

**ENTREPRENEURSHIP EDUCATION AND INCOME
EXPECTATION'S INFLUENCE ON STUDENT
ENTREPRENEURIAL INTEREST WITH SELF-EFFICACY AS
AN INTERVENING VARIABLE
(A Case Study of Students from the Faculty of Economics and
Business and the Faculty of Administrative Sciences, Islamic
University of Malang)**

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ABSTRACT

Minat berwirausaha di kalangan mahasiswa terus berkembang seiring dengan meningkatnya ekspektasi pendapatan dan kepercayaan diri terhadap kemampuan berwirausaha. Penelitian ini bertujuan untuk menganalisis pengaruh pendidikan kewirausahaan dan ekspektasi pendapatan terhadap minat berwirausaha mahasiswa, dengan efikasi diri sebagai variabel intervening. Penelitian ini dilakukan pada mahasiswa Fakultas Ekonomi dan Bisnis (FEB) dan Fakultas Ilmu Administrasi (FIA) Universitas Islam Malang (UNISMA). Penelitian ini menggunakan metode kuantitatif dengan pendekatan deskriptif dan menggunakan Structural Equation Modeling (SEM) berbasis Partial Least Squares (PLS) untuk analisis data. Data dikumpulkan melalui kuesioner yang disebarkan kepada 285 mahasiswa Fakultas Ekonomi dan Bisnis (FEB) dan Fakultas Ilmu Administrasi (FIA) angkatan 2021 yang telah mengambil mata kuliah kewirausahaan. Hasil penelitian menunjukkan bahwa pendidikan kewirausahaan tidak memiliki pengaruh langsung yang signifikan terhadap minat berwirausaha mahasiswa. Sebaliknya, ekspektasi pendapatan memiliki pengaruh langsung yang positif dan signifikan terhadap minat berwirausaha. Selanjutnya, efikasi diri bertindak sebagai variabel intervening yang signifikan. Temuan ini menunjukkan bahwa pendidikan kewirausahaan mempengaruhi minat berwirausaha secara tidak langsung melalui efikasi diri, yang menunjukkan mediasi penuh. Di sisi lain, ekspektasi pendapatan mempengaruhi minat berwirausaha baik secara langsung maupun tidak langsung melalui efikasi diri, yang menunjukkan mediasi parsial. Penelitian ini menekankan bahwa meskipun pendidikan kewirausahaan tidak memiliki pengaruh langsung yang signifikan, namun penguatan efikasi diri dan peningkatan kesadaran akan ekspektasi pendapatan dapat mendorong minat berwirausaha mahasiswa.

Kata Kunci: Minat Berwirausaha, Pendidikan Kewirausahaan, Ekspektasi Pendapatan, Efikasi Diri, Kewirausahaan.





ABSTRACT

Entrepreneurial interest among students continues to grow in line with increasing income expectations and confidence in entrepreneurial abilities. This study aims to analyze the influence of entrepreneurial education and income expectations on students' entrepreneurial interest, with self-efficacy as an intervening variable. The research was conducted among students of the Faculty of Economics and Business (FEB) and the Faculty of Administrative Sciences (FIA), Islamic University of Malang (UNISMA). This research employed a quantitative method with a descriptive approach and used Structural Equation Modeling (SEM) based on Partial Least Squares (PLS) for data analysis. Data were collected through questionnaires distributed to 285 Faculty of Economics and Business (FEB) and the Faculty of Administrative Sciences (FIA) students from the 2021 cohort who had taken entrepreneurship courses. The results show that entrepreneurial education does not have a significant direct effect on students' entrepreneurial interest. In contrast, income expectations have a positive and significant direct effect on entrepreneurial interest. Furthermore, self-efficacy acts as a significant intervening variable. The findings indicate that entrepreneurial education influences entrepreneurial interest indirectly through self-efficacy, which demonstrates full mediation. On the other hand, income expectations influence entrepreneurial interest both directly and indirectly through self-efficacy, indicating partial mediation. This study emphasizes that although entrepreneurial education does not have a direct significant effect, strengthening self-efficacy and increasing awareness of income expectations can encourage students' entrepreneurial interest.

Keywords: Entrepreneurial Interest, Entrepreneurial Education, Income Expectations, Self-Efficacy, Entrepreneurship.



CHAPTER I

INTRODUCTION

1.1 Background

Entrepreneurial activities contribute significantly to long-term economic growth through job creation, innovation, and productivity improvement. Savrul, (2017) has provided stating that entrepreneurial activities have substantial and beneficial impacts on long-term economic growth. Entrepreneurship plays a role in enhancing competitiveness with the aim of strengthening competitiveness, creating jobs, and reducing unemployment and poverty rates. Entrepreneurship can be redefined as "the spirit to develop new businesses." The businesses developed can be independent businesses owned by one or more entrepreneurs, or businesses built within the corporate environment where they work (Suryadi, 2018).

However, entrepreneurship, although considered a main driver of economic growth, also has the potential to cause environmental damage. Environmentally unfriendly business activities, such as excessive exploitation of natural resources, high waste production, and the use of hazardous chemicals, can create pollution in soil, water, and air. This is stated by Ali (2018), who mentions that damage to natural resources and the environment can occur due to long-term conditions or as a result of development

activities. This is evident from the damage to grazing land due to excess livestock, loss of fertile land due to inappropriate farming methods and poor irrigation channel design, as well as the loss of productive forests due to shifting cultivation practices and fuelwood exploitation (Suryadi, 2018).

Recognizing the dark side of entrepreneurship on the environment, the UN in 2015 adopted 17 Sustainable Development Goals (SDGs) which have inspired 190 countries, including Indonesia, to run their businesses more sustainably. SDG implementation is crucial to achieve a sustainable future for humanity and this planet. The annual SDG report provides an overview of global implementation efforts to date, highlighting areas that have made progress and areas that still require more action (Burhanudin et al., 2023).

Indonesia is classified as a country with great potential in natural resources and human resources. This is reflected in Indonesia's population, which reached 271 million people in December 2020, placing it in the fourth position of the most populous countries after China, India, and the United States. This high population requires the government to create more jobs. However, job availability in Indonesia is still very limited, which impacts the high unemployment rate. This condition worsened in 2020 due to the Covid-19 pandemic, which forced many companies to terminate

employment (layoffs), increasing the number of unemployed by up to 3.7 million people (Susanti, 2021).

The most effective solution to reduce unemployment in Indonesia is to increase the number of entrepreneurs. Currently, Indonesia still has a relatively low number of entrepreneurs compared to other Southeast Asian countries such as Malaysia, Singapore, Thailand, Brunei Darussalam, and Vietnam. According to Márkus (2019), based on data from the Global Entrepreneurship Index, Indonesia ranks 75th out of 137 countries in entrepreneurship. To catch up, the participation of all parties is needed, including students, in encouraging and increasing interest in entrepreneurship.

Tabel 1.1 Open Unemployment Rate Data by Province

38 Province	Unemployment Rate by Province (Percent)		
	2024		
	Februari	August	Annual
ACEH	5,56	5,75	-
SUMATERA UTARA	5,1	5,6	-
SUMATERA BARAT	5,79	5,75	-
RIAU	3,85	3,7	-
JAMBI	4,45	4,48	-
SUMATERA SELATAN	3,97	3,86	-
BENGKULU	3,17	3,11	-
LAMPUNG	4,12	4,19	-
KEP. BANGKA BELITUNG	3,85	4,63	-
KEP. RIAU	6,94	6,39	-
DKI JAKARTA	6,03	6,21	-
JAWA BARAT	6,91	6,75	-

JAWA TENGAH	4,39	4,78	-
DI YOGYAKARTA	3,24	3,48	-
JAWA TIMUR	3,74	4,19	-
BANTEN	7,02	6,68	-
BALI	1,87	1,79	-
NUSA TENGGARA BARAT	3,3	2,73	-
NUSA TENGGARA TIMUR	3,17	3,02	-
KALIMANTAN BARAT	4,2	4,86	-
KALIMANTAN TENGAH	3,67	4,01	-
KALIMANTAN SELATAN	3,89	4,2	-
KALIMANTAN TIMUR	5,75	5,14	-
KALIMANTAN UTARA	4,01	3,9	-
SULAWESI UTARA	5,98	5,85	-
SULAWESI TENGAH	3,15	2,94	-
SULAWESI SELATAN	4,9	4,19	-
SULAWESI TENGGARA	3,22	3,09	-
GORONTALO	3,05	3,13	-
SULAWESI BARAT	3,02	2,68	-
MALUKU	5,96	6,11	-
MALUKU UTARA	4,16	4,03	-
PAPUA BARAT	4,31	4,13	-
PAPUA BARAT DAYA	6,02	6,48	-
PAPUA	5,81	6,48	-
PAPUA SELATAN	4,75	4,05	-

PAPUA TENGAH	2,49	2,75	-
PAPUA PEGUNUNGAN	1,18	1,32	-
INDONESIA	4,82	4,91	-

Source: Central Bureau of Statistics, 2024

The table presenting data on the open unemployment rate by province in Indonesia shows a clear picture of the challenges faced in creating jobs in various regions. This data reflects the percentage of open unemployment in February and August 2024, and provides an indication of unemployment trends in each province. Overall, the table shows that the open unemployment rate increased from February to August. For example, DKI Jakarta and Banten recorded quite high unemployment rates, 6.21% and 6.68% respectively in August. On the other hand, Bali has the lowest unemployment rate at 1.79%, showing that some regions are more successful in creating jobs than others.

By Indonesia's population reaching 271 million people and high unemployment rates exacerbated by the impact of the Covid-19 pandemic, it is clear that the country needs more entrepreneurs to create new jobs. This condition emphasizes the need for support from all parties, including students and the government, to encourage interest in entrepreneurship. By increasing the number of entrepreneurs, it is hoped that unemployment rates can be reduced and overall public welfare improved. Therefore, efforts to develop a conducive entrepreneurial ecosystem must be a priority in Indonesia's economic development agenda.

In this case, entrepreneurship plays an important role in reducing unemployment rates. Savrul, (2017) states that entrepreneurship contributes significantly to long-term economic growth through job creation, innovation, and productivity improvement. The establishment of new businesses, either independently or within a corporate environment, can enhance competitiveness and reduce unemployment.

However, the environmental impact of entrepreneurial activities must be considered. Ali, (2018) highlights that environmentally unfriendly business practices have the potential to damage natural resources and ecosystems. Therefore, the implementation of sustainable business practices as advocated by the UN's Sustainable Development Goals (SDGs) becomes very important.

To overcome unemployment in Indonesia, increasing the number of entrepreneurs is a very essential step. Currently, Indonesia still lags behind other Southeast Asian countries in terms of the number of entrepreneurs. Active participation of students in fostering and increasing interest in entrepreneurship is very important to catch up and encourage sustainable economic growth.

According to Asafri et al., (2021) in today's era, we often encounter children who have been educated to compete from an early age due to the increasing life competition each year. For example, in daily life, children are required to be better than their friends, smarter, and even have to win in any competition, even though the capacity of a child is certainly not the same; all

children have their own abilities, depending on how a child is ready to learn.

Education has become the axis of change and unifier in the social, economic, and political fields of society. This is because the process of instilling values through education can foster the importance of individuals in nation-building. One of the most important things is to instill values of independence in the new generation in the educational process so that they do not depend on the environment, so they can return to society and justice, especially in terms of education (Siregar et al., 2023).

The phenomenon of low interest and motivation of Indonesian youth to become entrepreneurs today has become a serious concern for various parties, including the government, education sector, industry, and society. The Expert Staff of the Minister of Cooperatives and SMEs in the field of application of Cooperative basic values, Drs. Sutarno said that students' interest in entrepreneurship is still low; of 4.8 million students, only 7.4 percent are interested in entrepreneurship. The low interest in entrepreneurship is also known from data at the Ministry of Education and Culture which records that 60.87 percent of high school graduates and 83.18 percent of college graduates are more interested in becoming workers or office employees. This data is in line with the report from the Ministry of Education and Culture, which shows that the majority of graduates, namely 60.87% from high school level and 83.18% from higher education, prefer to become workers or employees rather than creating their own jobs (Suharto et al., 2021).

The more advanced a country is, the more individuals have higher education. However, not all educated workers can be absorbed by the workforce, both in the corporate and government sectors, resulting in high unemployment rates. This condition requires solutions, one of which is through entrepreneurship development. Development success can be more optimal if supported by entrepreneurs who can create jobs, starting from small businesses or industries, given the government's limited ability to provide jobs (Diawati et al., 2022).

Listyawati, (2017) suggests that entrepreneurship has a significant contribution to the economic progress of a nation, where developed countries require at least 2% of their population to be entrepreneurs. This is because entrepreneurs can help create jobs through the establishment of companies, industries, and businesses (Mirawati et al., 2016). According to Dewi (2016), developing entrepreneurship and creating businesses is a concrete solution to solving poverty and unemployment problems. Thus, the Indonesian government has launched the National Entrepreneurship Movement since February 2011 to encourage the public, especially the younger generation, to be active in entrepreneurship (Mirawati et al., 2016). This is realized through government policies with the implementation of entrepreneurship education in higher education (Muliadi, 2020), so that graduates can be creative, innovative, and can pursue entrepreneurship (Primandaru, 2017).

Entrepreneurship education is increasingly becoming a main concern in various educational institutions, especially among college

students. This is in line with the dynamics of the labor market that continues to develop and become increasingly complex, where competition to get the desired job is getting tighter. In this context, educational institutions play an important role in equipping students with skills and knowledge that not only prepare them to be competent job seekers but also develop their potential as innovators and entrepreneurs (Siregar et al., 2023).

Based on the BPP HIPMI survey, 83% of student respondents tend to prefer becoming employees. Meanwhile, only 4% are interested in becoming entrepreneurs. After graduating, they are more busy preparing themselves to take job tests. This shows the low interest in entrepreneurship among students. To advance the nation's economy, we do not need graduates who rely on diplomas to apply for jobs. Instead, we need graduates who can create jobs with their knowledge and experience (Indah, 2017).

Entrepreneurial spirit will not appear suddenly but through a long process, especially for those who have no experience or are not accustomed to being in an environment that supports the growth of that entrepreneurial spirit. The earlier the entrepreneurial spirit is instilled, the greater the possibility of students emerging with an entrepreneurial spirit through this education. Because until now, educational institutions often only produce skilled students who do not have an entrepreneurial spirit, so that in the end, students are formed as ready-to-work workforce, not job creators (Kusuma, 2017).

Interest can grow and develop when someone has hopes or expectations for income from entrepreneurship. According to Wardani et al., (2021) income expectation refers to someone's expectation of earnings from a job. These expectations relate to the expected income from business activities or work. Individuals who choose to start a career as entrepreneurs usually have the expectation that entrepreneurship will provide higher income compared to becoming an employee. The expectation of income that is greater than working as an employee often becomes a driving factor to choose the entrepreneurial path. An entrepreneur who has an aggressive attitude usually has high-income expectations from his business, with the aim of meeting his needs and improving his welfare.

Becoming an entrepreneur will obtain amazing benefits. Entrepreneurship can earn high and unlimited income according to expectations to fulfill all desires. The size of the income received from entrepreneurship depends on the work or business carried out. The desire to obtain unlimited income is what can generate interest in entrepreneurship. People who work for themselves have four times the opportunity to become rich than people who work for others.

Expectations for better income are one of the factors that influence someone's desire to become an entrepreneur. If someone hopes to generate higher profits by becoming an entrepreneur, then he will be increasingly encouraged to become an entrepreneur. By entrepreneurship, one will gain profits from his position as a business owner and profits obtained from his

position as a manager (Yudhati, 2017).

With the income expectation or someone's hope for the income that will be obtained from their business results if someone hopes to get a higher income (Sari, 2017). One of the reasons an entrepreneur is interested in becoming an entrepreneur is because entrepreneurship has the possibility of generating higher income than company employees or civil servants. Currently, there are still many students who think that the income generated from entrepreneurship tends to be uncertain, whereas the results of entrepreneurship depend on how one's efforts to generate high income (Jumiati et al., 2022).

Starting a business requires an interest in entrepreneurship. When someone has a great interest in entrepreneurship, the opportunity to engage in entrepreneurial activities becomes higher. Satyantoro et al., (2021) revealed that there are three main factors that influence the emergence of entrepreneurial interest, namely internal drive, social motives, and emotional factors or feelings of pleasure.

Self-efficacy relates to one's thoughts about one's abilities. Self-efficacy is a perception of how well one can function in certain situations related to the belief that they are able to do something according to expectations. The intrinsic value of an entrepreneur is self-confidence. Therefore, someone who wants to engage in entrepreneurial activities should have a confident attitude (self-efficacy), as should a student (Satyantoro et al., 2021).

Individuals with high self-efficacy tend to work hard to achieve their

goals, have an optimistic attitude, and are motivated. Conversely, individuals with low self-efficacy will be less motivated to strive. Thus, self-efficacy has a positive influence on motivation to become an entrepreneur (Putry et al., 2020).

Self-efficacy, or an individual's belief in their ability to complete tasks and achieve goals, plays an important role in the decision-making process to become an entrepreneur. In the context of entrepreneurship education, self-efficacy can mediate the relationship between the education received and the interest to become an entrepreneur. Entrepreneurship education aims to equip students with the knowledge and skills needed to start and manage a business. However, without strong self-confidence, this knowledge may not be enough to encourage students to actually start a business (Evvy et al., 2024).

The core of self-efficacy is an individual's belief in their ability to dare to take action in certain situations. Therefore, self-efficacy can influence entrepreneurial intentions from the internal side, namely self-confidence to start a business. An entrepreneur needs to have confidence in their own abilities, both in making decisions and completing tasks. Without such confidence, doubts will arise that hinder the development of an entrepreneur (Rumangkit et al., 2022).

In research by Mulyati (2023), it was found that high self-efficacy strengthens the relationship between entrepreneurship education and entrepreneurial interest. Students with high self-efficacy are more likely to

apply the entrepreneurial knowledge they have gained and overcome obstacles in starting a business.

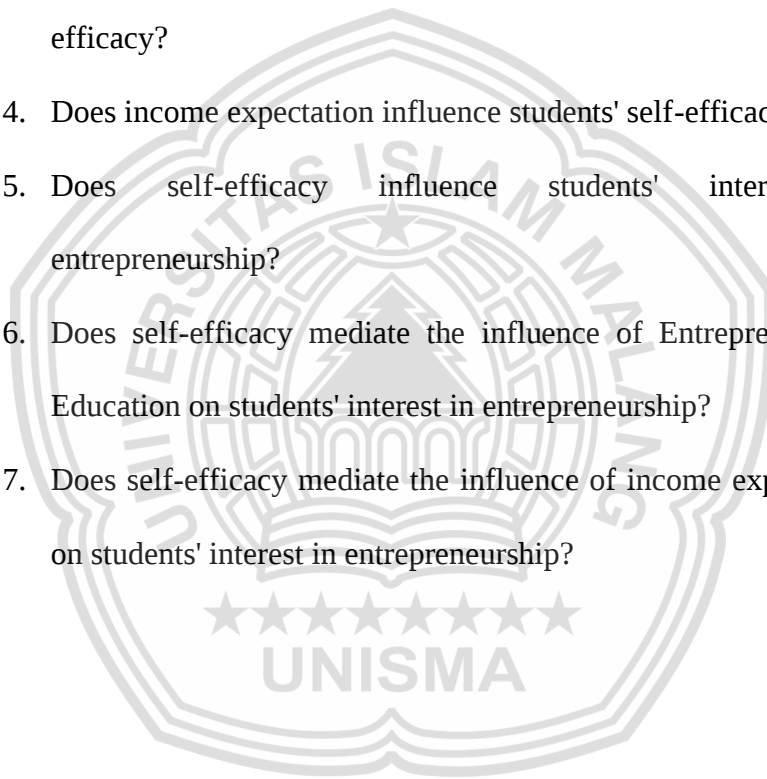
In addition, high-income expectations can also encourage interest in entrepreneurship, but this is more effective if individuals have strong self-efficacy. Self-efficacy helps individuals to believe that they can achieve the expected level of income through their own efforts in entrepreneurship. As mediation, self-efficacy allows individuals to see entrepreneurial challenges as opportunities to achieve higher income, not as insurmountable obstacles (Anita, 2017).

Wardani et al., (2021) and Yudhati, (2017), explain that income expectations that are higher compared to becoming employees often become the main motivator for individuals to choose the entrepreneurial path. However, without adequate self-efficacy, individuals may hesitate to take the necessary risks in entrepreneurship.

Based on the description of the problems above, the author is interested in conducting research with the title "Entrepreneurship Education and Income Expectation's Influence on Student Entrepreneurial Interest with Self-Efficacy as an Intervening Variable (A Case Study of Students from the Faculty of Economics and Business and the Faculty of Administrative Sciences, Islamic University of Malang)".

1.2 Research Question

1. Does Entrepreneurship Education influence students' interest in entrepreneurship?
2. Does income expectation influence students' interest in entrepreneurship?
3. Does Entrepreneurship Education influence students' self-efficacy?
4. Does income expectation influence students' self-efficacy?
5. Does self-efficacy influence students' interest in entrepreneurship?
6. Does self-efficacy mediate the influence of Entrepreneurship Education on students' interest in entrepreneurship?
7. Does self-efficacy mediate the influence of income expectation on students' interest in entrepreneurship?



1.3 Research Objectives and Benefits

1.3.1 Research Objective

1. To analyze the influence of Entrepreneurship Education on students' interest in entrepreneurship.
2. To analyze the influence of income expectation on students' interest in entrepreneurship.
3. To analyze the influence of Entrepreneurship Education on students' self-efficacy.
4. To analyze the influence of income expectation on students' self-efficacy.
5. To analyze the influence of self-efficacy on students' interest in entrepreneurship.
6. To analyze the mediating role of self-efficacy on the influence of Entrepreneurship Education on students' interest in entrepreneurship.
7. To analyze the mediating role of self-efficacy on the influence of income expectation on students' interest in entrepreneurship.

1.3.2 Research Benefit

Based on the background above, it is hoped that this research can be utilized both practically and theoretically. The following are some of the benefits of this research:

1. Theoretical Benefits

- a. This research is expected to develop and broaden insights, particularly in the field of accounting studies regarding the Theory of Planned Behavior in research related to the influence of entrepreneurship education and income expectation with the role of self-efficacy as an intervening variable on students' interest in entrepreneurship.
- b. This research is expected to serve as a metaphor in the development of knowledge in the field of Entrepreneurship.

2. Practical Benefits

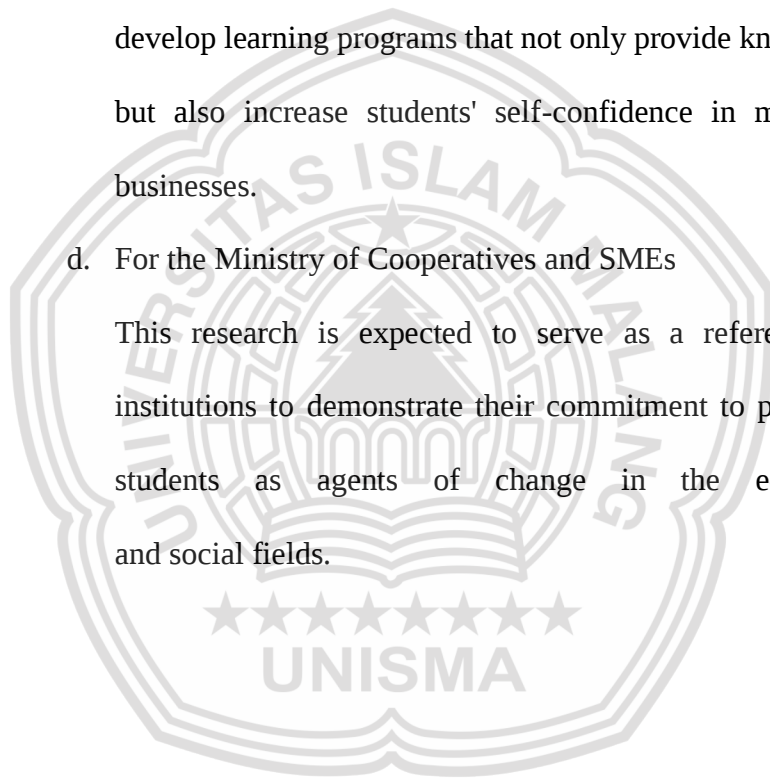
- a. For Students
This research is expected to help students understand the importance of entrepreneurship as a solution to create jobs and reduce dependence on formal employment.
- b. For Research Institutions
This research is expected to serve as a reference for institutions to demonstrate their commitment to preparing students as agents of change in the economic and social fields.

c. For the Ministry of Education and Culture

This research can serve as a basis for designing more effective entrepreneurship education curricula that meet student needs. By understanding how entrepreneurship education enhances self-efficacy and interest in entrepreneurship, the Ministry of Education and Culture can develop learning programs that not only provide knowledge but also increase students' self-confidence in managing businesses.

d. For the Ministry of Cooperatives and SMEs

This research is expected to serve as a reference for institutions to demonstrate their commitment to preparing students as agents of change in the economic and social fields.



CHAPTER V

CONCLUSION AND RECOMMENDATIONS

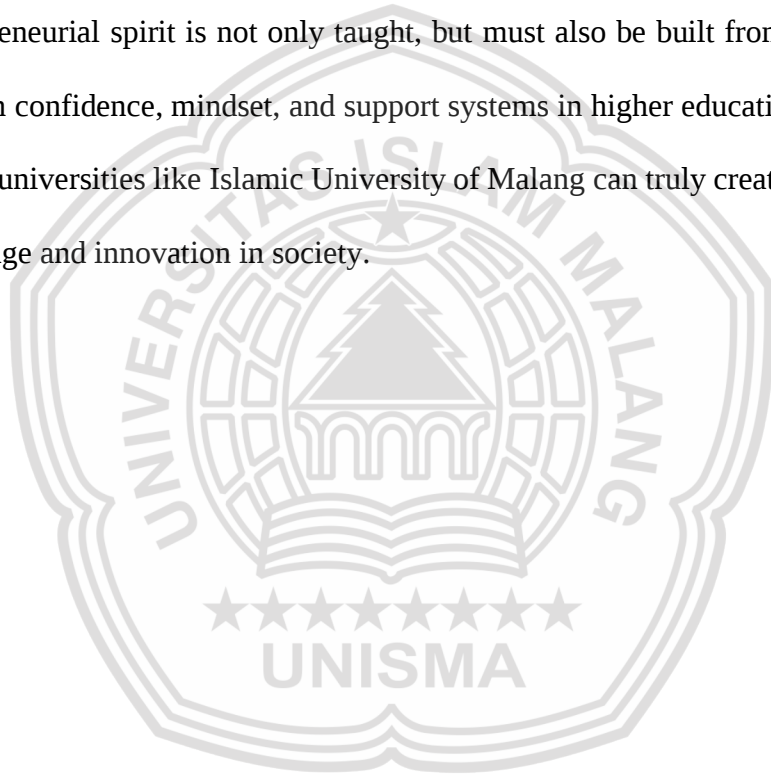
5.1 Conclusion

This research aims to determine the influence of independent variables, namely Entrepreneurship Education and Income Expectation, on the dependent variable Entrepreneurial Interest with Self-Efficacy as an intervening variable. Based on data analysis results using multiple linear regression, the following conclusions were obtained:

1. Entrepreneurship education does not significantly influence entrepreneurial interest directly. However, it has a significant indirect effect through self-efficacy. This indicates that entrepreneurship education alone is not enough to generate students' interest unless it also improves their self-confidence and belief in their ability to become entrepreneurs.
2. Income Expectation has a significant and positive influence on Entrepreneurial Interest among students of the Faculty of Economics and Business and the Faculty of Administrative Sciences at UNISMA class of 2021.
3. Self-Efficacy has a significant and positive influence on Entrepreneurial Interest among students of the Faculty of Economics and Business and the Faculty of Administrative Sciences at UNISMA class of 2021.
4. Self-Efficacy mediates the influence of Entrepreneurship Education on Entrepreneurial Interest among students of the Faculty of Economics and Business and the Faculty of Administrative Sciences at UNISMA class of 2021.
5. Self-Efficacy mediates the influence of Income Expectation on Entrepreneurial Interest among students of the Faculty of Economics and Business and the Faculty of Administrative Sciences at UNISMA class of 2021.

The results of this study support the Theory of Planned Behavior (TPB), especially the component of perceived behavioral control represented by self-efficacy. In the context of Islamic University of Malang, which promotes the spirit of entrepreneurship, this research emphasizes that fostering self-efficacy is key to encouraging students to become future entrepreneurs.

From the researcher's perspective, this study serves as a reflection that entrepreneurial spirit is not only taught, but must also be built from within through confidence, mindset, and support systems in higher education. This is how universities like Islamic University of Malang can truly create agents of change and innovation in society.



5.2 Limitations

The limitations experienced by the researcher in conducting this study are as follows:

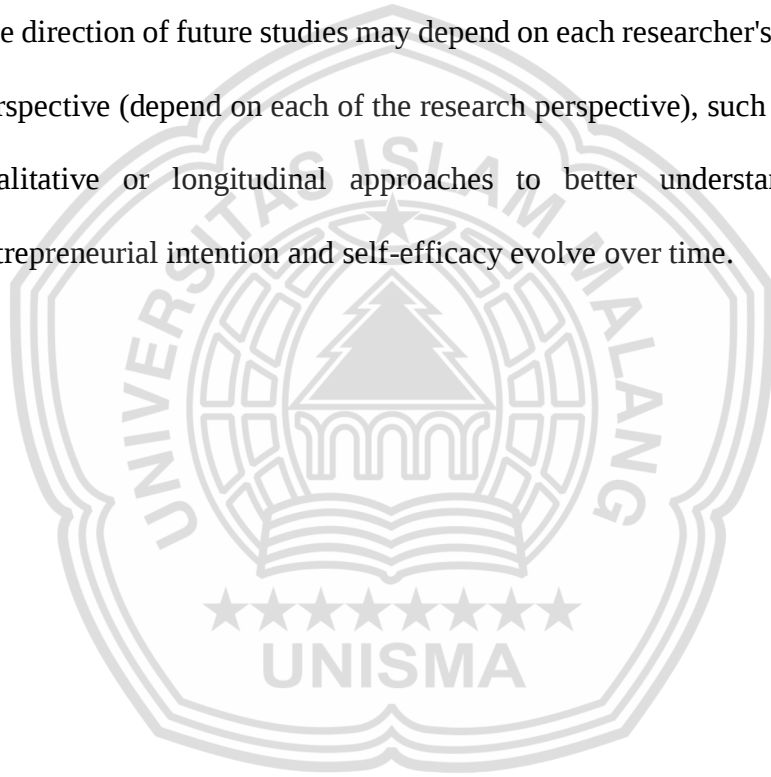
1. Limited reach in distributing questionnaires to the sample of students from the Faculty of Economics and Business (FEB) and the Faculty of Administrative Sciences (FIA) at the Islamic University of Malang (UNISMA). The results of this study may not be generalizable to students from other faculties or universities.
2. Suboptimal completion of questionnaires via Google Form. The researcher could not explain the statements in the questionnaire in more detail to respondents. This may have resulted in responses being filled randomly or less carefully because respondents did not read all statements thoroughly.
3. Use of quantitative method without exploring qualitative aspects. This research only measured relationships between variables using quantitative data without delving deeper into psychological or cultural factors that could influence students' entrepreneurial interest.
4. Limited references from previous research discussing the role of self-efficacy as an intervening variable in the relationship between entrepreneurship education and income expectation on entrepreneurial interest. This made it difficult for the researcher to present supporting explanations in certain sections.
5. The research was conducted during a specific period; thus, the results obtained might be influenced by economic and social conditions prevailing at the time of research. Factors such as changes in government policies, labor market dynamics, and entrepreneurship trends among students could influence the findings of this research but were not analyzed in depth.

5.3 Recommendations

1. For the Faculty of Economics and Business and Faculty of Administrative Science at UNISMA
 - a. Develop a more comprehensive entrepreneurship education curriculum that emphasizes practical experience, case studies, and digital business development to prepare students for the real entrepreneurial environment.
 - b. Integrate entrepreneurship mentoring programs involving successful alumni and business practitioners to guide students in developing and managing their own ventures.
 - c. Initiate business and startup competitions within the campus as a platform to apply theoretical knowledge and improve students' self-efficacy in facing real business challenges.
 - d. As UNISMA promotes the value of entrepreneurship, this research is expected to contribute to the development of entrepreneurship-based education by emphasizing not only knowledge transfer, but also the formation of entrepreneurial mindset and confidence
2. For Students:
 - a. Enhance understanding of entrepreneurial opportunities and risks by actively engaging in seminars, workshops, and entrepreneurship training organized both by the university and external partners.
 - b. Strengthen self-efficacy by participating in entrepreneurial communities and utilizing available support systems such as business incubators and mentoring activities.
 - c. Adapt to modern business models by utilizing digital media and technology to explore and develop online-based businesses with competitive value

3. For Future Researchers.

- a. Future research may consider adding other relevant variables such as entrepreneurial motivation, previous business experience, family support, or external environmental factors that might influence entrepreneurial interest.
- b. Expanding the research scope to other faculties or universities is recommended to achieve broader and more generalizable findings.
- c. The direction of future studies may depend on each researcher's specific perspective (depend on each of the research perspective), such as using qualitative or longitudinal approaches to better understand how entrepreneurial intention and self-efficacy evolve over time.



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