

The Influence of Entrepreneurship Education on Students Entrepreneurial Interest: A Case Study of Technopreneurship and Innovation Courses

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Abstract: The lack of job opportunities and the focus of higher education institutions on producing graduates as job seekers rather than creating job opportunities are the causes of high unemployment rates among educated individuals, including students. Therefore, the government is striving to increase the number of entrepreneurs through entrepreneurship education in higher education institutions, including the Department of Building Engineering Education at Universitas Negeri Jakarta, to enhance their interest in entrepreneurship so they can assist the government in reducing unemployment rates. This thesis aims to examine the influence of entrepreneurship knowledge gained from the technopreneurship and innovation course on the entrepreneurial interest of Building Engineering Education students at Universitas Negeri Jakarta. The data analysis technique used is simple regression analysis employing quantitative calculation methods such as normality tests, heteroscedasticity tests, and hypothesis testing, including regression equation testing, coefficient of determination testing, and t-tests. Data collection techniques in this research include multiple-choice tests and questionnaires with a total of 58 student respondents. The research findings indicate a positive and significant influence of the Entrepreneurship Knowledge variable in the Technopreneurship and Innovation Course on Entrepreneurial Interest. The regression result is $Y = 12.608 + 0.436X$, with a calculated t-count of 13.861 > the tabulated t-table of 2.002 (for df 56) and a significance value of $0.000 < 0.05$, indicating significance. The coefficient of determination (R^2) is 73.9%. Thus, it is concluded that Entrepreneurship Knowledge in the Technopreneurship and Innovation Course has a positive and significant influence on Entrepreneurial Interest.

Keywords: Entrepreneurship Knowledge, Technopreneurship and Innovation Courses, Entrepreneurial Interest.

Introduction

According to the Indonesian Minister of Manpower, Ida Fauziyah, approximately 12% of the unemployment rate in Indonesia consists of bachelor's and diploma holders. In addition to facing difficulties in finding employment, college graduates are generally better prepared to become job seekers because the educational systems in many universities emphasize the readiness of students to graduate quickly and secure jobs related to their fields of study. This system, however, does not focus on equipping students with the skills and

knowledge needed to create new job opportunities. Moreover, the number of job seekers, most of whom are graduates, continues to rise while the availability of jobs is decreasing. This mismatch results in a growing number of unemployed college graduates (Noviantoro & Rahmawati, 2017).

Socio-cultural factors and human resource quality are also correlated with unemployment issues. Unemployment problems are also associated with a lack of independent mentality, as evidenced by our society's common approach to viewing jobs merely as

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employment. Socially, youths are more inclined to become employees rather than start their own businesses. Culturally, according to Niode (2007), parents are more proud and appreciative when their children can work as employees. This occurs even though opportunities for employment as workers are increasingly limited. The government continues to strive to create prospective entrepreneurs to address the issue of unemployment.

According to the Deputy Minister of Tourism and Creative Economy, the entrepreneurship ratio in Indonesia stands at 3.47% of the total population, or around 9 million people. As a prerequisite for becoming a developed nation by 2045, Indonesia needs to have a minimum of 4% entrepreneurs, business owners, and self-employed individuals from the population. Although there has been an increase of 3.1% compared to 2016, this figure is still lower than that of Singapore, which reaches 8.5%, as well as Malaysia and Thailand.

The government aims to elevate Indonesia to rank 60 after the Global Entrepreneurship Index (GEI) placed it at 75 out of 137 countries. Entrepreneurship enables individuals to offer job opportunities for themselves and others, rather than depending on others, which can help the government reduce the unemployment rate. This can be achieved through improving the quality of human resources and fostering an entrepreneurial spirit. Entrepreneurship is an innovative endeavor. According to Stephen Robbin, innovation in 2010 is about new ideas or product improvements. Innovation is the skill of applying creativity to solve problems and discover new opportunities. In other words, innovation is the ability to create something new and different. Therefore, entrepreneurial knowledge is crucial for individuals to develop new products, start new ventures, and expand existing businesses (Maizs, 2021).

An entrepreneur must have creative ideas for new products. Entrepreneurs have the ability to innovate in their businesses thanks to this creativity. Therefore, learning about entrepreneurship, technopreneurship, and innovation is necessary. This will serve as a guide for implementing entrepreneurship education in universities (Saptaria & Setyawan, 2021). Every year, the government tries to increase the number of young entrepreneurs through entrepreneurship education taught on campus, this is because universities are responsible for educating their students and providing motivation so that they dare to become entrepreneurs (Veronika et al., 2021). Therefore, the aim of entrepreneurship education is to motivate students, foster their interest, and be able to engage directly in entrepreneurship (Munawwarah, 2020).

One of the departments in the Faculty of Engineering, Universitas Negeri Jakarta, the Department of Building Engineering Education, requires students to take

entrepreneurship and technopreneurship or innovation courses. The goal of these courses is for students to understand entrepreneurship theories and concepts and to be able to create business plans. Theoretical and practical business aspects are taught in these courses. One of the expected learning outcomes from these courses is as follows: 1. Students understand entrepreneurship concepts; 2. Able to explain how to run a business; 3. Able to create a business plan; and 4. Able to create marketing strategies. To become a successful entrepreneur, one must have entrepreneurship knowledge, which can be obtained through entrepreneurship education or training in college. This knowledge will shape the thinking and behavior of someone who chooses to be an entrepreneur in their career (Reno and Trisnadi, 2012:113 in Yudha, 2021).

The results of a preliminary survey conducted on a number of students show that, after studying technopreneurship and innovation courses, they already have a desire to become entrepreneurs and have an independent mindset. However, they struggle to start a business due to a lack of experience and sufficient capital. The following table shows the statistical results from the tracer study.

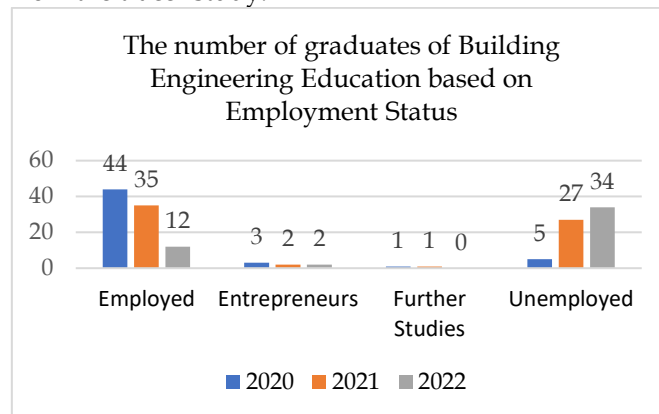


Figure 1. The Number of Graduates of Building Engineering Education Based on Employment Status (Tracer Study Statistics, Universitas Negeri Jakarta)

The above image shows that the statistical results of the tracer study are very low for most Building Engineering Education students who want to become entrepreneurs. Over the past three years, 2020, 2021, and 2022, there has been no increase in the number of students choosing entrepreneurship as their occupation.

The number of Building Engineering graduates who actually become entrepreneurs is still low. The results of the preliminary survey and tracer study show a significant difference in student interest in entrepreneurship after taking technopreneurship and innovation courses. According to current literature studies, this gap can be explained by several factors:

1. Lack of experience and entrepreneurial skills: Although students have taken courses on technopreneurship and innovation, a lack of experience and entrepreneurial skills can be a barrier to starting their own businesses. Even though they may have interest and an independent mindset, they may feel unprepared to start their own business if they do not have sufficient experience and skills (Putri, 2020).
2. Limited capital: Limited capital is a major obstacle to starting a business. Recent graduates who do not have the financial resources needed to start their own businesses may find it challenging to pursue their dreams of becoming an entrepreneur (Fitriani, 2019).
3. Lack of support and connections: Getting wide-ranging connections and support is crucial when starting a business. Finding the right networking and building a strong business network may be challenging for students. As a result, it is difficult to obtain support and opportunities that can help their businesses grow (Rukmana et al., 2023).
4. Uncertainty and risk: Entrepreneurship involves a lot of uncertainty and risk, so students are hesitant to take risks and prefer to stay in their comfort zone by seeking employment as employees or working for others. Fear of failure and uncertainty in running a business may be one of the factors causing fewer students to decide to become entrepreneurs (Yudhaningrum et al., 2021).

Additional efforts are needed to encourage the interest and readiness of Building Engineering Education students to become entrepreneurs after completing technopreneurship and innovation courses. Previous studies by Khalisatu Munawwarah (2020) showed that student interest in entrepreneurship at the Faculty of Tarbiyah and Education, UIN Ar-Raniry Banda Aceh, was heavily influenced by the implementation of technopreneurship courses, which included field practices and theoretical learning. Salsa Afni Yudha (2021) conducted a previous study that found a positive and significant relationship between entrepreneurship knowledge and the desire of 12th-grade students at SMKN 1 Padang Gelugur to become entrepreneurs.

The research entitled "The Influence of Entrepreneurship Knowledge on Technopreneurship and Innovation Courses on the Entrepreneurship Interest of Building Engineering Education Students at Universitas Negeri Jakarta" is based on the background and findings of previous research.

Method

This research uses a quantitative research approach because the data collected can be analyzed using statistical analysis. For the entrepreneurial interest variable, a survey (questionnaire) was used to collect data, while a multiple choice test was used for the

entrepreneurial knowledge variable. This test presents five answer choices, where the correct answer is given a value of one (1), while the wrong answer is given a value of zero (0) (Agustian et al., 2019). Data for this research was collected online. Data analysis was carried out using SPSS Version 25. This research uses product moment analysis to determine levels validity and also reliability of the instruments used. The data analysis stages consist of the data analysis requirements testing stage and the hypothesis testing stage.

Result and Discussion

1. Analysis requirements testing stage

Table 1: Independent Variable Validity Test Results

Question	r_{count}	r_{table}	Description
1	0,651	0,4973	Valid
2	0,854	0,4973	Valid
3	0,612	0,4973	Valid
4	0,549	0,4973	Valid
5	0,556	0,4973	Valid
6	0,675	0,4973	Valid
7	0,782	0,4973	Valid
8	-0,442	0,4973	Invalid
9	0,139	0,4973	Invalid
10	0,854	0,4973	Valid
11	0,854	0,4973	Valid
12	0,527	0,4973	Valid
13	0,854	0,4973	Valid
14	0,854	0,4973	Valid
15	0,854	0,4973	Valid
16	0,854	0,4973	Valid
17	0,089	0,4973	Invalid
18	0,854	0,4973	Valid
19	0,760	0,4973	Valid
20	0,000	0,4973	Invalid
21	0,512	0,4973	Valid
22	0,619	0,4973	Valid
23	0,854	0,4973	Valid

In the validity test of the independent variable as seen in the table above, there were a total of 23 questions posed, but only 19 of them proved to be valid. Therefore, 4 questions are considered invalid, namely questions number 8, 9, 17, and 20, because the calculated $r_{count} < r_{table}$.

Table 2: Dependent Variable Validity Test Results

Question	r_{count}	r_{table}	Description
1	0,549	0,4973	Valid
2	0,575	0,4973	Valid
3	0,527	0,4973	Valid
4	0,631	0,4973	Valid
5	0,621	0,4973	Valid
6	0,657	0,4973	Valid
7	0,851	0,4973	Valid
8	0,696	0,4973	Valid
9	0,605	0,4973	Valid

In the validity test of the dependent variable above, based on a total of 9 questions posed, the results indicate that all questions are valid because the calculated $r_{count} > r_{table}$.

Table 3: The Reliability Results of the Independent Variable

Reliability Statistics	
Cronbach's Alpha	N of Items
.934	19

Based on the table above, it can be concluded that the entrepreneurship knowledge variable is reliable because Cronbach's Alpha is $0.934 > 0.60$.

Table 4: The Reliability Results of the Dependent Variable

Reliability Statistics	
Cronbach's Alpha	N of Items
.774	9

The table above represents the results of calculations conducted using SPSS version 25, with values obtained from the total number of questionnaires for the dependent variable as all questions have been validated. It can be concluded that the entrepreneurial interest variable is reliable because Cronbach's Alpha is $0.774 > 0.60$.

Table 5: The result of the normality test for Entrepreneurship Knowledge in the Technopreneurship and Innovation Course on Entrepreneurial Interest

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		58
Normal Parameters ^{a,b}	Mean	.0000000

	Std. Deviation	.01397431
Most Extreme Differences	Absolute	.114
	Positive	.110
	Negative	-.114
Test Statistic		.114
Asymp. Sig. (2-tailed)		.057 ^c
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

In the normality test above using Kolmogorov-Smirnov, the obtained asymptotic significance value (2-tailed) is 0.057, and the Kolmogorov-Smirnov value is 0.114. Therefore, it can be concluded that the significance value in this study is 0.057, which is above 0.05. Thus, the data distribution is considered normal.

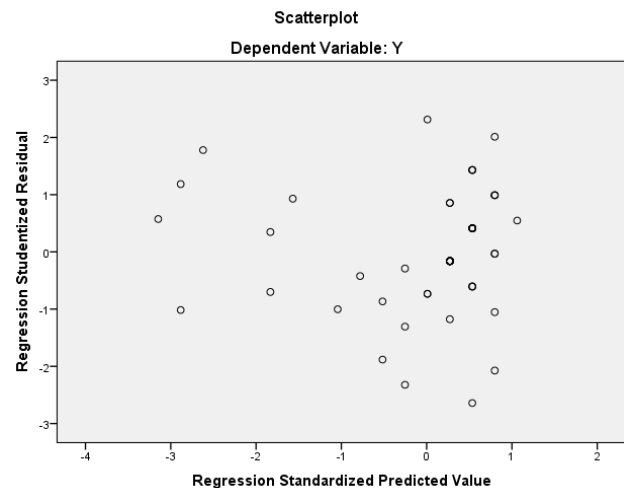


Figure 2. The result of the Heteroskedasticity Test

The result of the Scatterplot indicates that the data points are not forming a pattern, they are not clustered either above or below the 0 line but are scattered both above and below it. Based on this analysis, it can be concluded that the simple linear regression model is free from the assumption of classical heteroskedasticity and can be used in the research.

2. Hypothesis testing stage

		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	28.179	.543		52.773	.000
	Entrepreneurship Knowledge in Technopreneurship and Innovation Courses	.436	.035	.860	12.608	.000

a. Dependent Variable: Entrepreneurial Interest

Figure 3. The Result of Simple Regression Equation

The results show that the constant coefficient (a) is 13.861, and the coefficient of the entrepreneurship knowledge variable (b) is 0.436. According to the regression equation model, both values can be inserted into the regression equation to determine the resulting effect. The regression coefficient value, $Y = 12.608 + 0.436X$, indicates that the effect of the Entrepreneurship Knowledge variable in Technopreneurship and Innovation on the Entrepreneurial Interest variable is positive. In other words, every 1% increase in the Entrepreneurship Knowledge variable in the Technopreneurship and Innovation Course yields a positive effect.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.860 ^a	.739	.735	.993

a. Predictors: (Constant), Entrepreneurship Knowledge in Technopreneurship and Innovation Courses

b. Dependent Variable: Interest in Entrepreneurship

Figure 4 The Result of Coefficient of Determination (R^2)

Based on the results from the above figure, the obtained R-squared value is 0.739, indicating that entrepreneurship knowledge in the Technopreneurship and Innovation course has an influence of 73.9% on entrepreneurial interest.

		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	28.179	.543		52.773	.000
	Entrepreneurship Knowledge in Technopreneurship and Innovation Courses	.436	.035	.860	12.608	.000

a. Dependent Variable: Entrepreneurial Interest

Figure 5. The Result of T test

The results show that the calculated t_{count} is 13.861, while the t_{table} is 2.002 (for df 56). Therefore, we can determine that the calculated t-value exceeds the critical t-value, with 13.861 being greater than 2.002. As a result, we reject the null hypothesis (H_0) and accept the alternative hypothesis (H_a). This means that the variable of Entrepreneurial Interest of Students in the Building Engineering Education Program at Universitas Negeri Jakarta is positively influenced by entrepreneurship knowledge in the Technopreneurship and Innovation course.

The research conducted in the Building Engineering Education Study Program aims to determine the Influence of Entrepreneurship Knowledge on Technopreneurship and Innovation Courses on the Entrepreneurial Interest of Building Engineering Education Students at Jakarta State University. The validity and reliability testing results, conducted on 16 students as respondents, revealed that 4 questionnaire items were invalid, while 28 questionnaire items were valid and could be used for this study. The reliability test yielded results of 0.774 for the dependent variable and 0.934 for the independent variable, indicating that both variables are reliable as Cronbach's Alpha values are > 0.60 .

After collecting data through questionnaires distributed to 58 students as respondents, the results showed that the normality test yielded a result of $0.057 > 0.05$, indicating that the data is normally distributed. The regression equation test showed that the Entrepreneurship Knowledge variable in Technopreneurship and Innovation Courses has a positive relationship with the Entrepreneurial Interest variable. This means that if the Entrepreneurship Knowledge variable in Technopreneurship and Innovation Courses increases by 1%, the Entrepreneurial Interest variable will also increase by 0.436.

The coefficient of determination test yielded an R square value of 0.739, indicating that the Influence of Entrepreneurship Knowledge on Technopreneurship and Innovation Courses on Entrepreneurial Interest obtained a result of 73.9%.

The t-test results yield a calculated t_{count} of 12.608, compared to a t_{table} of 2.002 (for df 56). By comparing these two values, it can be concluded that the calculated t_{count} is greater than the t_{table} $12.608 > 2.002$. Based on this comparison, the decision is made to reject the null hypothesis (H_0) and accept the alternative hypothesis (H_a). Therefore, it can be inferred that Entrepreneurship Knowledge obtained from the Technopreneurship and Innovation course has a positive influence on Entrepreneurial Interest.

The research findings indicate that proficiency in understanding entrepreneurship concepts can enhance entrepreneurial interest among students. In line with Mardiyatmo's perspective, entrepreneurship knowledge involves understanding how to identify and respond to business opportunities, which are then implemented through a series of steps to create effective and innovative business organizations. Therefore, students level of understanding and knowledge of entrepreneurship concepts can influence their interest in entrepreneurship (Hasniati & Syahrudin, 2022).

Based on these test results, the findings align with the research conducted by Khalisatun Munawwarah, which states that there is an influence of the learning theory variable (X1) on entrepreneurial interest (Munawwarah, 2020). This research is also consistent with Eli Kartika Sari's findings, which show that Entrepreneurship Knowledge (X2) affects Entrepreneurial Interest. Therefore, it can be said that Entrepreneurship Knowledge in the Technopreneurship and Innovation courses plays a role in increasing students' Entrepreneurial Interest (E. K. Sari, 2019). Further research by Nova Tiara Ramadhani and Ida Nurnida, titled "The Influence of Entrepreneurship Courses on Students' Entrepreneurial Interest," indicates that the material presented in these courses impacts entrepreneurial interest (Ramadhani & Nurnida, 2022). Additionally, a study by Agus Susanti, titled "The Influence of Entrepreneurship Education, Entrepreneurial Motivation, and Family Environment on Students' Entrepreneurial Interest" at the Ibu Kartini Social Welfare Academy, also demonstrates that the entrepreneurship education variable significantly influences students entrepreneurial interest with a value of 0.142 (Agus Susanti, S.E.M.M, 2021).

Moreover, research by Christianingrum and Erita Rosalina, titled "The Influence of Entrepreneurship Education on Entrepreneurial Interest" among Management, Accounting, and Sociology students at Bangka Belitung University, also shows that entrepreneurship education positively affects entrepreneurial interest (Christianingrum & Rosalina, 2017).

A study by Novita Erliana Sari and Novi Triana Habsari, titled "The Influence of Entrepreneurship Courses on Entrepreneurial Interest," found that understanding and applying entrepreneurship courses significantly influence students' entrepreneurial interest. This is because understanding entrepreneurship courses encourages students to apply them, thereby fostering entrepreneurial interest (N. E. Sari & Habsari, 2017).

Next, research by Ayu Noviani Hanum at Muhammadiyah University of Semarang, titled "The Influence of Entrepreneurship Courses on Students' Interest in Becoming Entrepreneurs," indicates that the

process of entrepreneurship education, which includes the application of values, understanding, spirit, attitude, and behavior, can support students' desire to become entrepreneurs (Hanum, 2015).

Research by M. Hafiz Zamzami and Cut Irna Setiawati, titled "The Influence of Entrepreneurship Courses on Entrepreneurial Interest Among Electrical Engineering Students of the 2016 Cohort" found that entrepreneurship courses significantly influence entrepreneurial interest among electrical engineering students of the 2016 cohort (Zamzami & Setiawati, 2020).

This finding is also supported by research conducted by Dina Lestiani, Muhamad Nanang Rifa'i, and Rafika Rahmadani, titled "The Influence of Entrepreneurship Education on Youth Entrepreneurial Interest Among Economic Education Students at Nurul Huda University," which found that entrepreneurship education influences entrepreneurial interest among students at Nurul Huda University (Lestiani et al., 2022).

Another study by Glisina Dwinoor Rembulan, titled "The Influence of Entrepreneurship Education on Entrepreneurial Interest," shows that the encouragement from educational institutions and the role of entrepreneurship courses partially influence students entrepreneurial interest (Rembulan & Fensi, 2018).

Lastly, research by Anna Mufidatul Afifah and Maria Agatha SWH, titled "The Influence of Entrepreneurship Education, Income Expectations, and Self-Efficacy on Entrepreneurial Interest" among Economic Education students at Bhinneka PGRI University Tulungagung, shows that entrepreneurship education, income expectations, and self-efficacy partially influence entrepreneurial interest (Afifah & SWH, 2022).

Based on the description of the research results and supported by several previous studies, it can be concluded that there is a positive influence of the Entrepreneurship Knowledge variable in the Technopreneurship and Innovation courses on the Entrepreneurial Interest variable. The influence of the Entrepreneurship Knowledge variable in the Technopreneurship and Innovation courses on the Entrepreneurial Interest variable is 73.9%.

Conclusion

The results indicate that knowledge of entrepreneurship in the technopreneurship and innovation course will influence students' desire to become entrepreneurs. After analyzing the results of the regression calculation, it was found that $Y = 12.608 + 0.436X$. The t-test results show a Sig value of $0.00 < 0.05$ or a calculated t_{count} of 13.861 with a t_{table} of 2.002 (for df 56), indicating that the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is

accepted. Meanwhile, the coefficient of determination test (R squared) yielded a result of 0.739, indicating that the variable of entrepreneurship knowledge.

Therefore, the hypothesis that "There is an influence of entrepreneurship knowledge in the technopreneurship and innovation course on the entrepreneurial interest of students in the Building Engineering Education program at Universitas Negeri Jakarta with an influence of 73.9%" can be validated by this research.

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