

## ***Unleashing Entrepreneurial Potential: How Non-Economics Students Dive into the World of Business***

**Sri Djabatnika Sya'diah**

*Faculty of Economics, Padjajaran University, Indonesia*

**Joeliaty**

*Faculty of Economics, Padjajaran University, Indonesia*

**Caturdria Wijayabrana**

*Hospital Administration, Al Islam Polytechnic Bandung, Indonesia*

**Corresponding Author**

**Sri Djabatnika Sya'diah**

[sri.djabatnika@unpad.ac.id](mailto:sri.djabatnika@unpad.ac.id)

---

### **Article Info**

*Article History :*

*Received 11 Sep - 2024*

*Accepted 11 Nov - 2024*

*Available Online*

*15 Dec – 2024*

---

### **Abstract**

*In overcoming the complexity of the global world of work, non-economics students need to increase their interest and involvement in entrepreneurial activities to reduce the unemployment rate in Indonesia. This study aims to analyze the interest and participation of Non-Economics Students in entrepreneurship. This literature review uses secondary data, especially referring to articles related to the research focus. The research focuses on entrepreneurship among non-economic study program students. The research results show that non-economic students' interest in entrepreneurship is still low. Negative views, lack of knowledge, and minimal environmental support hamper their involvement in entrepreneurial activities. Factors influencing interest and involvement involve family environment, entrepreneurial education, self-confidence, and institutional support. Efforts are needed to increase non-economic students' interest in entrepreneurship. Improvements in curriculum approaches and educational environments are required to increase their involvement in entrepreneurial activities. Focusing on key factors can be the basis for improving educational policies and programs to encourage the participation of non-economic students in the world of entrepreneurship. This study highlights the critical gap in entrepreneurial interest and participation among non-economics students in Indonesia. Furthermore, the study offers valuable insights into the specific factors that influence non-economics students' involvement in entrepreneurship.*

---

**Keyword :** *entrepreneurship, non-Economics students' interest, involvement, entrepreneur entrepreneurial activities*

---

### **1. INTRODUCTION**

*In this globalization era, the work challenges are increasingly complex. Students from various major backgrounds face opportunities and demands to be involved in*

*entrepreneurship. Indonesia faces many economic and business challenges including poverty and unemployment. According to BPS data (Indonesian Central Statistics Agency, 2022) the number of people in poverty in Indonesia reached 26.16 million people or the equivalent of around 9.54 percent of the total*

population, while the number of unemployed people was 4.15 million people or around 1.98 percent. The problem of unemployment is a complex problem, which certainly has several causes. In this article, the researcher intends to explore student entrepreneurship as a solution to the problem of unemployment. In addition, although the level of entrepreneurship in Indonesia has exceeded international standards, namely reaching 2% (Schumpeter, 2021), the level of Indonesian entrepreneurship according to (The Ministry of Cooperatives and SMEs, 2020) is only around 3.47 percent of the total population of Indonesia which reaches around 270 million people.

Even so, this figure is still relatively low when compared with other ASEAN countries; for example, Singapore reached 8.76 percent, Thailand 4.26 percent, and Malaysia 4.74 percent. To address the challenges of poverty and low levels of entrepreneurship in Indonesia, one approach that needs to be considered is the role of educational institutions in building an effective entrepreneurial ecosystem. By focusing on unleashing entrepreneurial potential, educational institutions can play an important role in creating an environment that supports and facilitates the development of students' entrepreneurial skills.

One of the foundational aspects of unleashing entrepreneurial potential is the role of educational institutions in fostering an entrepreneurial ecosystem. Universities have the capability to evolve into "entrepreneurial ecosystems" by linking academic learning with industry and venture capital involvement, thereby providing students with practical skills such as product development and market research (Sahoo & Panda, 2019). This collaboration goes beyond theoretical knowledge, equipping students with hands-on experience necessary for entrepreneurial success. Moreover, this integration increases students' interest in entrepreneurship and prepares them for real-world challenges. In the U.S., public research universities have successfully implemented entrepreneurial initiatives across multiple levels, creating a strong culture of innovation and technology transfer (Bodolica et al., 2021). This cultural shift is instrumental in building regional entrepreneurial ecosystems that nurture new ventures and support aspiring entrepreneurs.

By embedding entrepreneurship into the institutional fabric, universities become crucial incubators for future business leaders. In addition to creating an entrepreneurial ecosystem, understanding the motivations behind entrepreneurial pursuits is equally important for fostering future entrepreneurs (Sher et al., 2020).

Motivation is another vital factor driving entrepreneurship. Understanding the underlying forces behind entrepreneurial motivation is essential to maximizing entrepreneurship's contribution to economic growth (Mudassir et al., 2024). Several factors, such as self-efficacy and societal influences, shape an individual's motivation to pursue entrepreneurship. For example, research has shown that gender and academic discipline significantly affect entrepreneurial self-efficacy among students, meaning individuals from different backgrounds may have varying perspectives on entrepreneurship (Alvarez-Huerta & Larrea, 2022).

This insight emphasizes the importance of tailored educational strategies that address these differences, promoting inclusivity within entrepreneurial education. By adopting a more individualized approach, educational institutions can better support diverse student groups, ensuring that all students have the confidence and skills to engage in entrepreneurial activities. To complement the importance of motivation in driving entrepreneurship, the role of school management teams (SMTs) is equally critical in creating an environment that nurtures entrepreneurial potential.

The role of school management teams (SMTs) in promoting entrepreneurship is also crucial. SMTs, composed of administrators, teachers, and community representatives, are instrumental in cultivating students' entrepreneurial potential by creating a supportive and enriching educational environment (Nwosu et al., 2023). This collaborative framework is essential for nurturing an entrepreneurial mindset, as it encourages students to embrace innovation, creativity, and risk-taking. By fostering an educational culture that supports entrepreneurship, SMTs play a pivotal role in preparing students for the dynamic challenges of the business world. Their involvement not

*only promotes entrepreneurial thinking but also builds a foundation for future entrepreneurs who are equipped to adapt and thrive in competitive markets. In addition to the crucial role SMTs play in fostering entrepreneurial thinking within educational environments, the rapid advancements in technology, particularly in artificial intelligence (AI), are also reshaping the entrepreneurial landscape.*

*Incorporating technology, especially artificial intelligence (AI), is transforming the entrepreneurial landscape. AI-driven strategies are reshaping business operations, offering unprecedented opportunities for entrepreneurs to innovate and solve complex problems (Usman et al., 2024). The integration of AI enhances efficiency across various business processes and opens the door to new business models that address contemporary economic challenges. As AI becomes more prevalent, entrepreneurs can leverage its capabilities to streamline operations, improve decision-making, and stay competitive in the global marketplace. This shift highlights the importance of technological literacy in modern entrepreneurship, where the ability to integrate advanced tools can determine the success of entrepreneurial ventures.*

*Moreover, AI's role in entrepreneurial ecosystems is crucial, as it facilitates system coordination and enhances the performance of startups within these ecosystems (Roundy, 2022). While the integration of AI is transforming the entrepreneurial landscape and opening new opportunities, it is equally important to address the low interest in entrepreneurship among non-economics students and alumni. However, despite these advancements, there remains a notable challenge regarding the low interest in entrepreneurship among non-economics students and alumni.*

*This demographic often lacks exposure to entrepreneurial concepts and the potential of AI in fostering innovation. Educational institutions play a pivotal role in addressing this gap by integrating AI into their curricula, thereby equipping students with the necessary skills and knowledge to engage in entrepreneurial activities (J. Wu & Zhang, 2022). By fostering a technology-savvy environment, educational programs can cultivate enthusiasm for entrepreneurship*

*among students from diverse academic backgrounds, not just those in economics (Giuggioli & Pellegrini, 2023).*

*Non-economics students' and alumni's interest in entrepreneurship is still low. In the view of (Gaffar & Hendrayati, 2019), most unemployed people in Indonesia are Diploma and S1 graduates, because their thinking patterns are still related to being employees rather than entrepreneurs. Young entrepreneurs with a bachelor's degree are expected to be able to become entrepreneurs and increase the number of Indonesian entrepreneurs who are lagging compared to other countries.*

*Steps that can be taken are to encourage student participation in the realm of entrepreneurship by providing support and encouragement to student entrepreneurship. To address the low interest in entrepreneurship among non-economics students and alumni, the Ministry of Education and Culture has taken proactive steps by investing in entrepreneurship education, particularly at the higher education level.*

*The Ministry of Education and Culture, (2021) invests in entrepreneurship education, especially higher education. Entrepreneurship training is offered at almost all universities. Although students' interest in engaging in entrepreneurial activities has been the focus of various studies, the diversity of study results makes it difficult to summarize them comprehensively, and there are no meta-analytic studies that can provide a comprehensive picture.*

*As the young generation who are expected to become future leaders, students have an important role in encouraging the development of an entrepreneurial spirit and self-development. In the academic environment, it is necessary to develop an integrated entrepreneurship curriculum between various faculties, as well as make entrepreneurship courses at the university level a mandatory subject (Wahab & Sununianti, 2017). To ensure that entrepreneurship education has a lasting impact, it is essential that graduates not only receive training but also develop the courage to pursue entrepreneurial ventures rather than relying on limited job opportunities.*

Graduates produced by universities must immediately have the courage to start efforts not to depend on limited job opportunities (Helmi & Aslami, 2023). If every university graduate could become an entrepreneur, then the number of unemployed could be reduced, because students would have to abandon the tendency to believe that they will get permanent positions in large companies and government agencies after graduating from university.

Currently in higher education, not only are programs studying economics, but almost all study programs contain teaching material about entrepreneurship (Hasan, 2020), therefore universities are obliged to equip all students with a concrete understanding of entrepreneurship, so that students are motivated to become entrepreneurs after graduation. In line with the need for graduates to embrace entrepreneurship over traditional job dependency, research shows that fostering a strong interest in entrepreneurship can significantly enhance one's ability to seize and optimize business opportunities.

Research (D. S. Ginting, 2020) states that interest in entrepreneurship can encourage someone to intensively pursue and optimize business opportunities by bringing out their abilities. Interest in entrepreneurship reflects a person's drive, passion and readiness to commit diligently to fulfilling their life's needs without worrying too much about the risks that may arise. Therefore, by having creativity, self-confidence and entrepreneurship training, students have the potential to turn entrepreneurial intentions into reality in society (Kusumawijaya et al., 2021).

Building on the idea that interest in entrepreneurship drives individuals to pursue opportunities and overcome risks, it is important to broaden the research scope to include non-economics students, as their unique perspectives and challenges can provide valuable insights into fostering entrepreneurial engagement across diverse academic backgrounds.

Previous research in this field is generally limited to descriptive approaches or only considers samples of students from economics and business faculties. However, this research takes a more holistic and comprehensive approach by analyzing the factors that influence non-economics students' interest and

involvement in the world of entrepreneurship. Furthermore, this research focuses on collecting in-depth data from various articles discussing entrepreneurship among students from outside the economics and business faculty background. This approach allows for more robust analysis and better generalization of the resulting findings, providing a deeper understanding of the challenges and opportunities in this field.

Based on the background description, there are three target objectives to be achieved in this research, namely:

- a. Analyze the level of interest of non-economics students in entrepreneurial activities.
- b. Assess the level of involvement of non-economics students in entrepreneurial activities.
- c. Identify the factors that influence their interest and involvement in the world of entrepreneurship.

By focusing on students from non-economics backgrounds, it is hoped that this research can provide a deeper understanding of how to increase their interest and involvement in entrepreneurial activities.

## 2. LITERATURE REVIEW

Entrepreneurship is an essential element of business life, characterized by adaptability, innovation, and a focus on growth despite uncertainty. It encompasses both opportunity-driven and necessity-driven ventures and is supported by digital technology and education (Diandra & Azmy, 2020). Additionally in Moeslim, Prophet Muhammad himself was an entrepreneur who embodied key entrepreneurial values, such as discipline, integrity, and other noble traits in his business endeavors. His strong commitment to keeping promises earned him the title of Al-Amin, meaning trustworthy, from the community.

His persistence, skill, and intelligence in business also allowed him to achieve greater profits than other traders (Darwis, 2017). Research by Baranik et al., (2018) indicates that social networks and connections, particularly in Muslim-majority societies, can significantly enhance entrepreneurial performance. This is complemented by findings from (Bahri et al., 2021), who developed a

framework identifying key success factors for Muslim entrepreneurs, emphasizing the importance of community support and collaboration. The interplay between social capital and religious values creates a robust foundation for young entrepreneurs, facilitating access to resources and networks that are vital for business growth.

Entrepreneurship plays a crucial role in driving economic growth by facilitating the introduction of innovations to the market and creating jobs (Carda & Kageyama, 2016). Studies acknowledge entrepreneurship as a key factor in fostering innovation and economic growth (Abid Bashir & Akhtar, 2016), contributing significantly to economic development and the rise of knowledge and innovation-based economies (Mohammadali & Abdulkhaliq, 2019).

There is growing academic agreement on the importance of innovation for economic growth, with entrepreneurship being increasingly associated with improved well-being (Hossain & Sarkar, 2021). Additionally, entrepreneurship is regarded as a primary force for advancing national economic development and enhancing living standards and quality of life (Wang & Ni, 2023). One of the seminal works in the field of entrepreneurship is by Joseph Schumpeter, who introduced the concept of “creative destruction” in his book “Capitalism, Socialism and Democracy” (1942). Schumpeter argued that entrepreneurs are the driving force behind economic development through their introduction of new products, services, and processes that disrupt existing markets and create new ones.

The increasing incorporation of entrepreneurship-related modules across various academic disciplines reflects a growing trend where students from non-business fields, such as engineering, arts, and humanities, are progressively engaging with business concepts. This interdisciplinary approach not only enriches the educational experience but also fosters diverse perspectives that enhance creativity and innovation in business practices (Xu et al., 2021). The integration of entrepreneurship education into different fields underscores a broader acknowledgment of the importance of entrepreneurial skills in the labor market, which is crucial for improving

employability and economic resilience (Pigozne et al., 2019). In addition to the integration of entrepreneurship modules within various academic disciplines, informal learning experiences such as internships and practical projects further strengthen students' entrepreneurial capabilities by providing real-world applications of their knowledge.

Beyond formal education, informal learning experiences, such as internships and practical projects, play a pivotal role in promoting entrepreneurship among non-economics students. These experiences offer hands-on exposure and the opportunity to apply theoretical knowledge in real-world scenarios, which is essential for developing skills that are highly valued by employers (Pigozne et al., 2019).

Collaboration between educational institutions and industry partners to facilitate these opportunities is critical in bridging the gap between education and employment, thereby improving the employability of graduates from a wide range of academic disciplines (Olutuase et al., 2023). In conjunction with informal learning experiences, the role of entrepreneurship education in shaping students' motivations cannot be overstated. As research indicates, factors such as perceptions of socioeconomic conditions and the quality of support available significantly impact students' drive towards entrepreneurship.

Entrepreneurship education is a significant factor in influencing students' motivations towards entrepreneurship. (F. Wu & Mao, 2020) found that students' perceptions of socioeconomic conditions, education and training, and support availability have a substantial impact on their entrepreneurial motivations. Mustafa et al., (2016) also emphasized that support and encouragement can enhance students' motivation to pursue entrepreneurship. Farhangmehr et al., (2016) noted that entrepreneurship education not only imparts knowledge and skills but also serves as a motivational factor for students to take entrepreneurial action. Yi & Duval-Couetil, (2018) identified key motivational factors driving students towards entrepreneurship, including money status, lifestyle, independence, creativity, and equity-opportunity. Haq et al., (2022) indicated that entrepreneurship

education positively influences students' entrepreneurial motivation. Additionally, (Iwu et al., 2021) suggested that entrepreneurship education, curriculum, and lecturer competency play a significant role in fostering students' entrepreneurial intentions, contributing to economic growth and innovation. Building on the importance of entrepreneurship education in shaping student motivation, it is also crucial to recognize that motivation itself is influenced by a range of factors. Studies show that structured entrepreneurship programs enhance students' skills and experiences, thereby increasing their intrinsic motivation and interest in pursuing entrepreneurial ventures.

Natrah, (2022) highlighted that student motivation is a critical factor influencing their inclination towards entrepreneurship. Amran & Yaputra, (2022) pointed out that structured entrepreneurship education enhances students' skills and experiences, leading to increased intrinsic motivation and interest in entrepreneurship. Furthermore, studies by (Hou et al., 2019; Rahayu & Kurniawan, 2022; Zahara & Slamet, 2023) discussed how factors such as self-efficacy, attitude, and passion influence entrepreneurial motivation.

A combination of factors, including entrepreneurship education, support systems, personal attitudes, and intrinsic drivers, shape non-economic students' motivations for entrepreneurship. Understanding and leveraging these motivational elements can help educational institutions and policymakers effectively nurture a culture of entrepreneurship among students from diverse academic backgrounds. Understanding and leveraging motivational factors is essential, but addressing the obstacles that non-economics students face is equally important for fostering their entrepreneurial intentions and actions. Key barriers such as limited social networking, resource availability, and risk aversion can significantly impact their entrepreneurial pursuits.

Entrepreneurship among non-economics students faces various obstacles that can influence their entrepreneurial intentions and actions. Key barriers include a lack of social networking, resources, and risk aversion (Singh Sandhu et al., 2011). Economic conditions and self-confidence in knowledge and skills are

crucial factors in shaping students' entrepreneurial intentions (López-Meri et al., 2021). Autonomy is a significant factor that drives entrepreneurship among non-metropolitan students, particularly women (Mahajan & Arora, 2018).

Entrepreneurial education and role models play a vital role in shaping students' beliefs in their ability to pursue entrepreneurship (Muofhe & Du Toit, 2011). However, significant differences in attitudes towards entrepreneurship between economic and non-economics students have not been definitively established (Berková et al., 2020). Addressing the obstacles faced by non-economics students in entrepreneurship, it is also crucial to recognize the specific social and psychological barriers that impact their entrepreneurial intentions. Social barriers, such as psychological hurdles and a lack of self-belief, further compound the challenges faced by these students and highlight the need for targeted strategies to overcome these obstacles and foster a supportive entrepreneurial environment.

Social barriers, including psychological hurdles, substantially impact female students' entrepreneurial intentions and may diminish their inclination toward entrepreneurship (Ali et al., 2019). Obstacles such as a lack of self-belief, confidence, affordable workspace, perceptions of place, fear of crime, and financial constraints impede individuals, especially those in deprived urban areas, from engaging in entrepreneurial activities (Williams & Williams, 2011). Although there has been significant research on the psychological and economic aspects of entrepreneurship, the influence of socio-cultural factors on enterprise development remains underexplored (Thornton et al., 2011). Barriers to entrepreneurship vary according to gender, cultural context, and educational background. Understanding these barriers is essential for developing effective entrepreneurship education programs and support systems to encourage entrepreneurship among non-economics students. Universities and policymakers must address these barriers through targeted strategies to cultivate an entrepreneurial mindset among students from diverse backgrounds.

### 3. METHODS

*This research is a literature review that uses secondary data, especially referring to articles related to the research focus (Adlini et al., 2022). In collecting relevant articles, researchers chose to use Google Scholar as the main source because of its ability to index various scientific journals and academic literature. This decision was taken because Google Scholar was considered to have a high level of relevance to the research theme, and was able to provide access to articles that had a significant number of citations, indicating the importance of the work in academic literature.*

*The process of conducting a literature review starts with selecting a relevant and well-defined topic. This involves the researcher sorting through and identifying articles that align with the chosen research theme. Once the topic is selected, the next step is to explore and gather information from a variety of sources. These sources include scientific journals, academic conferences, books, and other scholarly publications. The goal of this exploration is to provide the researcher with a comprehensive understanding of the topic, ensuring they gather relevant, high-quality literature that can be used effectively in the analysis and synthesis phase. By doing so, the researcher ensures that the literature review is thorough and provides a solid foundation for the research.*

*After selecting a topic, the next step is determining the research focus to establish a clear direction. Researchers then evaluate the collected articles to identify key themes, patterns, and gaps in the current knowledge that need further exploration. Once the focus is set, relevant data sources are collected to support the analysis and findings. This ensures that the research is thorough, targeted, and contributes meaningful insights.*

*By identifying gaps in the literature, the researcher can address areas that have been underexplored, specifically in the field of non-economics student entrepreneurship. These steps help ensure that the study is well-organized, informative, and valuable for advancing knowledge and educational practices in this area. The structured approach allows researchers to build a comprehensive understanding and produce impactful results.*

### 4. FINDING AND DISCUSSION

*Several previous studies have highlighted varying levels of non-economics students' interest in entrepreneurial activities. According to research (Rahmaddiansyah et al., 2020), students from non-economics backgrounds tend to have a low interest in entrepreneurial activities when compared with their interest in becoming an employee. This low interest in entrepreneurship is also the focus of research (M. Ginting & Yuliawan, 2015), which presents data that only 250 out of 3000 students majoring in non-economics were involved in the one-day entrepreneurship seminar. This reflects that only around 8.3% of students show interest in entrepreneurship. Similar research conducted by (Rosmiati et al., 2023) regarding the lack of interest in entrepreneurship among non-economics majoring students indicated that 26.9% of students stated they had interest, while 53.7% of students stated they were less interested, and the remaining 19, 4% of students do not show interest in entrepreneurship.*

*Based on the results of research (Mardatilah & Hermanzoni, 2020) involving questionnaires distributed to 50 sports entrepreneurship class students, 20 respondents showed interest in being involved in the world of entrepreneurship. However, only a small portion of them have tried entrepreneurship, while the majority still have no experience in entrepreneurship. Several other respondents showed disinterest and unwillingness to be involved in entrepreneurial activities. Based on pre-questionnaire research conducted by (Zamzami & Setiawati, 2020), it appears that students with non-economics majors tend to choose work rather than to be entrepreneurs. Even though the faculty encourages entrepreneurship, especially in the technology sector, interest in entrepreneurship among students is still relatively low. Minister of Investment Bahlil Lahadalia revealed that 83% of student respondents tended to have the desire to become employees, while only 4% showed interest in becoming entrepreneurs (Anjani, 2021).*

*Based on this series of research, the level of interest of non-economics students in entrepreneurial activities tends to be low. The findings show that only a few non-economics students show an interest in entrepreneurship,*

while the majority express little interest or even no interest at all. The research results highlight that there is a significant gap between the level of involvement of non-economics students in entrepreneurial activities and students from economics study programs (Sumarsono, 2016). This phenomenon is not solely influenced by a single factor, but is the result of a complex interaction between various variables and aspects involving individuals, the environment, and systemic factors.

This low level of interest among non-economics students is further exacerbated by a prevalent negative view of entrepreneurship, which contributes to their reluctance to pursue entrepreneurial activities. This negative perception, often seen as a result of the challenges and risks associated with entrepreneurship, reflects broader social and cultural dynamics that influence students' attitudes toward this career path.

Additionally, a negative view of entrepreneurship is one of the main obstacles faced by non-economics students. This negative view often arises from the perception that entrepreneurship is difficult, full of risks, and does not guarantee definite success. Non-economics students tend to associate entrepreneurship with great challenges and high uncertainty, which ultimately makes them hesitate to choose an entrepreneurship-oriented career path (Afriza & Srigustini, 2022; Supeni & Efendi, 2018).

In this context, it is important to understand that such negative views do not only originate from individual perceptions, but are also reflected in the social and cultural dynamics that surround them. The negative perceptions of entrepreneurship among non-economics students are further compounded by a lack of entrepreneurial knowledge and skills. This gap is largely due to inadequate access to practical entrepreneurship education and training, which limits their ability to understand and apply essential business concepts. Consequently, both negative views and insufficient educational resources contribute to the low involvement of non-economics students in entrepreneurial activities.

The lack of entrepreneurial knowledge and skills is also a factor that limits the involvement of non-economics students in the world of entrepreneurship. Non-economics

students often do not have adequate access to educational curricula that cover practical aspects of entrepreneurship (Wati, 2023). The incompatibility of educational curricula with the needs of non-economics students results in a lack of understanding of the basic concepts and entrepreneurial practices necessary to start and manage a business effectively. In addition, lack of training and support from educational institutions also contributes to this knowledge and skills gap.

The lack of entrepreneurial knowledge and skills among non-economics students is further exacerbated by insufficient support from their environment, including family, friends, and lecturers. Without adequate educational resources and external encouragement, students struggle to build the confidence and motivation needed to pursue entrepreneurial careers. Thus, both educational inadequacies and a lack of supportive networks significantly impede non-economics students' involvement in entrepreneurship.

Finally, the lack of support from the environment, including family, friends and lecturers, also plays a role in determining students' interest and involvement in entrepreneurial activities (Dina, 2023). Social support and guidance from the environment can provide additional motivation and confidence to students to pursue a career in entrepreneurship.

However, in many cases, non-economics students may face challenges in getting support and recognition for their entrepreneurial aspirations, which can ultimately hinder their motivation and interest. Given the crucial role that environmental support plays in shaping non-economics students' entrepreneurial aspirations, addressing these challenges requires a comprehensive approach. By understanding the complexity of these factors, we can develop more holistic intervention strategies that enhance students' interest and involvement in entrepreneurship. These strategies should include improving educational curricula to better align with entrepreneurial needs, providing targeted training and skills development, and fostering collaboration between educational institutions, families, and communities to create a more supportive environment for entrepreneurial growth.



With a deeper understanding of the complexity of these factors, more holistic and effective intervention strategies can be formulated to stimulate non-economics students' interest and involvement in entrepreneurial activities. These strategies may include improving educational curricula to include more entrepreneurial content, entrepreneurial training and skills development programs tailored to the needs of non-economics students, as well as collaborative efforts between educational institutions, families, and communities to create a supportive environment for entrepreneurial growth. non-economics students.

By addressing the complexity of these factors with targeted strategies, we can better understand and enhance the interest and involvement of non-economics students in entrepreneurship. Effective interventions should consider the multifaceted nature of these determinants, as highlighted in various studies. Thus, a detailed examination of the factors influencing non-economics students' entrepreneurial interests and participation is essential for developing comprehensive approaches. Here is an overview of each factor that plays a role in shaping their entrepreneurial engagement.

Factors influencing the interest and involvement of non-economics students in entrepreneurship are multifaceted and can be attributed to various determinants. Several studies emphasize identifying factors that influence non-economics students' interest and participation in the world of entrepreneurship. Several factors influence the interest and involvement of non-economics students in entrepreneurship. Here is an overview of each factor:

- a. *Family environment* (Aidha, 2017; Muliadi et al., 2020; Sondari et al., 2015). The family environment has a significant influence on students' attitudes toward entrepreneurship. Growing up in an entrepreneurial family can provide students with exposure to business practices from an early age, shaping their attitudes and perceptions about entrepreneurship. Students may witness family members managing their businesses, which can instill a sense of confidence and understanding about the risks and rewards of entrepreneurship. Additionally, support and encouragement from family members can motivate students to pursue entrepreneurial endeavors.
- b. *Entrepreneurial education* (Mugiyatun & Khafid, 2020; Opod & Wuryaningrat, 2022; Yosada & Dinata, 2023). Entrepreneurial education plays a vital role in fostering students' interest in entrepreneurship. Through dedicated courses and programs, students gain essential knowledge and skills in areas such as business planning, marketing, finance, and management. These educational experiences can help students develop a deeper understanding of the entrepreneurial process and provide them with the tools they need to start and manage a business successfully. Furthermore, educational programs often incorporate experiential learning opportunities, such as internships and projects, which allow students to apply theoretical concepts to real-world situations.
- c. *Entrepreneurship-based curriculum in higher education institutions* (Soegoto, 2018). Institutions that offer an entrepreneurship-based curriculum provide students with the opportunity to engage in hands-on learning experiences. This may include workshops, case studies, and simulations that help students understand the intricacies of running a business. Such curricula also often include mentorship and networking opportunities with industry professionals, which can be invaluable for students as they begin their entrepreneurial journey.
- d. *Learning outcomes in entrepreneurship education programs* (Sadewo et al., 2020). The quality of learning outcomes in entrepreneurship education programs can significantly impact students' interest and involvement in entrepreneurship. Effective programs emphasize practical skills, critical thinking, and problem-solving abilities, all of which are essential for entrepreneurial success. Programs that focus on these outcomes can inspire

- confidence in students, encouraging them to explore entrepreneurial opportunities.
- e. *Entrepreneurship learning and subjective norms (Wazni et al., 2023). The environment in which students learn about entrepreneurship can influence their perception of its importance and feasibility. If entrepreneurship is portrayed as a valuable and respected career path, students may be more inclined to pursue it. Moreover, positive subjective norms, such as social and cultural expectations, can create a supportive atmosphere for students to explore entrepreneurship.*
  - f. *Social support (Diyanti & Prasetyo, 2020). The presence of a supportive network of peers, mentors, and industry professionals can significantly enhance students' entrepreneurial aspirations. Social support provides students with access to valuable resources, advice, and encouragement. Mentorship programs, for example, can connect students with experienced entrepreneurs who can offer guidance and share their own experiences. This support network can also help students navigate challenges and setbacks.*
  - g. *Self-trust and resilience (Ulfa, 2019). Students who have a strong belief in their abilities and possess resilience are more likely to pursue entrepreneurship. Self-trust allows students to take risks and make decisions confidently, while resilience helps them persevere through challenges and setbacks. Developing these qualities can empower students to overcome obstacles and continue their entrepreneurial journey.*
  - h. *Perceptions of success in entrepreneurship (Septyani, 2019). Students' perceptions of what constitutes success in entrepreneurship can greatly influence their interest in pursuing it. If students perceive entrepreneurship as a path to personal fulfillment, innovation, and financial independence, they may be more inclined to engage in entrepreneurial activities. Conversely, if they perceive entrepreneurship as risky or uncertain, they may be less likely to pursue it.*
  - i. *Availability of resources and institutional support (Prabowo & Suryani, 2022). Access to resources such as funding, mentorship, and business development programs can facilitate students' involvement in entrepreneurship. Educational institutions that provide these resources create an environment conducive to entrepreneurial exploration. Institutional support, such as entrepreneurship centers or incubators, can offer students opportunities to network with industry professionals, gain access to funding, and receive guidance on business development.*
  - j. *Social networks (Prabowo & Suryani, 2022). Building social networks with other entrepreneurs and industry professionals can open doors for students and provide opportunities for collaboration and learning. These connections can lead to partnerships, mentorships, and access to new markets and resources. Networking events, conferences, and industry meetups can be valuable for students seeking to expand their professional network and gain insights into the entrepreneurial world.*
- In the context of this research, integration of these findings will help gain a deeper understanding of how non-economics students' level of interest and involvement in entrepreneurship may be influenced by various factors. By considering these factors holistically, it is hoped that this research can provide a more complete and comprehensive picture of the dynamics that influence the interest and involvement of non-economics students in the world of entrepreneurship.*
- Furthermore, this research will be able to provide insight for educational institutions, government and other stakeholders to increase the participation of non-economics students in the world of entrepreneurship. These findings can be used as a basis for the development of educational policies and programs that are more effective in increasing the involvement of non-economics students in entrepreneurial activities. Thus, this research*

has the potential to make a significant contribution to efforts to strengthen the entrepreneurial ecosystem among non-economics students and promote inclusive and sustainable economic growth.

## 5. CONCLUSION

Non-economics students' interest in entrepreneurship is still low, while their involvement in entrepreneurial activities tends to be minimal due to negative views towards entrepreneurship, lack of entrepreneurial knowledge and skills, and limited environmental support. Key factors influencing interest and involvement include the influence of family environment, entrepreneurial education, self-confidence, institutional support, availability of resources, and social networks. Based on this conclusion, several recommendations that can be suggested are adapting the education curriculum with an emphasis on entrepreneurship in all study programs, providing support and mentoring from educational institutions and the surrounding environment, as well as integrating initiatives to strengthen self-confidence and change negative views about entrepreneurship in education. This is expected to encourage better understanding and increase non-economics students' interest and involvement in entrepreneurship.

## 6. REFERENCE

- Abid Bashir, H., & Akhtar, A. (2016). The role of innovative entrepreneurship in economic development: A study of G20 countries. *Management Studies and Economic Systems*, 3(2), 91–100.
- Adlini, M. N., Dinda, A. H., Yulinda, S., Chotimah, O., & Merliyana, S. J. (2022). Metode penelitian kualitatif studi pustaka. *Edumaspul: Jurnal Pendidikan*, 6(1), 974–980.
- Afriza, A. F., & Srigustini, A. (2022). Jembatan Menuju Wirausaha Sukses: Analisis Dimensi Kompetensi Wirausaha Terhadap Intensi Berwirausaha Pada Mahasiswa. *Jurnal Ekonomi Pendidikan Dan Kewirausahaan*, 10(2), 167–180.
- Aidha, Z. (2017). Pengaruh motivasi terhadap minat berwirausaha mahasiswa fakultas kesehatan masyarakat universitas islam negeri sumatera utara. *JUMANTIK (Jurnal Ilmiah Penelitian Kesehatan)*, 1(1), 42–59.
- Ali, M., Himel, M., & Alam, T. (2019). Does social barriers influence Women's intention toward entrepreneurship. *Journal of Social Economics Research*, 6(2), 106–116.
- Alvarez-Huerta, P., & Larrea, I. (2022). Entrepreneurial self-efficacy among first-year undergraduates: Gender, creative self-efficacy, leadership self-efficacy, and field of study.
- Amran, E., & Yaputra, H. (2022). Student Entrepreneur: Antecedents and Consequences of Intrinsic Motivation. *3rd Borobudur International Symposium on Humanities and Social Science 2021 (BIS-HSS 2021)*, 811–817.
- Anjani, A. (2021, July 27). Bahlil Lahadalia: 83% Mahasiswa Ingin Jadi Karyawan. <https://www.detik.com/edu/edutainment/d-5658502/Bahlil-Lahadalia-83-Mahasiswa-Ingin-Jadi-Karyawan>.
- Badan Pusat Statistik Indonesia. (2022, June 15). Persentase Penduduk Miskin Maret 2022 turun menjadi 9,54 persen. <https://www.bps.go.id/id/pressrelease/2022/07/15/1930/Persentase-Penduduk-Miskin-Maret-2022-Turun-Menjadi-9-54-Persen.Html>.
- Bahri, E. S., Ali, J., & Aslam, M. M. M. (2021). A Measurement Model of Successful Muslim Entrepreneur. *International Journal of Islamic Business and Economics (IJIBEC)*, 5(1), 24–36.
- Baranik, L. E., Gorman, B., & Wales, W. J. (2018). What Makes Muslim Women Entrepreneurs Successful? A Field Study Examining Religiosity and Social Capital in Tunisia. *Sex Roles*, 78(3), 208–219. <https://doi.org/10.1007/s11199-017-0790-7>
- Berková, K., Frendlovská, D., Závodný, J. P., Vojácková, H., & Kolárová, D. (2020). Education towards Entrepreneurial Careers in a Czech College: An Empirical Study. *Journal on Efficiency and Responsibility in Education and Science*, 13(1), 1–9.
- Bodolica, V., Spraggon, M., & Badi, H. (2021). Extracurricular activities and social entrepreneurial leadership of

- graduating youth in universities from the Middle East. *The International Journal of Management Education*, 19(2), 100489.
- Carda, A. Z., & Kageyama, K. (2016). Entrepreneurial distance: A novel evaluation tool of entrepreneurial intention. *Journal of Economics and International Finance*, 8(9), 142–147.
- Darwis, M. (2017). *Entrepreneurship Dalam Perspektif Islam; Meneguhkan Paradigma Pertautan Agama Dengan Ekonomi*. *IQTISHODUNA: Jurnal Ekonomi Islam*, 6(1), 190\_221-190\_221.
- Diandra, D., & Azmy, A. (2020). Understanding definition of entrepreneurship. *International Journal of Management, Accounting and Economics*, 7(5), 235–241.
- Dina, M. (2023). Pengaruh Motivasi Berwirausaha, Lingkungan Keluarga, Dan Lingkungan Sosial Terhadap Minat Berwirausaha Melalui Efikasi Diri Mahasiswa Jurusan Pendidikan Ilmu Pengetahuan Sosial FKIP Universitas Lampung.
- Diyanti, D. D. S., & Prasetyo, Y. (2020). Hubungan antara dukungan sosial dengan minat berwirausaha pada mahasiswa Fakultas Psikologi Untag Surabaya. *Sukma: Jurnal Penelitian Psikologi*, 1(2), 142–152.
- Efri Syamsul Bahri, Jauhar Ali, & Mohd Mizan Mohammad Aslam. (2021). A Measurement Model of Successful Muslim Entrepreneur. *International Journal of Islamic Business and Economics (IJIBEC)*, 5(1), 24–36. <https://doi.org/10.28918/ijibec.v5i1.3611>
- Farhangmehr, M., Gonçalves, P., & Sarmento, M. (2016). Predicting entrepreneurial motivation among university students: The role of entrepreneurship education. *Education+ Training*, 58(7/8), 861–881.
- Gaffar, V., & Hendrayati, H. (2019). Faktor kunci kesuksesan studentpreneur. *IMAGE: Jurnal Riset Manajemen*, 8(2), 77–86.
- Ginting, D. S. (2020). Mengembangkan Kompetensi Entrepreneur Kepada Perawat. *Universitas Sumatera Utara*.
- Ginting, M., & Yuliawan, E. (2015). Analisis faktor-faktor yang mempengaruhi minat berwirausaha mahasiswa (studi kasus pada STMIK Mikroskil Medan). *Jurnal Wira Ekonomi Mikroskil*, 5(1), 61–70.
- Giuggioli, G., & Pellegrini, M. M. (2023). Artificial intelligence as an enabler for entrepreneurs: a systematic literature review and an agenda for future research. *International Journal of Entrepreneurial Behavior & Research*, 29(4), 816–837.
- Haq, M. B., Septiawan, A., & Suhardi, R. M. (2022). Entrepreneurial Motivation Among Economics and Management Students: The Role of Entrepreneurship Education. *Jurnal Tatsqif*, 20(2), 162–179.
- Hasan, H. A. (2020). Pendidikan kewirausahaan: Konsep, karakteristik dan Implikasi dalam Memandirikan generasi Muda. *PILAR*, 11(1).
- Helmi, H., & Aslami, N. (2023). Proses Manajemen Perubahan Dan Tujuannya Bagi Perusahaan. *Jurnal Riset Ekonomi Dan Akuntansi*, 1(2), 237–246.
- Hossain, M., & Sarkar, S. (2021). Frugal entrepreneurship: profiting with inclusive growth. *IEEE Transactions on Engineering Management*, 70(11), 3812–3825.
- Hou, F., Su, Y., Lu, M., & Qi, M. (2019). Model of the entrepreneurial intention of university students in the Pearl River Delta of China. *Frontiers in Psychology*, 10, 916.
- Iwu, C. G., Opute, P. A., Nchu, R., Eresia-Eke, C., Tengeh, R. K., Jaiyeoba, O., & Aliyu, O. A. (2021). Entrepreneurship education, curriculum and lecturer-competency as antecedents of student entrepreneurial intention. *The International Journal of Management Education*, 19(1), 100295.
- Kemendikbudristek. (2021, July 21). Kemendikbudristek Dorong Tumbuh Wirausaha Baru melalui Pendidikan Kecakapan Wirausaha. <https://www.kemdikbud.go.id/Main/Blog/2021/08/Kemendikbudristek-Dorong-Tumbuh-Wirausaha-Baru-Melalui-Pendidikan-Kecakapan-Wirausaha>.
- Kementerian Koperasi dan UMKM. (2020). *Bertumbuh Bersama UMKM (Vol. 20)*. Media Informasi dan Komunikasi.

- Kusumawijaya, I. K., Astuti, P. D., & Sunarta, I. N. (2021). Exploring Creativity, Self Confidence And Entrepreneurial Training: The Determinant Of Entrepreneurial Intention Among Students. *Matrik: Jurnal Manajemen, Strategi Bisnis Dan Kewirausahaan*, 15(2), 217–232.
- López-Merí, A., Alonso-Muñoz, L., & Casero-Ripollés, A. (2021). What is Behind the Entrepreneurship Intention in Journalism? *Entrepreneur Typologies Based on Student Perceptions. Journalism Practice*, 15(3), 402–419. <https://doi.org/10.1080/17512786.2020.1715821>
- Mahajan, T., & Arora, V. (2018). Analysis of autonomy factor of entrepreneurship intention with reference to students of selected universities of north-India. *Jurnal Manajemen Dan Kewirausahaan*, 20(2), 87–91.
- Mardatilah, I., & Hermanzoni, H. (2020). Faktor Penyebab Rendahnya Minat Mahasiswa Kepelatihan Terhadap Kewirausahaan. *Jurnal Patriot*, 2(1), 328–335.
- Mohammadali, Z. M., & Abdulkhaliq, S. S. (2019). Prospects and challenges of entrepreneurship development in the Kurdistan region of Iraq: an overview. *International Journal of Entrepreneurial Knowledge*, 7(2).
- Mudassir, A., Yuswono, I., Usmany, P., & Aji, L. J. (2024). Bibliometric Analysis of the Term “Entrepreneurial Motivation.” *International Journal of Business, Law, and Education*, 5(1), 1241–1250.
- Mugiyatun, M., & Khafid, M. (2020). Pengaruh prakerin, pendidikan kewirausahaan, dan lingkungan keluarga dengan self efficacy sebagai variabel intervening terhadap minat berwirausaha. *Economic Education Analysis Journal*, 9(1), 100–118.
- Muliadi, A., Asri, I. H., & Lestarini, Y. (2020). Efek Pengetahuan dan Lingkungan Keluarga terhadap Sikap Entrepreneur Mahasiswa. *Educatio*, 15(2), 125–137.
- Muofhe, N. J., & Du Toit, W. F. (2011). Entrepreneurial education’s and entrepreneurial role models’ influence on career choice. *SA Journal of Human Resource Management*, 9(1). <https://doi.org/10.4102/sajhrm.v9i1.345>
- Mustafa, M. J., Hernandez, E., Mahon, C., & Chee, L. K. (2016). Entrepreneurial intentions of university students in an emerging economy: The influence of university support and proactive personality on students’ entrepreneurial intention. *Journal of Entrepreneurship in Emerging Economies*, 8(2), 162–179.
- Natrah, L. (2022). Attitudes and motivations graduates in digital entrepreneurship. *Online Journal for TVET Practitioners*, 7(2), 76–85.
- Nwosu, L. I., Enwereji, P. C., Enebe, N. B., & Segotso, T. (2023). Determining the Roles of School Management Teams in Fostering Entrepreneurship among Learners. *International Journal of Learning, Teaching and Educational Research*, 22(9), 478–500.
- Olutuase, S. O., Brijlal, P., & Yan, B. (2023). Model for stimulating entrepreneurial skills through entrepreneurship education in an African context. *Journal of Small Business & Entrepreneurship*, 35(2), 263–283.
- Opod, C. R., & Wuryaningrat, N. F. (2022). Assessing Students’ Entrepreneurial Interest Post Covid-19 Pandemic. *Journal of International Conference Proceedings*, 5(2), 128–138.
- Pigozne, T., Luka, I., & Surikova, S. (2019). Promoting youth entrepreneurship and employability through non-formal and informal learning: The Latvia case. *Center for Educational Policy Studies Journal*, 9(4), 129–150.
- Prabowo, A., & Suryani, E. M. (2022). The influence of resource availability, institutional support, and social network on student interest in entrepreneurship. *Jurnal Pendidikan Dan Kebudayaan*, 38(2), 190–203.
- Rahayu, M. P., & Kurniawan, R. Y. (2022). Analisis pengaruh pendidikan kewirausahaan dan efikasi diri sebagai motivasi berwirausaha pada mahasiswa Pendidikan Ekonomi Universitas Negeri Surabaya. *Jurnal Paedagogy*, 9(4), 834–845.
- Rahmaddiansyah, Mujiburrahmad, Zakiah, Afridila, S., & Alansa, F. D. (2020). Analysis of the level of interest in the entrepreneurship for students in the Faculty of Agriculture, Universitas Syiah Kuala. *IOP Conference Series:*

- Earth and Environmental Science*, 425(1), 1–7.  
<https://doi.org/10.1088/1755-1315/425/1/012013>
- Rosmiati, R., Yuliawan, E., Suhartini, S., Firdaus, F., Widowati, A., Decheline, G., & Anjanika, Y. (2023). *Entrepreneurial Interest of Jambi University Sports Students*. *Altius: Jurnal Ilmu Olahraga Dan Kesehatan*, 12(2), 288–299.
- Roundy, P. T. (2022). *Artificial intelligence and entrepreneurial ecosystems: understanding the implications of algorithmic decision-making for startup communities*. *Journal of Ethics in Entrepreneurship and Technology*, 2(1), 23–38.
- Sadewo, Y. D., Fridayani, J. A., & Purnasari, P. D. (2020). *The Effect of Learning Outcomes in Entrepreneurship Education Programs of Interest in Entrepreneurship*. *Proceedings of the 3rd International Conference on Economics Education and Entrepreneurship*, Batam, Indonesia, 29–31.
- Sahoo, S., & Panda, R. K. (2019). *Exploring entrepreneurial orientation and intentions among technical university students: Role of contextual antecedents*. *Education+ Training*, 61(6), 718–736.
- Schumpeter, J. A. (2021). *The Theory of Economic Development*. Routledge.  
<https://doi.org/10.4324/9781003146766>
- Septyani, S. D. (2019). *Persepsi Mahasiswa Dalam Pembelajaran Kewirausahaan Dan Pengaruhnya Terhadap Kemampuan Merintis Usaha Mahasiswa Fkip Unpas (Studi Kasus Mahasiswa Fkip Unpas Angkatan 2017)*. Unpas.
- Sher, A., Abbas, A., Mazhar, S., Azadi, H., & Lin, G. (2020). *Fostering sustainable ventures: Drivers of sustainable start-up intentions among aspiring entrepreneurs in Pakistan*. *Journal of Cleaner Production*, 262, 121269.
- Singh Sandhu, M., Fahmi Sidique, S., & Riaz, S. (2011). *Entrepreneurship barriers and entrepreneurial inclination among Malaysian postgraduate students*. *International Journal of Entrepreneurial Behavior & Research*, 17(4), 428–449.
- Soegoto, E. S. (2018). *The Effect of Entrepreneurship-Based Curriculum on Higher Education Institution Towards Non-Economic Students Entrepreneurial Interest*. *Jurnal Ilmiah Econosains*, 16(1), 9–22.
- Sondari, M., Rufaidah, P., Sutisna, S., & Sya'diah, S. (2015). *Student's Perception towards Entrepreneurial Career : A Descriptive Analysis (Survey in Faculty of Economics and Business, Universitas Padjadjaran)*. *International Journal of Business Management and Economic Studies*, 2, 1–10.
- Sumarsono, H. (2016). *Faktor-faktor yang mempengaruhi intensi wirausaha mahasiswa universitas muhammadiyah ponorogo*. *Ekuilibrium: Jurnal Ilmiah Bidang Ilmu Ekonomi*, 8(1), 62–88.
- Supeni, R. E., & Efendi, M. (2018). *Minat mahasiswa dalam berwirausaha perguruan tinggi swasta di kabupaten Jember*. *UNEJ E-Proceeding*, 449–463.
- Thornton, P. H., Ribeiro-Soriano, D., & Urbano, D. (2011). *Socio-cultural factors and entrepreneurial activity: An overview*. *International Small Business Journal*, 29(2), 105–118.
- Ulfa, F. (2019). *Pengaruh Ketahananmalangan dan Kepercayaan Diri Terhadap Minat Berwirausaha*. *Psikoborneo: Jurnal Ilmiah Psikologi*, 7(3), 475–481.
- Usman, F. O., Eyo-Udo, N. L., Etukudoh, E. A., Odonkor, B., Ibeh, C. V., & Adegbola, A. (2024). *A critical review of ai-driven strategies for entrepreneurial success*. *International Journal of Management & Entrepreneurship Research*, 6(1), 200–215.
- Wahab, Z., & Sununianti, V. V. (2017). *Relevansi Materi Dan Metode Dalam Proses Pembelajaran Kewirausahaan Pada Tingkat Pendidikan Tinggi*. *Matrik : Jurnal Manajemen, Strategi Bisnis Dan Kewirausahaan*, 11(1), 26–39.
- Wang, X., & Ni, D. (2023). *Internet based rural economic entrepreneurship based on mobile edge computing and resource allocation*. *Soft Computing*, 1–10.
- Wati, H. (2023). *Pendidikan Entrepreneur Dan Minat Berwirausaha Mahasiswa Dalam Meghasilkan Nurse Prepreneur*. *Jurnal Point Equilibrium Manajemen Dan Akuntansi*, 4(1), 117–123.

- Wazni, M. K., Muliadi, A., Marhamah, M., & Sarwati, S. (2023). Effects of Entrepreneurship Learning and Subjective Norms on Biology Students' Entrepreneurial Attitudes and Interests. *Jurnal Penelitian Pendidikan IPA*, 9(2), 780–787.
- Williams, N., & Williams, C. C. (2011). Tackling barriers to entrepreneurship in a deprived urban neighbourhood. *Local Economy: The Journal of the Local Economy Policy Unit*, 26(1), 30–42. <https://doi.org/10.1177/0269094210391166>
- Wu, F., & Mao, C. (2020). Business environment and entrepreneurial motivations of urban students. *Frontiers in Psychology*, 11, 546662.
- Wu, J., & Zhang, Y. (2022). Innovation and Entrepreneurship Education (IAEE) Driven by Artificial Intelligence (AI). 2022 3rd International Conference on Artificial Intelligence and Education (IC-ICAIE 2022), 1003–1008.
- Xu, S., Xu, Z., Li, F., & Sukumar, A. (2021). Redefining peer learning: Role of student entrepreneurs in teaching entrepreneurship in the UK higher education context. *Industry and Higher Education*, 35(4), 306–311.
- Yi, S., & Duval-Couetil, N. (2018). What drives engineering students to be entrepreneurs? Evidence of validity for an entrepreneurial motivation scale. *Journal of Engineering Education*, 107(2), 291–317.
- Yosada, K. R., & Dinata, P. (2023). Analisis Minat Entrepreneur Mahasiswa Pendidikan Biologi Melalui Mata Kuliah Kewirausahaan. *Edumedia: Jurnal Keguruan Dan Ilmu Pendidikan*, 7(1), 8–13.
- Zahara, R., & Slamet, M. R. (2023). The Effect of Attitude and Motivation on Students' Entrepreneurship Interest. *Proceedings of the 4th International Conference on Applied Economics and Social Science, ICAESS 2022, 5 October 2022, Batam, Riau Islands, Indonesia: ICAESS 2022*, 40.
- Zamzami, M. H., & Setiawati, C. I. (2020). Pengaruh Mata Kuliah Kewirausahaan Terhadap Minat Berwirausaha Di Kalangan Mahasiswa Fakultas Teknik Elektro Angkatan 2016. *EProceedings of Management*, 7(3).