

The Impact of Entrepreneurial Education and Motivation on Entrepreneurial Success: Mediating Role of Entrepreneurial Attitude

¹*Hajar Dewantara, ²Sousou Raharimalala

¹Universitas Negeri Makassar, Indonesia

²Université Privé de Madagascar, Madagascar

*Corresponding author: hajar.dewantara@unm.ac.id

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ABSTRACT

Unemployment is a major problem in Indonesia. This occurs because Indonesia is a country with a relatively high population growth rate, which affects the competition for job opportunities. One effective way to address the unemployment issue is to create or increase the number of entrepreneurs. This study aims to determine the direct and indirect effects of Entrepreneurial Education, entrepreneurial motivation, and entrepreneurial attitude on entrepreneurial success. This research uses a descriptive explanatory quantitative approach that describes the relationships among variables with a population of 128 students. The sampling technique employed is Proportional Random Sampling, which involves 128 students from the Entrepreneurship Program at Makassar State University. The research results show that both directly and indirectly, entrepreneurial education, entrepreneurial motivation, and entrepreneurial attitude have a significant effect on entrepreneurial success. Based on the results of this study, it can serve as a source of information or a reference for educators or lecturers to guide and mentor students regarding the development of entrepreneurial skills. It is hoped that students will deepen their skills related to business management so that they are not only focused on the products produced but are also capable of marketing activities and making decisions based on business evaluations with the goal of developing the business. Additionally, for future researchers, it is recommended to delve deeper and expand this study in terms of variables and the development of research methods

Keywords: Entrepreneurial Education, Entrepreneurial Attitude, Motivation, Entrepreneurial Success

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1. INTRODUCTION

Education has become the axis of transformation in social, economic, and political fields within society and acts as an integrative force. Through education, the process of instilling values can foster individual excellence amid national development. One important aspect is the cultivation of values of independence among the younger generation during the educational process, so they do not rely excessively on their surroundings, especially when they are expected to re-engage with society after completing their education stages, becoming more prepared to participate in development processes. Many countries instill values of independence by developing the entrepreneurial sector for their communities. Entrepreneurship is seen as one of the solutions to address issues of unemployment, limited job openings, and poverty faced by nearly all countries, especially developing nations. Governments in every country are obliged to encourage their younger generations to build an entrepreneurial spirit, enabling them to break free from dependency on others. Society must not be left to live in poverty due to circumstances they cannot reject.

Entrepreneurship should not only be understood as the ability to start one's own venture. More broadly, entrepreneurship can be seen as a momentum for changing mentality, mindset, and socio-cultural change. The definition of entrepreneurship itself is the ability to identify and assess business opportunities, optimize resources, take action, and have high motivation in taking risks to succeed in their business (Hasan, 2020). According to Hurriah (2020), an entrepreneur is someone who can see opportunities, dare to seize them, and transform those opportunities into reality. Such abilities are highly relevant for anyone who wants to succeed in the job market. Additionally, successful entrepreneurs possess many positive traits, such as creativity, innovation, a willingness to take risks, resilience in facing challenges, and honesty with themselves and others. The role of an entrepreneur is to renew through creative destruction, possessing the courage to see and change what has become established, routine, and satisfactory. Another role of the entrepreneur is as an innovator, providing new ideas and approaches to society, and acting as a risk calculator, seeking and exploiting opportunities, as well as creating new organizations. Ultimately, the output of entrepreneurial efforts is to generate new resources that enhance prosperity and improve existing resources to create collective welfare. Entrepreneurship can thrive when practitioners possess entrepreneurial characteristics (Hasan, 2020).

In developing the relationship between entrepreneurship and innovation, an entrepreneur is someone who innovates, while those who do not engage in innovation are not fulfilling their entrepreneurial role. Innovation, specifically, refers to efforts aimed at creating focused and intentional change in the economic or social potential of an organization (Purnomo, 2017).

To become a competent entrepreneur, a high entrepreneurial motivation is required. According to Raditya (2017), entrepreneurial motivation is the attention, pleasure, and willingness of a person to engage in independent business activities based on their abilities, strengths, and skills. This entrepreneurial motivation will guide and encourage individuals to run and build their ventures. With high entrepreneurial motivation, individuals do not only focus on profits but also on satisfaction in entrepreneurship. However, this motivation is often lacking among hearing-impaired individuals in Surabaya. According to Dwidjosumarto (in Somad & Hernawati, 1996), hearing impairment is a condition that results in an individual's inability to capture stimuli, especially through the auditory sense. This is evident from interviews with several hearing-impaired individuals, where they express a preference for working as laborers in companies, despite the fact that labor income often does not suffice to cover their living expenses. This is because they lack the knowledge and encouragement to start their own businesses.

Entrepreneurship education aims to integrate concepts, theories, attitudes, and behaviors of entrepreneurship, which are implemented in the form of entrepreneurial skills and developed through a learning model that combines entrepreneurial values and behaviors. One strategy for training that uses contextual teaching and learning is a concept of education based on experience, authentic learning, which encourages trainees to use the knowledge taught to solve authentic problems in entrepreneurship. Understanding these two concepts, entrepreneurship education is a method, model, or strategy for learning entrepreneurship, which is used to educate, study, and build an entrepreneurial spirit. In entrepreneurship education, it is necessary to consider the needs and goals of entrepreneurship learning, the approach to learning that is adjusted to the individual's learning style, and the competencies and skills that are expected to be improved.

The entrepreneurial process is designed to understand the process of entrepreneurship through four stages: (a) seeking business opportunities, (b) finding business opportunities, (c) exploiting business opportunities, and (d) executing business opportunities. Meanwhile, entrepreneurial intensity is based on entrepreneurship education that focuses on entrepreneurial behavior and attitudes. There are three key dimensions: (a) innovation, (b) risk-taking, and (c) proactive attitude.

Attitude is a positive or negative belief that displays certain behavior. These beliefs are called behavioral beliefs. An individual will intend to display certain behavior when they evaluate it positively. This attitude is determined by the individual's beliefs about the consequences of displaying certain behavior, which is evaluated based on the possible consequences they may face. Wijaya (2008) states that entrepreneurial attitude consists of two main aspects: (a) the individual's belief that displaying or not displaying certain behavior will result in certain consequences, and (b) the individual's knowledge about the object of the attitude, which can be in the form of opinions that may not be in line with reality. The more positive an individual's belief about the consequences of an object, the more positive their attitude towards that object will be, and vice versa.

Motivation comes from the word "motif," which means the driving force that motivates someone to do something. Motivation can be said to be the driving force from within that motivates individuals to perform certain activities to achieve a goal (Nurikasari, 2016). Motivation is a state within an individual that motivates their desire to perform certain activities to achieve a goal. Motivation is a term used to explain what drives and motivates human activity, meaning what can drive someone to do something. Entrepreneurial motivation for each person can be different. Usually, it depends on what the person wants. The role of motivation in entrepreneurship can be analogized as the fuel that drives the engine. Sufficient entrepreneurial motivation will drive active behavior in entrepreneurship, but motivation that is too strong can have a negative impact on the effectiveness of the business (Amadea & Riana, 2020).

Entrepreneurial success in general means a business that can show a condition that was previously average becoming better or increasing in the future. According to Adolph (2016), entrepreneurial success is a condition that describes more than others of the same level or class. Entrepreneurial success is the main goal of business activities, which are aimed at achieving success. To become a successful entrepreneur, one must have a clear business vision, then have the will and courage to face risks, both in terms of time and money, as quoted by Suryana (2011:66). The factors that influence entrepreneurial success, according to Iskandar (2020), are self-confidence, initiative, having a motivation to achieve, having a leadership spirit, being brave, and originality. Meanwhile, according to Kenneth (2013), entrepreneurial skills will be successful by having skills in planning and budgeting in formulating business strategies in the marketing field to provide attractive and innovative products, acting quickly to detect environmental changes, evaluating sales problems as a way to maintain relationships with customers, focusing on product quality to achieve market share and attract and retain competent employees.

2. RESEARCH METHODS

2.1 Research Model and Hypothesis

This study uses a quantitative approach, investigating various factors and their effects on data results in numerical form. Quantitative research is conducted to evaluate objective ideas by examining the relationships between variables (Abd. Mukhid, 2021). This form of quantitative research always includes descriptive questions regarding both dependent and independent variables, as well as questions relating to the relationship between them (Abd. Mukhid, 2021). The hypothesis is tested using Path Analysis. Below is the research design.

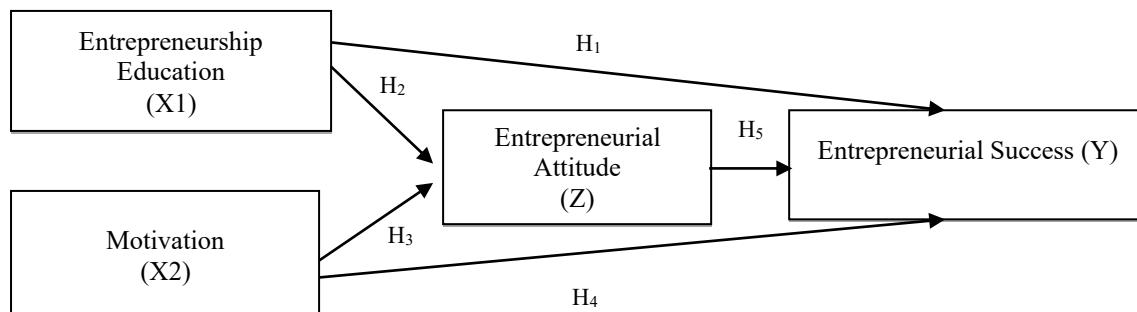


Figure 1. Research Design

Based on Figure 1 above, this research is descriptive-explanatory, meaning it describes the influence between the studied variables. Descriptive refers to explaining and analyzing the research variables, namely Entrepreneurship Education (X1), Motivation (X2), Entrepreneurial Attitude (Z), and Entrepreneurial Success (Y). Explanatory refers to seeking causal influences among the research variables through hypotheses. The causal influence is the direct effect of Entrepreneurship Education (X1) and Motivation (X2) on Entrepreneurial Attitude (Z), as well as the indirect effect of Entrepreneurship Education (X1) and Motivation (X2) on Entrepreneurial Success (Y) through Entrepreneurial Attitude (Z) of students at the Faculty of Economics, Universitas Negeri Makassar.

This research design is also based on the COR theory and JD-R theory, along with relevant previous research. Therefore, the researcher can formulate hypotheses regarding direct and indirect effects in this study. This is further clarified in the following summary table of hypotheses.

Table 1. Summary of Hypotheses

Hipotesis	Keterangan
H1	Entrepreneurship Education has a positive and direct effect on Entrepreneurial Success.
H2	Entrepreneurship Education has a positive and direct effect on Entrepreneurial Attitude.
H3	Motivation has a positive and direct effect on Entrepreneurial Attitude.
H4	Motivation does not have a positive and direct effect on Entrepreneurial Success.
H5	Entrepreneurial Attitude does not have a positive and direct effect on Entrepreneurial Success.
H6	Entrepreneurship Education has a positive and indirect effect on Entrepreneurial Success through Entrepreneurial Attitude.
H7	Motivation has a positive and indirect effect on Entrepreneurial Success through Entrepreneurial Attitude.

Source: Researcher data processing, 2024.

Based on Table 1 above, this research has seven hypotheses. These hypotheses will test the direct effect of Entrepreneurship Education (X1) on Entrepreneurial Success (Y), the direct effect of Entrepreneurship Education (X1) on Entrepreneurial Attitude (Z), the direct effect of Motivation (X2) on Entrepreneurial Attitude (Z), the effect of Motivation (X2) on Entrepreneurial Success (Y), the direct effect of Entrepreneurial Attitude (Z) on Entrepreneurial Success (Y), the indirect effect of Entrepreneurship Education (X1) on Entrepreneurial Success (Y) through Entrepreneurial Attitude (Z), and the indirect effect of Motivation (X2) on Entrepreneurial Success (Y) through Entrepreneurial Attitude (Z).

2.2 Population and Sample

The population in this study consists of all students in the Entrepreneurship Program at Universitas Negeri Makassar (UNM) from the 2023 cohort who are actively enrolled in the Entrepreneurship course, totaling 128 students. The sampling technique used is Proportional Random Sampling, calculated using Slovin's formula, resulting in a sample size of 102 respondents or 79% of the total population.

2.3 Data Collection

Data collection was carried out by determining the research subjects, namely all students in the Entrepreneurship Program at Universitas Negeri Makassar, using a questionnaire. The questionnaire used is a closed questionnaire conducted through digital media, often referred to as Google Forms, while the scale used is the Likert scale. Scoring utilizes the Likert scale with five alternative answers: Strongly Disagree: 1, Disagree: 2, Neutral: 3, Agree: 4, and Strongly Agree: 5. Subsequently, the data were analyzed using the Statistical Package for the Social Science, now better known as Statistical Product and Service Solutions (SPSS) version 26. The data analysis used in this study includes descriptive statistical analysis, classical assumption testing, and path analysis.

3. RESULTS AND DISCUSSION

3.1 Hypothesis Testing

Hypothesis testing is used to examine the effects of exogenous variables both directly and indirectly on endogenous variables. A hypothesis is accepted or rejected based on the criterion that if $p\text{-value} < 0.05$, then H_0 is accepted, or it is stated that the obtained regression coefficient is significant. The results of hypothesis testing for direct and indirect effects can be seen in the table below:

Table 2. Results of Indirect Hypothesis Testing

Variabel	Unstandardized Coefficients		Standardized Coefficients	
	B	Std. Error	Beta	t

Constant	4,520	2,470		1,830	,070
Entrepreneurship Education	,693	,197	,555	3,515	,001
Motivation	,061	,317	,032	,194	,847
Entrepreneurial Attitude	-,012	,255	-,006	-,045	,964
R square		,332			
e1		0,817			

Source: Primary data processed, 2024.

To obtain the error influence (e1), the formula used is:

$$e1 = 1 - R^2 = \sqrt{1 - 0,332} = 0,817$$

$$Y = \beta_1 X_1 + \beta_2 X_2 + \beta_5 Z + e_2$$

$$Y = 0,555 X_1 + 0,032 X_2 + -0,006 Z + 0,817$$

The coefficient of determination of 0.332 indicates that the direct influence of Entrepreneurship Education, Motivation, and Entrepreneurial Attitude on variable Y (Entrepreneurial Success) is 81.7%, while 18.3% is influenced by other variables outside of this model or research.

Table 3. Results of Direct Hypothesis Testing

Variabel	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
Constant	4,904	,837			5,857	,000
Entrepreneurship Education	,250	,073	,362		3,398	,001
Motivation	,515	,113	,484		4,544	,000
R square	0,657					
e1						

Source: Primary data processed, 2024.

To obtain the error influence (e2), the formula used is:

$$e2 = 1 - R^2 = \sqrt{1 - 0,657} = 0,585$$

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

$$Z = 0,362 X_1 + 0,484 X_2 + 0,585$$

The coefficient of determination of 0.585 indicates that the direct influence of Entrepreneurship Education and Motivation on the variable Entrepreneurial Attitude is 58.5%, while 41.5% is influenced by other variables outside of this model or research.

Entrepreneurship Education has a positive and significant effect on Entrepreneurial Success through Entrepreneurial Attitude.

$$\begin{aligned} \text{Indirect Effect} &= X_1 \rightarrow Z \rightarrow Y \\ &= \beta_3 \times \beta_5 \\ &= 0,362 \times -0,006 \\ &= -0,002 \end{aligned}$$

Motivation has a positive and significant effect on Entrepreneurial Success through Entrepreneurial Attitude.

$$\begin{aligned} \text{Indirect Effect} &= X_2 \rightarrow Z \rightarrow Y \\ &= \beta_4 \times \beta_5 \\ &= 0,484 \times -0,006 \\ &= -0,003 \end{aligned}$$

H1: The effect of Entrepreneurship Education on Entrepreneurial Success has a significance value of $0.001 < 0.05$ and a Beta value of 0.555. Based on these results, it can be concluded that H1 is accepted.

H2: The effect of Entrepreneurship Education on Entrepreneurial Attitude has a significance value of $0.001 < 0.05$ and a Beta value of 0.362. Based on these results, it can be concluded that H2 is accepted.

H3: The effect of Motivation on Entrepreneurial Attitude has a significance value of $0.000 < 0.05$ and a Beta value of 0.484. Based on these results, it can be concluded that H3 is accepted.

H4: The effect of Motivation on Entrepreneurial Success has a significance value of $0.847 > 0.05$ and a Beta value of 0.032. Based on these results, it can be concluded that H4 is rejected.

H5: The effect of Entrepreneurial Attitude on Entrepreneurial Success has a significance value of $0.963 > 0.05$ and a Beta value of -0.006. Based on these results, it can be concluded that H5 is rejected.

H6: The effect of Entrepreneurship Education on Entrepreneurial Success through Entrepreneurial Attitude has a Beta value of -0.553. Based on these results, it can be concluded that H6 is accepted.

H7: The effect of Motivation on Entrepreneurial Success through Entrepreneurial Attitude has a Beta value of -0.552. Based on these results, it can be concluded that H7 is accepted.

3.2 Path Analysis

The following is the interpretation of the path analysis results, which can be seen in Table 4 below.

Table 4. Path Analysis Results

Influence between variables	Influence		Total
	Direct	Indirect	
Influence of X1 → Y	0,555	-	0,555
Influence of X2 → Y	0,032	-	0,032
Influence of X1 → Z	0,362	-	0,362
Influence of X2 → Z	0,484	-	0,484
Influence of Z → Y	-0,006	-	-0,006
Influence of X1 → Z → Y	0,555	-0,002	-0,553
Influence of X2 → Z → Y	0,032	-0,003	-0,552

Source: Primary data processed, 2024.

Based on the research model structure, the empirical equation can be formulated as follows.

$$Y = \beta_1 X_1 + \beta_2 X_2 + \beta_3 Z + e_2$$

$$Y = 0,555 X_1 + 0,032 X_2 + (-0,006 Z) + 0,585$$

$$Z = \beta_4 X_1 + \beta_5 X_2 + \beta_6 X_3 + e_1$$

$$Z = 0,362 X_1 + 0,484 X_2 + 0,817$$

The following is the result of the path analysis in diagram form.

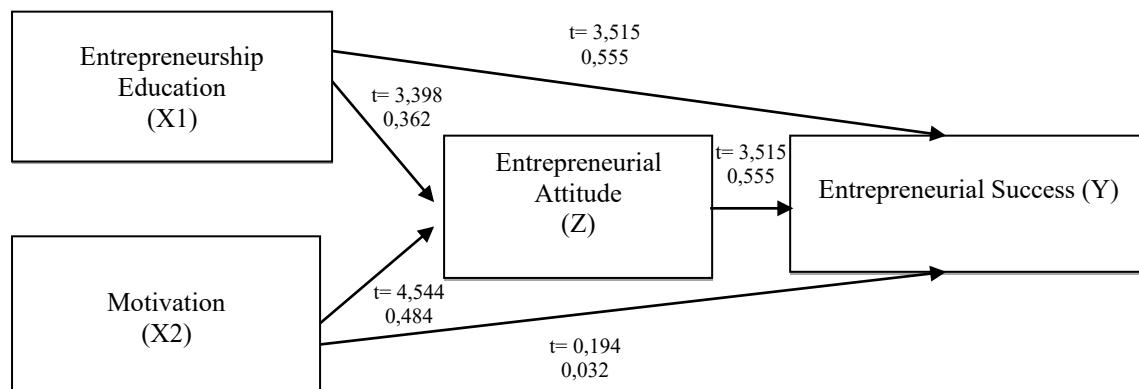


Figure 2. Path Analysis Model

In Figure 2 above, the standardized beta and the size of the direct and indirect effects of each variable are explained.

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

The interpretation of the coefficient of determination (Rm^2) is as follows:

$$Rm^2 = 1 - (0,585^2) (0,817^2) = 1 - 0,228 = 0,772$$

Based on the coefficient of determination above, it shows that the direct and indirect effects are 0.772 or 77.2%. In other words, 77.2% of the information contained in the data is explained by the model, while 22.8% is explained by variables outside the model or this research.

3.3 Discussion

The Influence of Entrepreneurship Education on Entrepreneurial Success Among Students of the Entrepreneurship Program at State University of Makassar

The results of this study indicate that there is a positive and significant relationship between Entrepreneurship Education and Entrepreneurial Success among students of the Entrepreneurship Program at

State University of Makassar. If an individual has a strong desire to succeed in entrepreneurship, it will affect their confidence in achieving their goals (Ramadhani, 2021). The higher a person's self-confidence in their abilities, the stronger their interest in entrepreneurship (Yanti, 2019). In this case, the students' confidence in both their knowledge and skills allows them to achieve high entrepreneurial success.

The researchers found that students in the Entrepreneurship Program at State University of Makassar not only possess knowledge in their field of study but also demonstrate leadership skills and problem-solving abilities. This is closely linked to Entrepreneurship Education, which serves as a foundation for entrepreneurial success. Therefore, they do not need to hesitate to pursue a career as an entrepreneur because they have solid knowledge in entrepreneurship.

The Influence of Entrepreneurship Education on Entrepreneurial Attitude Among Students of the Entrepreneurship Program at State University of Makassar

The results of this study indicate that there is a positive and significant relationship between Entrepreneurship Education and Entrepreneurial Attitude among students of the Entrepreneurship Program at State University of Makassar. A person's knowledge is closely related to their self-awareness to adopt attitudes and behaviors consistent with their abilities (Wahyudiono, 2017). Therefore, students who are confident in their knowledge and skills are likely to act and respond correctly and appropriately according to their capabilities.

The researchers found that students in the Entrepreneurship Program at State University of Makassar possess Entrepreneurship Education relative to their expertise in their field, both in terms of knowledge and skills, which is reflected in their entrepreneurial attitudes. They express creative ideas through the products they produce, enabling them to obtain profits. This means that the higher the level of a person's Entrepreneurship Education, the greater the influence on their Entrepreneurial Attitude.

The Influence of Entrepreneurial Motivation on Entrepreneurial Attitude Among Students of the Entrepreneurship Program at State University of Makassar

The results of this study indicate that there is a positive and significant relationship between Entrepreneurial Motivation and Entrepreneurial Attitude among students of the Entrepreneurship Program at State University of Makassar. This is in agreement with research conducted by (Septian Ginanjar Prihantoro & Hadi, 2016), which found a positive relationship between Entrepreneurial Motivation and Entrepreneurial Attitude.

A high level of motivation will foster a more optimal Entrepreneurial Attitude. For example, when close family members think positively and support starting a business, individuals are more inclined to choose entrepreneurship over other options. This exemplifies the relationship between the two variables, demonstrating a significant impact.

The Influence of Entrepreneurial Motivation on Entrepreneurial Success Among Students of the Entrepreneurship Program at State University of Makassar

The significance value obtained is 0.847, which is greater than 0.05, and the Beta value is 0.032. Because the significance value is greater than 0.05, this hypothesis is rejected. This indicates that motivation does not have a significant effect on the entrepreneurial success of students in the Entrepreneurship Program at UNM. The Beta value of 0.032 suggests that the existing relationship has a weak influence (Laurens & Kohardinata, 2021).

The Influence of Entrepreneurial Attitude on Entrepreneurial Success Among Students of the Entrepreneurship Program at State University of Makassar

The obtained significance value is 0.963, which is greater than 0.05, and the Beta value is -0.006. Because the significance value is greater than 0.05, this hypothesis is rejected. This indicates that Entrepreneurial Attitude does not significantly influence the entrepreneurial success of students in the Entrepreneurship Program at UNM (Adam et al., 2020). The very small negative Beta value (-0.006) reinforces that the existing relationship has a negligible and very weak impact.

The Influence of Entrepreneurship Education on Entrepreneurial Success Through Entrepreneurial Attitude Among Students of the Entrepreneurship Program at State University of Makassar

Based on the findings, Entrepreneurship Education has a positive and significant influence on Entrepreneurial Success through Entrepreneurial Attitude among students in the Entrepreneurship Program at State University of Makassar. In this context, students' confidence, both in terms of knowledge and competent skills, leads to high success rates. Previous studies support that Entrepreneurial Attitude influences Entrepreneurial Success through Entrepreneurial Attitude (Utami et al., 2023).

The Influence of Entrepreneurial Motivation on Entrepreneurial Success Through Entrepreneurial Attitude Among Students of the Entrepreneurship Program at State University of Makassar

The calculated Beta value is -0.552. This result indicates that H7 is accepted, reinforced by previous research conducted by (Gaurifa Tiansi, 2022), which states that there is a positive and significant influence of Entrepreneurial Motivation on Success through Entrepreneurial Attitude. With strong motivation, individuals tend to be more enthusiastic, persistent, and consistent in facing challenges. Motivation acts as a primary driving force that helps individuals stay focused despite encountering various obstacles.

4. CONCLUSIONS AND SUGGESTION

Based on the research findings and discussions, Entrepreneurship Education has been proven to have a positive and significant influence on Entrepreneurial Success, both directly and through Entrepreneurial Attitude. This indicates that students equipped with knowledge and entrepreneurial skills tend to have higher self-confidence, good leadership abilities, and effective problem-solving skills. Well-integrated entrepreneurship education in the Entrepreneurship Program at State University of Makassar provides a solid foundation for students to become successful entrepreneurs. With this foundation, students are not only capable of starting their own businesses but also of managing and developing their enterprises creatively and innovatively. On the other hand, Entrepreneurial Motivation shows varying influences. Directly, Motivation does not have a significant effect on Entrepreneurial Success. However, when combined with Entrepreneurial Attitude, Motivation positively influences Entrepreneurial Success. This emphasizes the importance of the interaction between motivational factors and attitudes in shaping success. Entrepreneurial Attitude, although not directly significant on its own, functions as a mediator connecting Education and Motivation with Entrepreneurial Success. Thus, efforts to develop entrepreneurship among students should consider strengthening education, motivation, and the formation of synergistic attitudes to cultivate competent and successful entrepreneurs.

Based on the research findings, several recommendations can be made to support the entrepreneurial success of students. State University of Makassar could strengthen the entrepreneurship curriculum with practical programs such as business simulations, internships at startup companies, and collaborations with business practitioners to enhance students' practical experience. Additionally, motivation development programs, such as entrepreneurship seminars, motivation training, and business idea competitions, should be increased to help students stay motivated in facing challenges. The cultivation of an entrepreneurial attitude should also be improved through mentoring activities, development of soft skills, as well as creating an environment that supports students' creativity and innovation.

Collaborating with business practitioners and the government becomes a strategic step to expand students' access to professional networks, startup funding, or business incubators. The university is also expected to conduct periodic evaluations of the entrepreneurship programs that have been implemented to ensure these programs meet students' needs and challenges. By implementing these steps, students are expected to become more confident, possess adequate competencies, and be capable of successfully managing and developing their businesses.

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