

The Influence of Entrepreneurial Education and Entrepreneurial Motivation on The Entrepreneurial Interest of Fkip Economics Education Students of Lambung Mangkurat University

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Abstract: *This study aims to determine the influence of entrepreneurial education and entrepreneurial motivation on the entrepreneurial interest of FKIP Economics Education students, Lambung Mangkurat University. This study uses a quantitative approach with the type of associative research. The population in this study amounted to 155 students who had completed entrepreneurship courses, while the data analyzed came from 152 respondents. Data collection was carried out through a questionnaire with a Likert scale and analyzed using multiple linear regression. Hypothesis testing was carried out through the t-test and the F-test. The results showed that entrepreneurial education had a positive and significant effect on students' entrepreneurial interest with a t-value of 4.077 and a significance of <0.001. These results show that entrepreneurship education and motivation have a role in increasing students' interest in entrepreneurship.*

INTRODUCTION

Educated unemployment is still one of the problems that need to be considered in the world of higher education. Each year colleges produce graduates with various areas of expertise, but the availability of jobs is not always proportional to the number of graduates available. This condition makes students not only need to prepare themselves as job seekers, but also need to have the ability to create job opportunities independently. One way that can be done is to increase students' abilities and interests in the field of entrepreneurship. Universities have an important role in shaping an entrepreneurial mindset so that students are able to see opportunities and have alternative career options after completing their education (Azzahra et al., 2023).

The development of technology and the digital economy also provides wider opportunities for students to carry out business activities. The presence of various digital platforms can help a person market products, reach consumers, and run a business in an easier way. However, this convenience is not necessarily followed by the high interest of students in entrepreneurship. Some students are still more interested in finding a job after graduation than building their own business. This condition shows that the available entrepreneurial opportunities need to be followed by knowledge and understanding that can encourage students to take advantage of these opportunities (Nengseh & Kurniawa, 2021).

Students of the Faculty of Teacher Training and Education (FKIP) Lambung Mangkurat University are generally prepared to become educators. However, students also need to have other abilities that can support independence after completing their education. Entrepreneurship can be one of the alternative career options because students can not only find a job, but also have the opportunity to create jobs. However, interest in entrepreneurial activities in students still needs to be increased. This condition makes education and entrepreneurial motivation an important factor to consider in shaping students' interest in business activities (Octian & Dewi, 2021).

Entrepreneurial interest indicates a person's desire and interest to carry out business activities independently. This interest can be the initial stage before someone actually engages in entrepreneurial activities. Students who have an interest in entrepreneurship tend to have the desire to start a business, are interested in business activities, and have the readiness to face risks. In the perspective of the Theory of Planned Behavior, interest or intention is one of the important factors that can lead a person to a behavior. Therefore, entrepreneurial interest is important to be studied because it can provide an overview of students' tendencies in choosing entrepreneurship as one of the career choices (Saputri & Januarti, 2020).

One of the factors that is suspected to affect entrepreneurial interest is entrepreneurial education. Entrepreneurial education is a learning process that provides knowledge, skills, and attitudes related to business activities. Through this education, students can gain an understanding of the concept of entrepreneurship, skills in running a business, practical experience, and the attitude needed in dealing with the business world. Entrepreneurship education not only provides theory, but also needs to provide experiences that can help students understand the conditions of business in real life. Practice-based learning is considered to help students understand entrepreneurship better and increase their interest in business activities (Hidayat, M. R., Rusdiana, & Komarudin, P., 2021).

Entrepreneurship education can also help students build courage, creativity, independence, and the ability to see business opportunities. Learning that provides opportunities for students to be directly involved in business activities can make entrepreneurship materials easier to understand and apply. Thus, entrepreneurial education is not only related to the ability to understand concepts, but also related to students' ability to apply this knowledge. Previous research has shown that entrepreneurship education is associated with increased students' interest in entrepreneurship Rozikin et al., (2023). This shows that the quality of entrepreneurial education needs to be considered as one of the factors in shaping student interest.

In addition to entrepreneurial education, entrepreneurial motivation is also a factor that can affect student interest. Entrepreneurial motivation is an encouragement that comes from within or outside a person to carry out business activities. These motivations can be in the form of a desire to be independent, the need to achieve achievements, the courage to take risks, and encouragement from the environment. Students who have entrepreneurial motivation tend to have a stronger drive to achieve goals through business activities. Motivation can also help students survive when facing obstacles and uncertainties in running a business (Nurhasanah et al., 2023).

The relationship between motivation and entrepreneurial interest is also supported by several previous research results. Research Octian & Dewi (2021) shows that entrepreneurship education and motivation have an influence on students' entrepreneurial interests. Other research has also shown that entrepreneurial motivation can have a positive influence on students' entrepreneurial interests Stuart O'Neill (2025). However, the results of research on motivation and interest in entrepreneurship have not fully shown the same results. Nengseh & Kurniawa,

(2021), for example, found that entrepreneurial motivation has no direct effect on entrepreneurial interest, but that influence can occur through self-efficacy. These differences in results show that the relationship between motivation and entrepreneurial interest still needs to be studied in different student characteristics.

The difference in the results of previous research is one of the important reasons to conduct further research. In addition, research on entrepreneurial interests is more carried out on students from the faculty of economics or business. Meanwhile, FKIP students have different educational backgrounds because most of them are directed to become educators. This condition can make FKIP students' views and career choices towards entrepreneurship different from students who specifically study economics or business. Therefore, research on FKIP students of Lambung Mangkurat University can provide a more specific picture of the relationship between entrepreneurial education and entrepreneurial motivation with students' entrepreneurial interests.

Based on this description, entrepreneurial education and entrepreneurial motivation are two important factors to be studied in relation to students' entrepreneurial interests. Entrepreneurial education can provide the knowledge, skills, experience, and attitudes needed by students in running a business, while motivation can be an encouragement to develop and realize these desires. This study was conducted to analyze the influence of entrepreneurial education and entrepreneurial motivation on the entrepreneurial interest of FKIP Economics Education students of Lambung Mangkurat University, both partially and simultaneously. The results of the research are expected to provide empirical information for universities in developing learning and entrepreneurship programs that suit the needs of students.

THEORETICAL FOUNDATION

Hidayat et al., (2021) explains that entrepreneurial education can shape an individual's ability to recognize opportunities, innovate, and face risks. In its implementation in universities, entrepreneurship education can be carried out through courses, training, seminars, and business practices.

One factor related to the student's desire to be entrepreneurial. In addition, strong motivation can make a person more active in looking for opportunities and not easily stop when facing obstacles in running a business. Therefore, in this study, entrepreneurial motivation is measured through the desire to be independent, the need for achievement, the courage to take risks, and encouragement from the environment (Telaumbanua, 2023).

This concept can be explained through the Theory of Planned Behavior which views intention as one of the factors that motivate a person to do a behavior. In the context of entrepreneurship, interest can be formed through attitudes towards business, environmental support, and an individual's belief in his or her ability to carry out these activities. Attitude toward behavior reflects an individual's assessment of an action—specifically, whether that action is perceived as positive or negative. In the context of entrepreneurship, individuals who view entrepreneurial activities as profitable, appealing, and offering opportunities for growth tend to show a stronger interest in becoming entrepreneurs. Subjective norms relate to the influence of one's social environment, such as family, friends, and significant others; support from this environment can reinforce an individual's desire to pursue entrepreneurship. Meanwhile, perceived behavioral control refers to an individual's belief regarding their own capabilities and available resources to carry out a specific behavior. In entrepreneurship, confidence in one's ability to manage a business, make decisions, and handle risks can boost entrepreneurial interest.

These three factors subsequently influence an individual's intention to engage in a specific behavior. The more positive the attitude toward entrepreneurship, the stronger the perceived social support, and the greater the confidence in one's ability to run a business, the higher the individual's interest in becoming an entrepreneur. Therefore, the TPB can be used to explain that entrepreneurial interest is shaped by an individual's attitude, social environmental influences, and confidence in their own ability to carry out entrepreneurial activities (Saputri & Januarti, 2020).

RESEARCH METHODS

This study uses a quantitative approach with a type of associative research that aims to analyze the influence of entrepreneurial education and entrepreneurial motivation on students' entrepreneurial interests. The research was carried out on Economics Education students of FKIP Lambung Mangkurat University who had completed entrepreneurship courses. The research population is 155 students from the 2022, 2023, and 2024 batches. The sampling technique used is a saturated sample, so that all members of the population as many as 155 students are used as research samples.

The research data consisted of primary data obtained directly from respondents through questionnaires and secondary data obtained from various supporting sources. The research instrument used a questionnaire with a 4-level Likert scale, namely 1 = strongly disagree to 4 = strongly agree. The variables of entrepreneurial education were measured through indicators of understanding of entrepreneurial concepts, entrepreneurial skills, business practice experience, and entrepreneurial attitudes. Entrepreneurial motivation variables are measured through the desire to be independent, the need for achievement, the courage to take risks, and encouragement from the environment. Meanwhile, entrepreneurial interest is measured through indicators of desire, interest, and readiness. Before being used in data collection, the instrument is tested for validity and reliability to ensure that each statement item is able to measure research variables appropriately and consistently.

Data collection was carried out using a questionnaire distributed online through Google Form. The collected data were analyzed using multiple linear regression analysis to determine the influence of entrepreneurial education and entrepreneurial motivation on entrepreneurial interest, both partially and simultaneously. Before the regression analysis was carried out, the data was tested through a classical assumption test which included a normality test and a linearity test. Hypothesis testing was carried out using the t-test to determine the influence of each independent variable on the dependent variable and the F-test to determine the influence of the two independent variables simultaneously. In addition, the determination coefficient (R^2) was used to determine the amount of contribution of entrepreneurial education and entrepreneurial motivation in explaining the variation in students' entrepreneurial interests.

Frame of Mind:

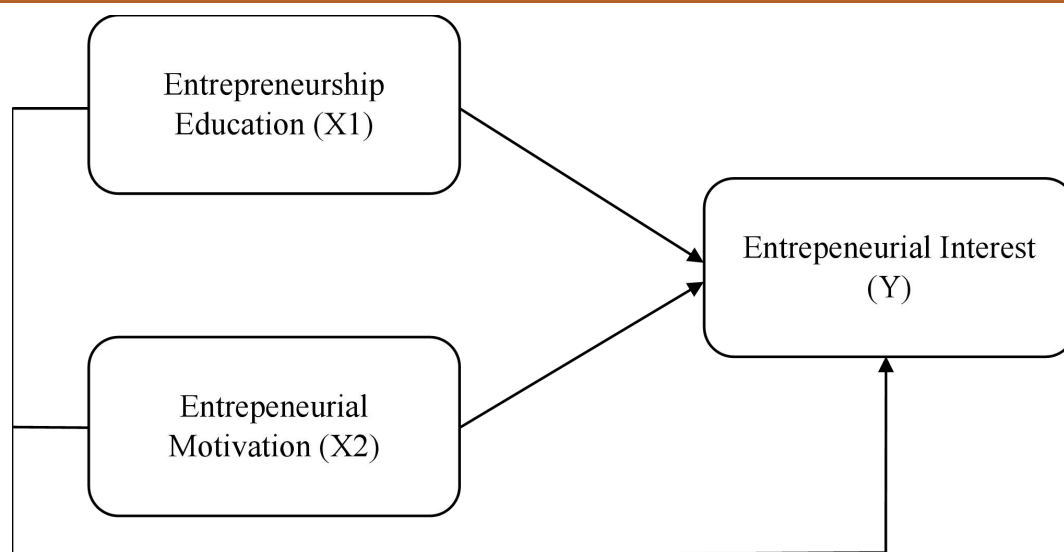


Figure 1. Framed

RESULTS AND DISCUSSION

Based on the results of the study, entrepreneurship education shows an influence on the entrepreneurial interest of FKIP Economics Education students at Lambung Mangkurat University. This shows that the better the entrepreneurial education that students receive, the greater the interest of students in entrepreneurship. Entrepreneurship education provides students with an understanding of business concepts, skills in running a business, practical experience, and entrepreneurial attitudes. Through this learning, students not only gain knowledge about business, but also better understand how to see opportunities and start a business. These results are in line with research Rozikin et al., (2023) which states that entrepreneurship education affects students' entrepreneurial interests.

Based on the results of the study, entrepreneurial motivation shows an influence on the entrepreneurial interest of FKIP Economics Education students at Lambung Mangkurat University. This means that students who have higher motivation tend to have a greater interest in starting a business. This motivation can be seen from the desire to be independent, the need to achieve achievements, the courage to take risks, and encouragement from the environment. Motivation is an encouragement for students to not only have the desire to be entrepreneurial, but also dare to consider business as one of the options after completing their education. The results of this study are in line with the research Stuart O'Neill (2025) which shows that entrepreneurial motivation has a positive and significant effect on students' entrepreneurial interests.

Based on the results of the study, entrepreneurship education and entrepreneurial motivation together show an influence on the entrepreneurial interest of FKIP Economics Education students at Lambung Mangkurat University. These results show that students' entrepreneurial interests are not only related to the knowledge and skills acquired through education, but also require encouragement from within students to run a business. Entrepreneurship education helps students understand and practice business activities, while motivation encourages students to have the desire and courage to start a business. Thus, the better the entrepreneurial education received and the higher the motivation that students have, the more students' interest in entrepreneurship also tends to increase. These results are in line with research Susanti, (2021) which shows that

entrepreneurial education and entrepreneurial motivation partially or simultaneously affect students' entrepreneurial interests.

This research was analyzed using the IBM SPSS Statistics application program version 27. Validity testing is carried out to ensure that each question item in the questionnaire is able to accurately measure the variables being studied. A statement item is declared valid if the calculated value r is greater than the r of the table. In this study, the r -value of the table was determined based on a significance level of 5% ($\alpha = 0.05$) with the degree of freedom (df) calculated using the formula $n-2$, where n indicates the number of respondents. With a total of 152 respondents, a df value of 150 was obtained, so that the r -value of the table used as a reference for validity testing was 0.1593.

Table. 1 Validity Test

Variable	Question Items	Loading Factor	Criteria
Entrepreneurial Education	X1.1	0,383	Valid
	X1.2	0,557	Valid
	X1.3	0,614	Valid
	X1.4	0,785	Valid
	X1.5	0,751	Valid
	X1.6	0,418	Valid
	X1.7	0,785	Valid
	X1.8	0,726	Valid
Entrepreneurial Motivation	X1.1	0,975	Valid
	X1.2	0,738	Valid
	X1.3	0,682	Valid
	X1.4	0,714	Valid
	X1.5	0,975	Valid
	X1.6	0,511	Valid
	X1.7	0,833	Valid
	X1.8	0,886	Valid
Entrepreneurial Interest	Y.1	0,991	Valid
	Y.2	0,782	Valid
	Y.3	0,685	Valid
	Y.4	0,747	Valid
	Y.5	0,545	Valid
	Y.6	0,991	Valid

Source : Data in research (2026)

From the table. 1 It can be seen that after the validity test was carried out on 22 statements filled in by 152 respondents, showing that all statements in this study were valid. The determination of whether or not a questionnaire item is valid is done by knowing the r -value of the table first as a basis for comparison.

**Table. 2 Normality Test
One Sample of the Kolmogorov – Smirnov Test**

		Non-Standard Residue
N		152
Normal	Red	,0000000
Parameter ^{a,b}	Std. Deviation	1,31923986
	Absolute	,088
The Most	Positive	,072
Extreme	Negatives	-,088
Differences		
Test Statistics		,088
Asimpa. Sig. (2 tails)		,088

Source : Data in research (2026)

From the table. 2 It is known that the significance value on the test *Kolmogorov-Smirnov* by $0.088 > 0.05$. Based on the test criteria, the research data were distributed normally which was reinforced by the following normal p - p plot results.

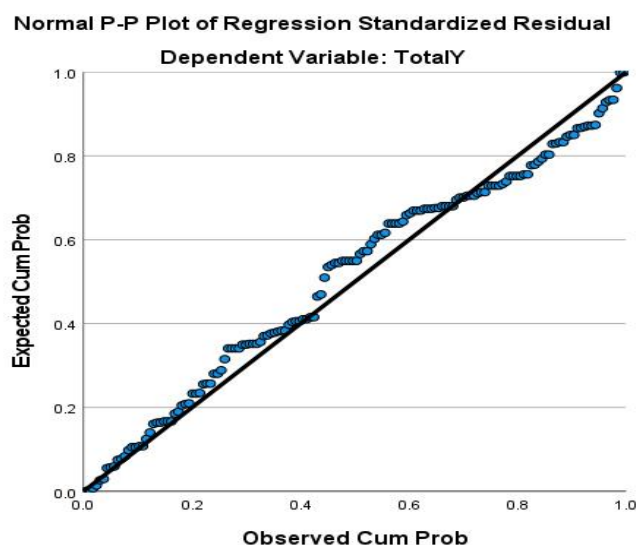


Figure 2. Normal Chart PP Plot

Based on the graphic illustration, the spread of the data is located around and follows a diagonal line, which indicates a normal distribution pattern. This shows that the regression model has met the normality requirements. On the other hand, if the data points are spread far apart and do not follow a diagonal line, then the data shows an abnormal distribution.

Table. 3 Linearity Test

			Number of Squares	df	Square Average	F	Sig.
Entrepreneurial Education* Entrepreneurial Interest	Between	(Combined)	354,830	11	32,257	13,229	<,001
		Linearity	310,116	1	310,116	127,181	<,001
		Deviations	44,714	10	4,471	1,834	,060
	In a Group		341,374	140	2,438		
	Quantity		696,204	151			
	Quantity						
Entrepreneurial Motivation* Entrepreneurial Interest	Between	(Combined)	468,3/3	12	39,025	23,802	<,001
		Linearity	404,094	1	404,094	246,463	<,001
		Deviations	64,209	11	5,837	3,560	,065
	In a Group		227,901	139	1,640		
	Quantity		696,204	151			
	Quantity						

Based on the table. 3 The results of the linearity test analysis showed that the variable of Entrepreneurial Education (X1) in Entrepreneurial Interest (Y) had a significant deviation value from linearity of $0.060 > 0.05$. The Entrepreneurial Motivation Variable (X2) in Entrepreneurial Interest (Y) has a significant deviation value from linearity of $0.065 > 0.05$. It can be concluded that the relationship between the variables of the Benefits of Using AI and Entrepreneurial Interest can be stated to be linear.

Table. 4 Partial test (t-test)

Models	Non-Standard Coefficients		Standard Coefficients	t	Sig.
	B	Std. Error	Beta version		
1 (Constant)	2,675	1,215		2,201	,029
TotalX1	,228	,056	,279	4,077	<.001
TotalX2	,433	,052	,573	8,361	<.001

Partial hypothesis testing is carried out through a t-test to determine the magnitude of the influence of the independent variable on the bound variable. The X1 variable yields a calculated t-value of 4.007 with a significance level of <0.001 . The X2 variable produces a calculated t-value of 8.361 with a significance level of <0.001 . This value is below the significance limit of 0.05, so X is proven to have a positive and significant influence on Y.

Table. 5 Simultaneous Test (F-Test)

Models	Number of	df	Square	F	Sig.
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		Boxes		Average		
1	Regression	433,404	2	216,702	122,864	<.001b
	Rest	262,799	149	1,764		
	Quantity	696,204	151			

Simultaneous testing was carried out through the F test to determine the combined effect of independent variables on dependent variables. An F value of 122.864 was obtained with a significance level of < 0.001 . A significance value smaller than 0.05 indicates that X1 and X2 simultaneously have a significant effect on Y. These results confirm that the regression model has a good ability to explain the variation of dependent variables based on the independent variables used. Thus, the regression model is considered valid and feasible to be used in testing research hypotheses.

DISCUSSION

The results of this study show that entrepreneurial education has a positive and significant effect on the entrepreneurial interest of FKIP Economics Education students at Lambung Mangkurat University. This means that students who receive better entrepreneurial education tend to have a higher interest in entrepreneurship. Through entrepreneurship courses, students can gain knowledge about business, develop entrepreneurial skills, understand business opportunities, and gain practical experience. These results indicate that entrepreneurship education is not only useful for providing theoretical knowledge, but can also encourage students to consider entrepreneurship as one of their career choices. This finding is in line with Rozikin et al. (2023), who found that entrepreneurship education has an influence on students' entrepreneurial interest.

Entrepreneurial motivation also has a positive and significant effect on the entrepreneurial interest of students. The results indicate that students with stronger motivation tend to have greater interest in starting a business. The desire to be independent, the need for achievement, the courage to take risks, and support from the surrounding environment can encourage students to become interested in entrepreneurship. This finding can also be explained through the Theory of Planned Behavior, where individual intention to perform a behavior can be influenced by attitudes, social support, and perceived ability to carry out the behavior. Therefore, when students have a strong desire and confidence to run a business, their interest in entrepreneurship can also increase. This result is consistent with the findings of Oktiena and Dewi (2021), which show that entrepreneurial motivation is related to students' entrepreneurial interest.

The results of the simultaneous test show that entrepreneurial education and entrepreneurial motivation together have a positive and significant effect on students' entrepreneurial interest. These findings indicate that entrepreneurial interest is not only formed through knowledge and skills obtained from education, but also requires motivation from within the students. Education can provide students with an understanding of how a business works, while motivation encourages them to apply that knowledge and take the initiative to start a business. Therefore, improving the quality of entrepreneurship education while strengthening students' entrepreneurial motivation can be an important effort to increase their interest in entrepreneurship. This finding is in line with Susanti (2021), who found that entrepreneurship education and entrepreneurial motivation have an influence on students' entrepreneurial interest.

CONCLUSION

Based on the results of the research, it can be concluded that entrepreneurial education has

a positive and significant effect on the entrepreneurial interest of FKIP Economics Education students at Lambung Mangkurat University. This shows that the better the entrepreneurial education that students receive, the higher the students' interest in entrepreneurship. Education that provides understanding, skills, practical experience, and an entrepreneurial attitude can help students better understand the business world and encourage the desire to start a business.

Entrepreneurial motivation also has a positive and significant effect on students' entrepreneurial interests. This means that the higher the motivation that students have, the higher the interest in entrepreneurship. The desire to be independent, achieve achievements, dare to take risks, and the encouragement of the environment are part of the motivation that can encourage students to choose entrepreneurship as one of their career choices. The results of the study show that entrepreneurial motivation has a greater influence than entrepreneurial education based on the beta coefficient value on the t-test.

Together, entrepreneurial education and entrepreneurial motivation have a significant effect on students' entrepreneurial interests. This shows that entrepreneurial interest is not only influenced by the knowledge and experience gained through education, but also by the drive that exists in students. Education helps students understand and practice business activities, while motivation encourages students to have the desire and courage to start a business. Thus, improving entrepreneurial education accompanied by strengthening motivation can be one of the efforts to increase students' interest in entrepreneurship.

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