	.000

Entrepreneurship Education	.456	.119	.283	3.846	.000
Entrepreneurial Mindset	.266	.136	.151	1.960	.052

a. Dependent Variable: Y

$$Y = 0,745 + 0,546 X_1 + 0,456 X_2 + 0,266 X_3 + e$$

This regression model yields the following explanatory insights:

1. The constant value of 0.745 is positive, meaning that if entrepreneurial motivation, entrepreneurship education, and entrepreneurial mindset are assumed to be = 0, then entrepreneurial interest will have a value of 0.745.
2. The regression coefficient for variable X1 is 0.546, which is positive. This indicates that every additional unit of entrepreneurial motivation value will increase entrepreneurial interest by 0.546, assuming that other independent variables are considered constant.
3. The regression coefficient for variable X2 is 0.456, which is positive. This indicates that every additional unit of entrepreneurship education value will increase the interest in entrepreneurship by 0.456, assuming that other independent variables are considered constant.
4. The regression coefficient for variable X3 is 0.266, which is positive. This indicates that every additional unit of entrepreneurial mindset value will increase entrepreneurial interest by 0.266, assuming that other independent variables are considered constant.

Table 4 Result Multiple Linear Regression Analysis Accounting

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	-1.924	2.633		-.731	.467
	Entrepreneurial Motivation	.517	.117	.362	4.399	.000
	Entrepreneurship Education	.652	.158	.339	4.137	.000
	Entrepreneurial Mindset	.289	.143	.148	2.015	.046

a. Dependent Variable: Y

$$Y = -1.924 + 0,517 X_1 + 0,652 X_2 + 0,289 X_3 + e$$

This regression model yields the following explanatory insights:

1. The constant value of -1.924 with a negative sign means that if entrepreneurial motivation, entrepreneurship education, and entrepreneurial mindset are assumed to be = 0, then entrepreneurial interest will have a value of -1.924.
2. The regression coefficient for variable X1 is 0.517, which is positive. This indicates that every additional unit of entrepreneurial motivation value will increase entrepreneurial interest by 0.517, assuming that other independent variables are considered constant.
3. The regression coefficient for variable X2 is 0.652, which is positive. This indicates that every additional unit of entrepreneurship education value will increase the interest in entrepreneurship by 0.652, assuming that other independent variables are considered constant.
4. 4. The regression coefficient for variable X3 is 0.289, which is positive. This indicates that every additional unit of entrepreneurial mindset value will increase entrepreneurial interest by 0.289, assuming that other independent variables are considered constant.

Hyphotesis Test

a. Difference Test

Table 5 Result Independent Samples Test Analysis Management and Accounting Departement

		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	1.203	.274	1.195	247	.233	.60478	.50597	-.39178	1.60134
	Equal variances not assumed			1.192	241.223	.235	.60478	.50746	-.39483	1.60439
Motivasi Berwirausaha	Equal variances assumed	.661	.417	1.741	247	.083	.66257	.38053	-.08693	1.41208

	Equal variances not assumed			1.747	246.925	.082	.66257	.37933	- .08457	1.40972
Pendidikan Kewirausahaan	Equal variances assumed	1.147	.285	1.302	247	.194	.37595	.28886	- .19299	.94489
	Equal variances not assumed			1.308	246.898	.192	.37595	.28747	- .19025	.94216
Mindset Berwirausaha	Equal variances assumed	.113	.737	2.361	247	.019	.64602	.27364	.10705	1.18499
	Equal variances not assumed			2.365	246.330	.019	.64602	.27320	.10792	1.18413

The t-test results show a sig. (2-tailed) value > 0.05, so there is no statistically significant difference between Management Department students and Accounting Department students. The data presented in the table reveals that the variables of entrepreneurial motivation and entrepreneurship education have a sig. (2-tailed) value > 0.05 but the entrepreneurial mindset variable has a sig. (2-tailed) < 0.05. This proves that there is a statistically significant difference between Management and Accounting students.

b. T Test

The T test is used to assess the influence of each independent variable on the dependent variable. The working principle of the T-test lies in its calculation, which produces a t-statistic value. This value serves as the basis for measuring the difference in the means of the two groups. The higher the t-statistic value, the greater the likelihood that the difference in means is significant.

1. The entrepreneurial motivation variable shows that t count is 5.742 > t table 1.978, with a significance value of 0.00 < 0.05, and a coefficient value of 0.438. The conclusion is that entrepreneurial motivation has a significant and positive influence on entrepreneurial interest. An individual's level of entrepreneurial interest is directly related to their level of motivation.
2. The entrepreneurship education variable shows that t count is 3.846 > t table 1.978, with a significance value of 0.00 < 0.05, and a coefficient value of 0.283. The conclusion is that entrepreneurship education has a significant and positive

effect on entrepreneurial interest. An individuals level of entrepreneurial interest is directly related to their level of entrepreneurship education

3. The entrepreneurial mindset variable shows that $t_{\text{value}} 1.960 < t_{\text{table}} 1.978$ and a significance value of $0.052 > 0.05$ and a coefficient value of 0.151. The conclusion is that the entrepreneurial mindset does not have a significant and positive effect on entrepreneurial interest partially.

The Accounting process is outlined below:

1. The entrepreneurial motivation variable shows that t_{value} is $4.399 > t_{\text{table}} 1.980$, with a significance value of $0.00 < 0.05$, and a coefficient value of 0.362. The conclusion is that entrepreneurial motivation has a significant and positive influence on entrepreneurial interest. An individuals level of entrepreneurial interest is directly related to their level of motivation
2. The entrepreneurship education variable shows that t_{value} is $4.137 > t_{\text{table}} 1.980$, with a significance value of $0.00 < 0.05$, and a coefficient value of 0.339. The conclusion is that entrepreneurship education has a significant and positive effect on entrepreneurial interest. An individuals level of entrepreneurial interest is directly related to their level of entrepreneurship education
3. The entrepreneurial mindset variable shows that t_{value} is $2.015 > t_{\text{table}} 1.980$, the significance value is $0.046 < 0.05$, and the coefficient value is 0.148. The conclusion is that entrepreneurial mindset has a significant and positive influence on entrepreneurial interest. The stronger the entrepreneurial mindset, the higher the entrepreneurial interest.

c. F Test

H_0 : There is no influence between entrepreneurial motivation, entrepreneurship education, and entrepreneurial mindset collectively on entrepreneurial interest.

H_a : There is an influence between entrepreneurial motivation, entrepreneurship education, and entrepreneurial mindset on entrepreneurial interest.

Tabel 6 Result F Test Management Departement
ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	937.803	3	312.601	33.623	.000 ^b
	Residual	1069.188	115	9.297		
	Total	2006.992	118			

a. Dependent Variable: Y

b. Predictors: (Constant), X3, X2, X1

The calculated F_{value} is $47.496 > F_{\text{table}} 2.68$ with a significance of $0.00 < 0.05$, meaning that entrepreneurial motivation, entrepreneurship education, and

entrepreneurial mindset together influence entrepreneurial interest, so H_0 is rejected and H_a is accepted.

Tabel 7 Result F Test Accounting Departement

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	937.803	3	312.601	33.623	.000 ^b
	Residual	1069.188	115	9.297		
	Total	2006.992	118			

a. Dependent Variable: Y

b. Predictors: (Constant), X3, X2, X1

The calculated F_{value} is $33.623 > F_{\text{table}} 2.45$ with a significance of $0.00 < 0.05$, meaning that entrepreneurial motivation, entrepreneurship education, and entrepreneurial mindset together influence entrepreneurial interest, so H_0 is rejected and H_a is accepted.

d. Test of the Coefficient of Determination (R Square/R2)

Tabel 8 Result Coefficient of Determination (R Square/R2) Management Departement

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.728 ^a	.531	.520	2.67526

a. Predictors: (Constant), X3, X2, X1

b. Dependent Variable: Y

The variables of entrepreneurial motivation, entrepreneurship education, and entrepreneurial mindset can explain 53.1% of entrepreneurial interest, while the remaining 46.9% can be explained by other variables not included in this study.

Tabel 9 Result Coefficient of Determination (R Square/R2) Accounting Departement

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.684 ^a	.467	.453	3.04915

a. Predictors: (Constant), X3, X2, X1

b. Dependent Variable: Y

The R-squared value was 0.467. Thus, the variables of entrepreneurial motivation, entrepreneurship education, and entrepreneurial mindset can explain 46.7% of entrepreneurial interest. The remaining 53.3% can be explained by other variables not included in this study.

5. conclusion

The analysis of the research results led to the following conclusions.

1. Research on Management students shows that interest in entrepreneurship is growing significantly. Practice in an academic environment can attract students' interest in starting a business and equip them with a strong understanding of entrepreneurial concepts. Entrepreneurial mindsets demonstrate a high level of confidence and great creativity.

Success in entrepreneurship is also largely determined by professionalism and responsibility. In other words, while entrepreneurship education can foster interest, there's still room to increase motivation through hands-on practice and fostering independence, all of which must be grounded in a professional and responsible attitude.

2. In terms of entrepreneurial interest, entrepreneurial motivation, entrepreneurship education and entrepreneurial mindset, management students are always higher

3. Entrepreneurial motivation significantly influences entrepreneurial interest in undergraduate Management and Accounting students. Entrepreneurship education significantly influences entrepreneurial interest in undergraduate Management and Accounting students. Entrepreneurial mindset significantly influences entrepreneurial interest in undergraduate Accounting students, but entrepreneurial mindset does not significantly influence entrepreneurial interest in undergraduate Management students.

4. Entrepreneurial motivation, entrepreneurship education and entrepreneurial mindset together or simultaneously influence the entrepreneurial interest of students majoring in management and accounting.

5. The differences in knowledge contributions between Management and Accounting students can be seen from the different perspectives and emphases at each stage. Management students demonstrate a stronger dominance in the entrepreneurial drive dimension. Meanwhile, accounting students excel in entrepreneurship learning due to their greater focus on business sustainability and careful financial risk management.

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