

The Improvement of Entrepreneurial Interest Through Entrepreneurship Education, Entrepreneurship Spirit and Entrepreneurship Motivation

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Abstract

This study aimed to analyze the impact of entrepreneurship education, entrepreneurship spirit and entrepreneurship motivation on the entrepreneurial interest of Muria Kudus University students. The population consisted of 865 students who enrolled a compulsory students entrepreneurial skills training. The sample was 125 students. Data analysis was done using AMOS for (SEM) Structural Equation Modelling. The results showed that entrepreneurship education had a positive and significant impact on entrepreneurial interest. Entrepreneurship spirit had a positive and significant impact on entrepreneurial interest. Entrepreneurship education had a positive and significant impact on entrepreneurship motivation. Entrepreneurship spirit had a positive and significant impact on entrepreneurship motivation. Entrepreneurship motivation had a positive and significant impact on entrepreneurial interest.

Keywords: entrepreneurship education, entrepreneurship spirit, entrepreneurship motivation, and entrepreneurial interest

JEL : M10

DOI : 10.24002/kinerja.v25i1.4353

Received : 01/27/2021

Reviewed: 02/11/2021

Final Version: 03/09/2021

1. INTRODUCTION

College students are one of the intellectual classes in the society who should be the pioneers in developing entrepreneurship. Regarding this, Alma (2016:6) states that with the provision of higher education students have obtained and the idealism formed, the college graduates are expected to be able to develop themselves to become entrepreneurs, not the other way around, in which they become unemployed which is essentially burdening the development.

According to experts, the entrepreneurial interest level is influenced by internal and external factors of the individuals. In this study, the factors influencing the entrepreneurial interest are: (1) factor of entrepreneurship education which is the process of entrepreneurship education in the compulsory students entrepreneurial skills training at Muria Kudus University, and (2) factor of entrepreneurship spirit which is the lack of students' passion to establish a new business, (3) factor of entrepreneurship motivation of the students who enrolled compulsory students entrepreneurial skills training at Muria Kudus University.

In accordance with the motto of Muria Kudus University, which is to produce graduates who are smart, well-mannered with entrepreneurial spirit and able to compete globally. Thus, entrepreneurial skills training is implemented in order to equip students to be able to establish business opportunities in the society, possess entrepreneurial characters, understand the concept of entrepreneurship and possess entrepreneurial skills. In this regard, students are expected to become insightful students and independent entrepreneurs.

Cultivating the entrepreneurship spirit of students at Muria Kudus University is believed to be an alternative way to reduce unemployment. Hence, the higher education graduates need to be directed not only as job seekers but also able and ready to become job creators.

Adekiya and Adewale (2016) suggest that entrepreneurship education does not have impact on student's entrepreneurial ability and have negative impact on entrepreneurship motivation. Whereas, according to Furi (2016), entrepreneurship education does have impact on entrepreneurship motivation, which is influenced by internal and external factors they encounter in their life. Based on the previous studies, it was still found that there are differences in research results related to the relationship between entrepreneurial skills and entrepreneurial spirit on entrepreneurial interest.

2. LITERATURE REVIEW

Frederick et al (2015:263) state that the process of entrepreneurship includes behaviors, skills and attributes belonging to a person in entrepreneurial education. In developing entrepreneurial behaviors, a process that includes the identification of traits related to entrepreneurship is necessary, both in the form of education and

the attributes inherent in entrepreneurship. According to (2015: 50), entrepreneurial skills are related to the ability to change something become something better. Thus, an entrepreneur still has to be based on his ability to implement management functions so that the business carried out can run well. According to Daryanto (2016:195), the indicators of entrepreneurship education are as follows:

- a. Conceptual education in managing strategies and calculating risks. This concerns the ability to carry out managerial functions and interpret information from various sources of information.
- b. Creative education in creating added value and business techniques that will be carried out. It is a skill in the field of technology and innovation in an effort to create added value and skills regarding specific abilities that are owned as well as implementing it into things related to the business being carried out.
- c. Education in leading and managing. This relates to the ability to lead an organization and manage existing resources.
- d. Education to communicate and interact. It is a skill to build relationships with many people, because entrepreneurship cannot stand alone without cooperation with other people.

Entrepreneurship spirit, according to Suryana (2015:5), is only done by people who possess spirit and attitudes of entrepreneurship which are: self-confident (certain, optimistic and highly committed), initiated (energetic and self-confident), achievement oriented (result-oriented and forward-looking), spirited leadership (dare to be different and dare to take risks dare to take risks with full consideration) and like challenges. In addition, an entrepreneur must be diligent and tenacious in managing his business, especially when problems occur. In line with previous statement, Purnomo (2016:68) also states that the process of creativity and innovation can be done only by people who are self-confident (certain, optimistic and highly committed), initiated (energetic and self-confident), achievement oriented (result-oriented and forward-looking), spirited leadership (dare to be different and dare to dare to take risks with full consideration).

Suryana (2015: 114) states that there are five factors which can influence the emergence of entrepreneurship spirit. They are: 1) self-confident, which is highly certain, optimistic, committed, discipline and responsible, 2) having initiative, which is energetic, deft in action and active, 3) achievement oriented which are result oriented and forward-looking, 4) having leadership spirit meaning dare to be different, trustworthy and tough, 5) dare to take risks with full consideration.

According to Josia (2017), motivation is an influence coming from internal and external which can influence individuals' behavior in their life. This means that internal and external factors are not only driving factors, but also factors which can attract individuals to emerge entrepreneurship motivation. Further, Herwin Saputri (2016) states that motivation is internal factor which arouses to act, drive to

achieve certain goals and make individuals stay attracted in certain activities. According to Alma (2016), motivation can be defined as the internal and external drive within individuals which is indicated with the emergence of passion and interest, drive and needs, hopes and dreams, appreciation and respect. Based on the explanation of experts, it can be concluded that motivation is a driving factor that influences someone to do something with predetermined goals. The theory of entrepreneurship motivation was also developed by McDonald (2016).

Based on several definitions proposed by some experts, it can be concluded that entrepreneurship motivation is a passion to fulfill human needs with the same goals, beliefs and values in solving various existing problems, and this action is also called a new entrepreneurship motivation so that it can be measured in terms of its influence in motivation.

Interests are attitudes that make people happy about certain objects, situations or ideas. This is followed by a feeling of pleasure and a tendency to seek out the desired object. A person's interest patterns are one of the factors that determine a person's suitability for his job. A person's level of achievement is determined by the combination of talents and interests (Frederick, 2015). According to Daryanto (2016) interest is a mental device consisting of a combination of feelings, hopes, convictions, prejudices, fear or other tendencies that lead individuals to a certain choice.

Based on previous studies and the implementation of theories related to entrepreneurship motivation, the research conceptual framework can be structured as follows:

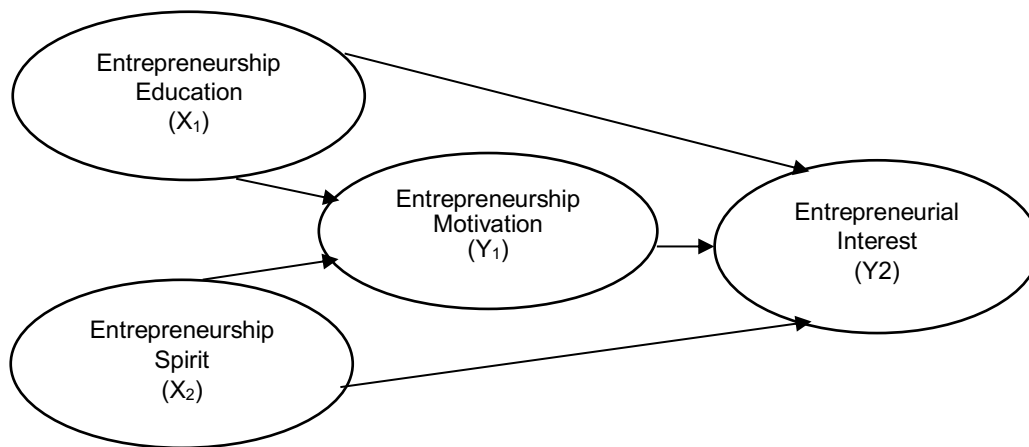


Figure 1 Theoretical Framework

Sources: Broto (2016), Sukirman (2017), Saputri (2016), Stauffer (2016), Galuh (2018)

2.1. Hypothesis Development

Ni Putu Ayu Aditya (2016) states that entrepreneurship education is a help to teach and to motivate humans in Indonesia so that they have dynamic and creative personal strengths in accordance with the Indonesian national personality based on Pancasila. Further, Retno (2016) entrepreneurship education has an impact on entrepreneurial motivation. Supporting this, Paco (2016) presents that entrepreneurship education partially affects entrepreneurial motivation. Based on the arguments and results of the previous research synthesis, the first hypothesis can be formulated as follows:

H1: Entrepreneurship education can improve entrepreneurship motivation.

According to Sukirman (2017), entrepreneurship spirit is the life of entrepreneurship which in principle is attitude and behavior of entrepreneurship shown in traits and characters of individuals who have the willingness to actualize innovative idea in the real life creatively. Hartanti also states in her research that there is an impact of entrepreneurship spirit on entrepreneurship motivation. This research supports the research conducted by Kuratko and Suryana (2016) who shows that entrepreneurship spirit has positive and significant impact on entrepreneurship motivation. Based on the research results of the previous studies, the second hypothesis is as follows:

H2: Entrepreneurship spirit can improve entrepreneurship motivation.

For educational institutions, entrepreneurship education not only fosters enthusiasm, but also builds the concept of thinking and practically encourages entrepreneurial skills of the graduates. According to Aditya (2016), entrepreneurship education with various educational contexts is intended to develop a culture of entrepreneurship, promote the establishment of new businesses, and to encourage entrepreneurial thinking through skills and learning. Further, according to Purnomo (2016), entrepreneurship education influences entrepreneurial interest. This statement is supported by Diajeng Galuh (2018) who also states that entrepreneurship education influences entrepreneurial interest. Based on the previous studies, the hypothesis can be formulated as follows:

H3: Entrepreneurship education can improve entrepreneurial interest.

Sukirman (2017) argues that spirit is The soul is something abstract, which is studied only based on statements that appear with the body, or symptoms that appear as movements so that the soul is a spirit, every human being has abstract characteristics and symptoms that occur from feelings, thoughts, delusions, etc. According to Josia Sanchaya Hendrawan (2017) in his research, it is stated that entrepreneurship spirit significantly influences entrepreneurial interest. Support for the results of this study is expressed by Ni Made Sintya (2019) who states that entrepreneurial spirit had a significant impact on entrepreneurial interest. Based on the previous studies, the hypothesis is as follows:

H4: Entrepreneurship spirit can improve entrepreneurial interest.

Herwin Saputri (2016) explains that motivation of an individual to become an entrepreneur is divided into three dimensions, namely Ambition for freedom (the activity is freer, having personal business, becoming more respected, advanced in implementing new idea, developing hobby in the business), self-realization (obtaining better position in the society, feeling challenged, motivating and leading others, continuing family's tradition, implementing the idea or innovating, following others), Pushing factors (losing job, gaining better income, not satisfied with the job). The research conducted by Asep Munawar (2018) shows that entrepreneurship motivation has positive and significant impact on entrepreneurial interest. In line with that statement, Mahesa and Rahardja (2016) also state that entrepreneurship motivation is proven to have significant impact on entrepreneurial interest. Based on previous studies, the hypothesis is as follows:

H5: Entrepreneurship motivation can improve entrepreneurial interest.

3. METHODOLOGY

According to Ferdinand (2017:109), for each observed variable (indicator) requires between 5 and 10 respondents using a formula:

Number of Samples = Number of Indicators x 5 = 25 x 5 = 125 Respondents

The number of samples in this study using the Structural Equation Modeling (SEM) method was between 100-200 samples. Based on the sample calculation, it was found that the number of respondents needed in the study was 125 people. Sampling in this study used proportional purposive sampling technique to obtain samples directly carried out in the sampling unit as a remote population element having the same opportunity to become a sample or to represent the population with the consideration of all students who enrolled compulsory entrepreneurship skills training.

The questionnaire in this study was given to the respondents directly. The statement in this research questionnaire used a Likert scale of 1-5, the answers of the respondents on each item were calculated using a score. The answer of each instrument that uses the Likert scale has a grade from strongly agree to strongly disagree (Sugiyono, 2016:134).

The test in this study used the validity test and reliability test, in order to find out the validity and reliability of the questionnaire which was given to the respondents. The validity test used was content validity. The content validity test was done using factor analysis method. Variable testing was done by comparing the value of the matrix component or the loading factor with 0.5 to determine whether or not the variable item was valid. If the loading value was > 0.5, it means that the item was said to be valid, while if the loading value was <0.5, the item was dropped and then tested again. Testing the validity of items through existing indicators can be done with the help of the AMOS program. The test results

showed that all loading factor values on Standardized Regression Weights showed a value of more than 0.5, but there was one indicator of entrepreneurship education whose value was close to 0.5 but this was still acceptable considering the average value of the overall indicators was more than 0.5. The test results showed that all loading factor values in the Standardized Regression Weights showed a value of more than 0.5, which means that all questions were said to be valid.

Reliability is a measure of the consistency of the indicators of a variable which shows the extent to which each indicator can indicate the variable. Reliability can be calculated using construct reliability with a minimum critical value (cut off value) of 0.7 (Ferdinand 2017:77). The calculation of the construct reliability value can be formulated as follows:

$$CR = \frac{(\sum \text{standardize loading})^2}{(\sum \text{standardize loading})^2 + \sum e_j}$$

CR = construct reliability

e_j = measurement error (1-loading²)

Reliability testing is done by looking at the Construct Reliability value. A latent variable is said to have an acceptable reliability value if it has a reliability index above 0.70 (Ferdinand 2017:77). The purpose of conducting the Construct Reliability test is to demonstrate the reliability and consistency of data. Measurements can be said to be reliable if an item has a Construct Reliability achievement value of at least ≥ 0.7 .

4. RESULT AND DISCUSSION

4.1. Test Results of Discriminant Validity

This test was used to test the relationship between constructs on the research variables. This test was calculated by squaring the estimate result. The discriminant validity test calculation is shown as follows:

Table 2 Test Results of Discriminant Validity

	Entrepreneurship Education	Entrepreneurship Spirit
Entrepreneurship Education	0.738	0.070
Entrepreneurship Spirit	0.070	0.721

Source: Processed primary data, 2020

Based on these results it can be stated that the construct indicators are different from other construct indicators. This is because the square root value of the AVE (discriminant validity) variable in entrepreneurial skills is higher than the

correlation value between variables ($0.738 > 0.070$). The square root value of the AVE (discriminant validity) variable of entrepreneurial spirit is higher than the correlation value between variables ($0.721 > 0.070$).

4.2. Data Analysis

The results of the confirmatory analysis of the four research variables consisting of entrepreneurship education, entrepreneurship spirit, entrepreneurship motivation and achievement of entrepreneurial interest are described as follows:

Table 3 Model Test of Goodness of Fit Variable Endogen

Goodness of index	Cut-off Value	Model results	Explanation
Chi square	Small expected	96.376	Good
Probability	$\geq 0,05$	0,123	Good
RMSEA	$\leq 0,08$	0,062	Good
GFI	$\geq 0,90$	0,927	Good
AGFI	$\geq 0,90$	0,913	Good
CMIN/DF	≤ 2	1,462	Good
NFI	$\geq 0,90$	0,945	Good
RFI	$\geq 0,90$	0,961	Good

Source: Calculation Results of AMOS, 2020

Based on Table 3 above, the chi square value is 96,376 with a probability of 0.123, the RMSEA value is 0.062, the GFI value is 0.927, the AGFI value is 0.913, the NFI value is 0.945, the RFI value is 0.961 and the CMIN / DF value is 1.462 indicating that the model fit test this resulted in a good reception. Therefore, it can be concluded that the indicators are the same dimensions of reference for acceptable constructs.

Analysis of structural equation modeling was used to determine the structural relationship between the variables studied. The structural relationship between variables was tested for conformity with the goodness-of-fit index. The results of the analysis of the equation modeling structure in this study can be seen in Figure 2 below:

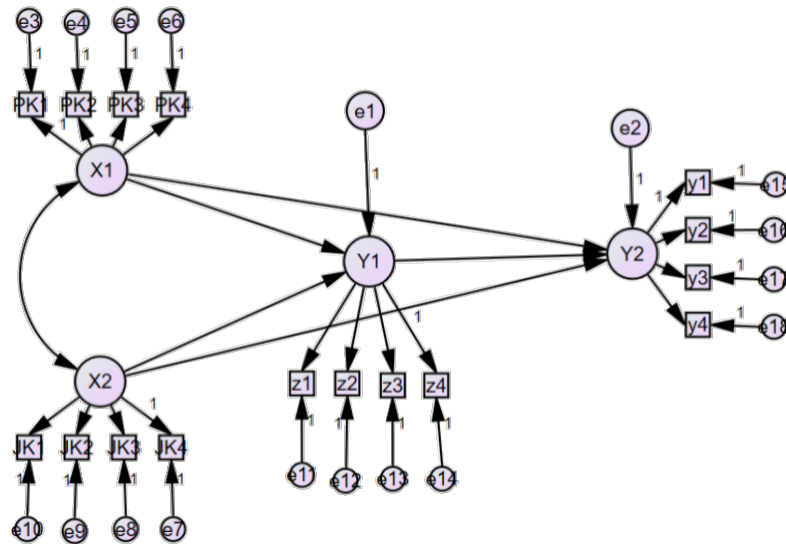


Figure 2 Analysis of Structural Equation Modelling (SEM)
 Source: Calculation Results of AMOS, 2020

Based on Table 3, the chi square value is 118.658 with a probability of 0.131, an RMSEA value of 0.058, a GFI value of 0.926, an AGFI value of 0.913, a CFI value of 0.927, an NFI value of 0.943 and a CMIN / DF value of 1.521 indicating that the suitability test of this model results a good reception. Therefore, it can be concluded that the indicators are the same dimensions of reference for acceptable constructs. In other words, the seventeen indicators actually form the full model variable.

4.3. Hypothesis Test

Hypothesis testing was conducted to determine the effect or absence of the independent variable on the dependent variable. The hypothesis is accepted if the prob (P) value <0.05. The results of hypothesis testing can be seen in the table below:

Table 4 Scalar Estimates (Group number 1 Default model)
Maximum Likelihood Estimates

			Estimate	S.E.	C.R.	P	Label
Entrepreneurship Motivation	<---	Entrepreneurship Education	0.385	0.696	2.003	0.043	par_14
Entrepreneurship Motivation	<---	Entrepreneurship Spirit	0.578	0.181	3.191	0.001	par_15
Entrepreneurial Interest	<---	Entrepreneurship Education	0.598	0.834	2.217	0.023	par_16
Entrepreneurial Interest	<---	Entrepreneurship Spirit	0.358	0.211	2.700	0.019	par_17
Entrepreneurial Interest	<---	Entrepreneurship Motivation	0.988	0.230	2.126	0.033	par_18

Source: Calculation Results of AMOS, 2020

Based on the table above, it is obtained information on the results of hypothesis testing as follows:

1. *Entrepreneurship Education had an impact on Entrepreneurial Interest*

Based on the results of data processing, it is known that the CR value is above 1.96 of 2.003 and the P value (probability) is 0.043 <0.05. This value shows the results that met the requirements, namely less than 0.05 for P, so it can be concluded that the hypothesis which states "The higher the level of entrepreneurial skills will have an impact on the improvement in entrepreneurship motivation at Muria Kudus University" (H1) in this study is accepted.

2. *Entrepreneurship Spirit had an impact on Entrepreneurial Interest*

Based on the results of data processing, it is known that the CR value is above 1.96 of 3.191 and the P value (probability) is 0.001 <0.05. This value shows the results that met the requirements, namely less than 0.05 for P, so it can be concluded that the hypothesis which states "The higher the level of entrepreneurship spirit will have an impact on the improvement of entrepreneurship motivation at Muria Kudus University" in this study is accepted.

3. *Entrepreneurship Education had an impact on Entrepreneurship Motivation*

Based on the results of data processing, it is known that the CR value is above 1.96 of 2.217 and the P value (probability) is 0.023 <0.05. This value shows the results that met the requirements, namely less than 0.05 for P, so it can be concluded that the hypothesis which states "The higher the level of entrepreneurship education will have an impact on the improvement of entrepreneurial interest at Muria Kudus University" in this study accepted.

4. *Entrepreneurship Spirit had an impact on Entrepreneurship Motivation*

Based on data from the results of data processing, it is known that the CR value is above 1.96 of 2.700 and the P value (probability) is 0.019 <0.05. This value

shows the results that met the requirements, namely less than 0.05 for P, so it can be concluded that the hypothesis which states "The higher the level of entrepreneurship spirit will have an impact on the improvement of entrepreneurial interest at Muria Kudus University" in this study is accepted.

5. *Entrepreneurship Motivation had an impact on Entrepreneurial Interest*

Based on the results of data processing, it is known that the CR value is above 1.96 of 2.126 and the P value (probability) is 0.033 <0.05. This value shows the results that met the requirements, namely less than 0.05 for P, so it can be concluded that the hypothesis which states "The higher the level of entrepreneurship motivation, the more likely it will be to influence the entrepreneurial interest in Muria Kudus University students" can be accepted.

4.4. Discussion

4.4.1. The Impact of Entrepreneurship Education on Entrepreneurial Interest

Based on the results of structural equation analysis using SEM analysis and based on the results of hypothesis testing, the impact between variables, it can be seen that entrepreneurship education had a significant impact on entrepreneurial interest. The higher the level of entrepreneurship education will have an impact on the improvement of entrepreneurship motivation, so it can be concluded that entrepreneurship education is able to provide power to improve entrepreneurial interest. Based on the test results, it can be stated that the improvement in entrepreneurship education that students have will improve their entrepreneurial interest. In accordance with Retno and Trisnadi Wijaya's research (2016), it can be concluded that entrepreneurship education has an impact on entrepreneurial interest. The same statement was also expressed by Dusak and Sudiksa (2016) stating that entrepreneurship education has an impact on entrepreneurial interest.

4.4.2. The Impact of Entrepreneurship Spirit on Entrepreneurial Interest

Based on the results of structural equation analysis using SEM analysis and based on the results of hypothesis testing the impact between variables, it can be seen that entrepreneurial spirit had a significant impact on entrepreneurial interest. The higher the level of entrepreneurial spirit will have an impact on the improvement of entrepreneurial interest, so it can be concluded that this research is accepted. Based on the test results, it can be stated that the improvement in entrepreneurship spirit possessed by students will later improve their entrepreneurial interest. In accordance with the research of Yulius (2016), which examined the impact of entrepreneurship spirit on entrepreneurial interest, it is concluded that entrepreneurship spirit has an impact on entrepreneurial interest. The same statement is also expressed by Mahesa (2016), he states that entrepreneurship spirit has an impact on entrepreneurial interest.

4.4.3. The Impact of Entrepreneurship Education on Entrepreneurship Motivation

Based on the results of structural equation analysis using SEM analysis and based on the results of hypothesis testing the impact between variables, it can be seen that entrepreneurship education had a significant impact on entrepreneurship motivation. The higher the level of entrepreneurship education will have an impact on the improvement of entrepreneurship motivation. Based on the test results, it can be stated that the improvement of entrepreneurship education that students have will improve their entrepreneurship motivation. In accordance with Retno's research (2016), it is concluded that entrepreneurship education has an impact on entrepreneurship motivation. The same statement is also expressed by Sahban and Syahputra (2016), stating that entrepreneurship education has an impact on entrepreneurship motivation.

4.4.4. The Impact of Entrepreneurship Spirit on Entrepreneurship Motivation

Based on the results of structural equation analysis using SEM analysis and based on the results of hypothesis testing the impact between variables, it can be seen that entrepreneurship spirit had a significant impact on entrepreneurship motivation. The higher the level of entrepreneurship spirit will have an impact on the improvement of entrepreneurship motivation, so it can be concluded that this research is accepted. Based on the test results, it can be stated that the improvement of entrepreneurship spirit possessed by students will later improve entrepreneurship motivation. In accordance with the research of Sukirman (2017), which examined the impact of entrepreneurship spirit on entrepreneurship motivation, concluding that entrepreneurship spirit has an impact on entrepreneurship motivation. The same statement is also expressed by Tjipto (2016), stating that entrepreneurship spirit has an impact on entrepreneurship motivation.

4.4.5. The Impact of Entrepreneurship Motivation on Entrepreneurial Interest

Based on the results of structural equation analysis using SEM analysis and based on the results of hypothesis testing the impact between variables, it can be seen that entrepreneurship motivation had a significant impact on entrepreneurial interest. The higher the level of entrepreneurship motivation will have an impact on the improvement of entrepreneurial interest. Based on the test results, it can be stated that the improvement of entrepreneurship motivation of students will improve their entrepreneurial interest. In accordance with the research of Lubis (2016), which examined the impact of entrepreneurship motivation on entrepreneurial interest, it is concluded that entrepreneurship motivation has an impact on entrepreneurial interest. The same statement is also expressed by Ni Made Sintya (2019), stating that entrepreneurship motivation has an impact on entrepreneurial interest.

4.4.6. The Impact of Entrepreneurship Education on Entrepreneurial Interest through Entrepreneurship Motivation

The mediation test decision that can be taken is that entrepreneurship motivation can be a mediating variable for the correlation between entrepreneurship education and entrepreneurial interest. Entrepreneurship education passing the entrepreneurship motivation variable had a greater impact than entrepreneurship education which directly affects the entrepreneurial interest. The results of this study support the research conducted by Yulius David Andi (2016) stating that entrepreneurship motivation is an intervening variable between the impact of entrepreneurship education on entrepreneurial interest.

4.4.7. The Impact of Entrepreneurship Education on Entrepreneurial Interest through Entrepreneurship Spirit

The mediation test decision that can be taken is that entrepreneurship motivation can be a mediating variable for the correlation between entrepreneurship spirit and entrepreneurial interest. The entrepreneurship spirit passing the entrepreneurship motivation variable had a greater impact than entrepreneurship spirit which directly affects entrepreneurial interest. The results of this study support the research conducted by Sukirman (2017) which states that entrepreneurial motivation is an intervening variable between the impact of entrepreneurship spirit on entrepreneurial interest.

5. CONCLUSION

The results of this study show that entrepreneurship education had a positive impact on entrepreneurship motivation. It can be stated that entrepreneurship education of students at Muria Kudus University provided entrepreneurship motivation according to what students wanted, so this had an impact on the improvement of students' entrepreneurship motivation. Entrepreneurship spirit had a positive impact on entrepreneurship motivation. Based on these results, it can be stated that when the entrepreneurship spirit of students improves, it will improve entrepreneurship motivation. Entrepreneurship education had a positive impact on entrepreneurial interest. It can be stated that when the entrepreneurship spirit improves, it can improve entrepreneurial interest. Entrepreneurship spirit had a positive impact on entrepreneurial interest. Based on the test results, it can be stated that the improvement of entrepreneurship spirit cultivated in the college will later improve students' entrepreneurial interest.

5.1. Suggestions

Based on the results and discussion, the researcher provides some suggestions. For further research, research variables such as independent variables, dependent variables, and intervening variables can be added. It is because in this study, the variable ability in explaining the research was still limited.

For researchers who will conduct similar research, the period of years can add so that it can reach wider scope. For the campus, it is suggested that they always try to foster entrepreneurship education and entrepreneurship spirit towards entrepreneurial interest by developing entrepreneurship motivation.

Acknowledgement

Thank you to the Directorate General of Research and Development of the Ministry of Research and Technology as an institution that has financed all these community service activities through the 2020 Entrepreneurship Development Program.

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