

THE INFLUENCE OF SELF-CONFIDENCE AND THE CAMPUS CURRICULUM ON STUDENTS' INTEREST IN ENTREPRENEURSHIP, MEDIATED BY SOCIAL INFLUENCE AT PRESIDENT UNIVERSITY, BEKASI

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Abstract

This study explores the factors influencing student interest in entrepreneurship at President University, Cikarang, Indonesia. Becoming an entrepreneur can help reduce the relatively high unemployment rate in Indonesia. Despite government initiatives, the number of students interested in entrepreneurship remains low. Research is needed to examine the potential and interest in entrepreneurship in order to help reduce the unemployment rate. The research focuses on the combined impact of self-confidence, campus curriculum, and social influence on entrepreneurial interest, with family support, friend support, academic support, institutional support, and community support as key social influence indicators. Hypothesis testing conducted through Partial Least Square (PLS) analysis. Using a quantitative approach, the study analyzes data from 152 active students meeting specific criteria related to entrepreneurship. Notably, social influence emerged as a substantial factor influencing student entrepreneurial intentions, while campus curriculum directly impacted student interest. However, no significant mediation of social factors was observed between campus curriculum and student interest. Descriptive statistics profiled respondents' characteristics, revealing a diverse student body in terms of gender, age, study program, and batch. Outer model tests validated questionnaire content, ensuring reliability and validity, while inner model evaluation demonstrated good model fit. Findings contribute valuable insights into the complex interplay of factors shaping student interest in entrepreneurship, with implications for educational institutions aiming to foster entrepreneurial mindsets and behaviors among students. Overall, this study provides a comprehensive understanding of the dynamics influencing entrepreneurial intentions among students at President University Cikarang, contributing to the advancement of entrepreneurship education and research in the region. By understanding these dynamics, institutions can tailor entrepreneurship education programs to better support students in realizing their entrepreneurial aspirations. This study contributes to advancing our understanding of the determinants of entrepreneurial intentions among students at President University Cikarang, offering avenues for future research and educational initiatives aimed at promoting entrepreneurship within academic contexts

Keywords: *Self-confidence, Campus Curriculum, Social influence, Student Interest, Entrepreneurship*

Introduction

With a population of 668 million people, the Association of Southeast Asian Nations (ASEAN) holds substantial economic significance, playing a pivotal role in strengthening economic integration and fostering regional cooperation in Southeast Asia. However, this economic alliance faces challenges in crucial sectors such as education, health, and daily

necessities, posing a threat to regional growth. Recognizing the vital role of human capital in a nation's economic development, previous research underscores entrepreneurship as an effective catalyst for economic growth. Entrepreneurship is acknowledged as a critical driving force for both economic growth and prosperity within ASEAN countries. As highlighted by Genoveva & Kartawaria (2020), addressing the factors influencing Student Interest in Entrepreneurship is imperative, emphasizing the need for research to enhance entrepreneurial motivation in the region. Sometimes, parents still have a preference for their children to work in offices or become employees, so there is a need for a better understanding of the potential and importance of entrepreneurship, especially in the younger generation (Supianto, 2022).

Indonesia plays an important role in Southeast Asia's economic development and stability. To achieve this, Indonesia needs to ensure that its internal economy remains stable, and one of the key ways to achieve this is by supporting the growth of SMEs. By doing so, Indonesia can attract more investors and realize its potential as a major economic power in the region (Genoveva & Gaby, 2020). To evaluate the entrepreneurial landscape, the Global Entrepreneurship Index (GEI) issued by the Global Entrepreneurship and Development Institute (GEDI) serves as a key indicator. Although the GEI assesses 100 countries worldwide, including those in the ASEAN region, its insights contribute to understanding the entrepreneurial dynamics and fostering strategic efforts to boost economic growth and prosperity in this vital part of the world. The Global Entrepreneurship Index (GEI) highlights the entrepreneurship ratio among ASEAN countries in 2022. Notably, Singapore leads with 8.7%, followed by Malaysia (4.7%, Thailand (4.2%, and Indonesia (3.18%). Indonesia's lower ratio underscores the need for increased entrepreneurial motivation. According to BPS data in 2020, the unemployment rate in Indonesia is still quite high, reaching 7.07 million people. Therefore, it is important to pay attention to the factors that influence student entrepreneurial interest (Taufik et al., 2018).

Becoming an entrepreneur can help alleviate the relatively high unemployment rate in Indonesia. Despite government initiatives, the number of students interested in entrepreneurship remains low (BPS, 2020). Research is needed to explore the potential and interest in entrepreneurship among students in order to help reduce the unemployment rate upon their graduation from college. Students who have high self-confidence will be better able to overcome failures and difficulties, and find solutions to overcome problems that arise (Ulfa, 2019). By paying attention to current issues in the business world and introducing the concept of entrepreneurship through integrated learning programs and extracurricular activities, it is hoped that students can become potential entrepreneurs to develop their businesses in the future (Sari & Habsari, 2018). Therefore, it is important to understand the factors that influence students' entrepreneurial interest in order to increase the number of students who are interested in entrepreneurship and make a positive contribution to the economic development of a country (Jervis & Selamat, 2023). Social influence refers to social factors such as support from friends and family, social perceptions of entrepreneurship, and access to networks that can influence students' interest in becoming entrepreneurs. Students' experience in developing skills in addition to being supported by the educational curriculum, the formation of an entrepreneurial culture is also influenced by personality factors, motivation, and family background (Genoveva, 2019). According to previous research, a business student should have the desire to become an entrepreneur, but based on the survey results only about 4.17% of students actually start a business (Genoveva, 2019).

Social influence in the context of entrepreneurship refers to the influence of the social environment on an individual's desire to become an entrepreneur or entrepreneur. Social factors that influence entrepreneurial interest include family support, friends, mentors, entrepreneurial culture, and access and availability of resources that support entrepreneurs (Sennang, 2018). Previous research was conducted by Tanoto & Hidayah, 2021. Overall, the results of this study indicate that 1) self-confidence has a positive effect on entrepreneurial intention, 2) education has a positive effect on entrepreneurial intention, and 3) relational support has a positive effect on entrepreneurial intention in Tarumanagara University students. The second previous research was conducted by (Buana et al., 2017). The results of this study indicate the importance of entrepreneurship education in increasing student entrepreneurial intentions. It is hoped that this research can be a reference for educational institutions to improve the entrepreneurship curriculum so that it can help increase the number of students who are interested in entrepreneurship. The third previous research was conducted by (Ren et al., 2018). The results showed that entrepreneurial self-confidence is positively and significantly related to student entrepreneurial intentions. In other words, the higher a person's entrepreneurial self-confidence, the higher his entrepreneurial intention. This finding supports the social cognitive theory which states that self-confidence is an important factor in shaping entrepreneurial intention and behaviour. This research makes an important contribution to the field of entrepreneurship as it shows that entrepreneurial self-confidence can influence students' entrepreneurial intentions. The results also show that entrepreneurship education can increase students' entrepreneurial confidence and entrepreneurial intentions, so it can be a basis for universities and educational institutions to strengthen entrepreneurship education programs. A gap in the research that can be identified from previous studies is the lack of research examining the relationship between self-confidence, campus curriculum, social influence, and entrepreneurial interest simultaneously. These studies only focus on one or two factors.

Furthermore, previous research has not sampled from President University, so the exact relationship between these variables in the campus environment is still unknown. Therefore, research aimed at examining the influence of self-confidence, campus curriculum, and social influence on students' entrepreneurial interest, mediated by social influence at President University, is crucial. The results of this research can contribute to the development of entrepreneurship education programs and campus curricula at President University and other educational institutions. Therefore, this study will investigate the influence of self-confidence and campus curriculum on students' entrepreneurial interest, mediated by social influence. It is hoped that the findings of this research can provide recommendations for increasing students' interest in entrepreneurship at President University Cikarang and also be beneficial for other universities in developing effective entrepreneurship programs.

Literature review

Business Management

In the context of the influence of self-confidence, campus curriculum on student intentions in entrepreneurship mediated by social influence, business management is very important in helping students plan and manage their business. Strategic management will help students in formulating the goals and direction of their business, operational management helps students in managing the operational aspects of the

business, marketing management helps students in developing effective marketing strategies, and financial management helps students in managing the financial aspects of their business.

All these aspects of business management are interrelated and very important to improve the success of students' business (Qamari et al., 2022).

Student Interest in Entrepreneurship

Student Interest in Entrepreneurship is a person's willingness or desire to start and develop their own business. Entrepreneurial interest is very important because it is the starting point of the process of becoming an entrepreneur (Buana et al., 2017). In the context of students, entrepreneurial interest means the willingness or desire to start their own business or venture after they complete their education. Entrepreneurial interest is influenced by many factors such as experience, skills, and knowledge possessed by individuals (Buana et al., 2017). The ability to take risks, self-confidence, and the ability to overcome obstacles also play an important role in shaping one's entrepreneurial interest. Therefore, students who have the interest and willingness to become entrepreneurs need to have adequate skills and knowledge in terms of business management and entrepreneurship (Buana et al., 2017).

Entrepreneurial interest can also be influenced by environmental factors such as family support, social environment, and institutional factors. Support from family and social environment can provide motivation and confidence in students to take steps in starting their own business. In addition, policies and programs issued by educational institutions, governments, and entrepreneurial organizations can also affect student entrepreneurial intentions (Maulana & Bachtiar, 2022). In the context of this study, entrepreneurial intention is the dependent variable that is influenced by two independent variables, namely self-confidence and campus curriculum. The study also investigates the effect of the mediating variable, social influence, on the relationship between self-confidence and entrepreneurial intention. By understanding the factors that influence students' entrepreneurial intentions, educational institutions can strengthen programs and policies that support students in achieving entrepreneurial goals (Qamari et al., 2022).

In the context of this research, entrepreneurial interest becomes the dependent variable influenced by two independent variables: self-confidence and the university curriculum. The study also investigates the mediating variable influence, which is social influence, in the relationship between self-confidence and entrepreneurial intention. By understanding the factors affecting students' entrepreneurial intentions, educational institutions can strengthen programs and policies that support students in achieving entrepreneurial goals.

Social Influence

Families who support and have experience in the business world can motivate students to become entrepreneurs. In addition, financial and moral support from the family can help students to start and run a business (Jervis & Selamat, 2023). Friends and social environment also have a big influence on entrepreneurship. Friends and social environment can influence students' intention in entrepreneurship through conversations, support, and examples given. Students who have friends who are entrepreneurs or are in an environment that encourages entrepreneurship, tend to have a higher intention to become entrepreneurs (Sari & Habsari, 2018). Institutional factors

and institutions can also influence students' entrepreneurial intentions. Institutions such as universities or organizations that encourage entrepreneurship can provide students with access to training, mentors, and resources needed for entrepreneurship (Sari & Habsari, 2018). Cultural factors and social norms can also affect student intentions in entrepreneurship. A culture that encourages entrepreneurship and values entrepreneurs can influence students' entrepreneurial intentions. On the other hand, social norms that place conventional work as a better choice than entrepreneurship can affect students' intention to become entrepreneurs (Sari & Habsari, 2018). Media and technology factors can also influence students' entrepreneurial intentions. Social media and technology allow students to connect with successful entrepreneurs and mentors and open up access to resources and information needed to start and run a business. In addition, social media and technology can reinforce or change social and cultural norms related to entrepreneurship (Wahyuni et al., 2021). Students who have positive social influence tend to be more motivated to engage in entrepreneurial activities, develop necessary skills, and gain support from those around them. Conversely, students who lack social support or even face negative pressure from their environment tend to be less motivated to pursue entrepreneurship or may experience a decrease in their self-confidence in their ability to be entrepreneurial (Wahyuni et al., 2021).

Self Confidence

Entrepreneurial self-confidence can be explained as an individual's belief in his or her abilities and skills in carrying out entrepreneurial activities. This is related to an individual's belief in himself, both in terms of the ability to identify opportunities, take risks, run a business, to deal with failure and success.

Meanwhile, external factors can include support from family, friends, mentors, or educational institutions and government. In an academic context, entrepreneurial confidence can also be influenced by the experience and training students receive in studying entrepreneurship. Entrepreneurial self-confidence can influence individual attitudes and behaviors in developing a business, including in starting, maintaining, and developing a business (Ulfa, 2019). Such experiences and training can increase students' confidence in running their business. Students who are involved in entrepreneurial activities on campus or have internship experience in startup companies can increase their confidence in starting their own business (Sahabuddin, 2018).

Campus Curriculum

Curriculum Concept An entrepreneurship campus can be defined as a set of programs and activities designed and implemented by an educational institution to equip students with the knowledge, skills, and attitudes necessary to become successful entrepreneurs in the future. This curriculum typically includes entrepreneurship training courses and programs, practical experiences, community activities, and resources. The primary goal of an entrepreneurship curriculum is to prepare students with the skills and understanding needed to plan, start and grow a successful business (Angelyn, 2021). The concept of entrepreneurship campus curriculum can be defined as a series of programs and activities designed and implemented by educational institutions to equip students with knowledge, skills, and attitudes necessary to become successful entrepreneurs in the future. These curricula typically include entrepreneurship training courses and programs, practical experiences, community activities, and other supporting resources. The main objective of

the entrepreneurship curriculum is to prepare students with the skills and understanding needed to plan, start, and grow a successful business (Angelyn, 2021). The entrepreneurship campus curriculum focuses on developing entrepreneurial skills, such as business planning, financial management, marketing, product and service innovation, network and partnership development, and leadership and managerial skills. In addition, the curriculum also helps students to gain a better understanding of the challenges and opportunities associated with entrepreneurship, including risk, uncertainty and competition (Maydiantoro et al., 2021). There are also colleges that provide opportunities for students to develop their own businesses through business incubation or acceleration programs supported by the university. Overall, the entrepreneurship campus curriculum is an effort by universities to improve the quality of education and help students prepare to become successful entrepreneurs and contribute to economic growth and social development in society (Sari & Habsari, 2018). The curriculum, which significantly impacts students' interest in entrepreneurship (Tanoto & Hidayah, 2021, serves as the basis for this research to determine its extent of influence.

Research Model Picture

Based on the definition and theoretical studies from several existing experts, a framework of thought can be compiled as a basis for determining the hypothesis of this study as presented below:

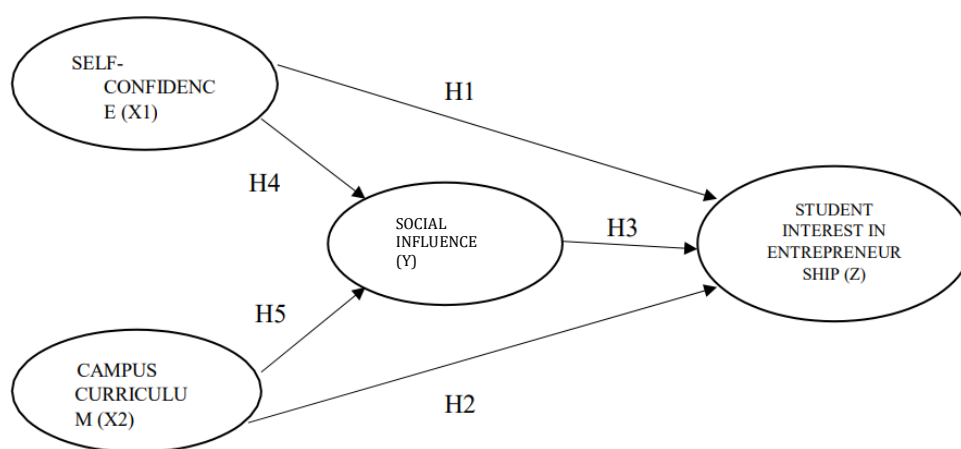


Figure 1. Theoretical

In the context of research on student interest in entrepreneurship at President University Cikarang, examples of H0 are:

H1: There is an effect of self-confidence on student interest in entrepreneurship at President University Cikarang.

H2: There is an influence of the campus curriculum on student interest in entrepreneurship at President University Cikarang.

H3: There is a social influence on student interest in entrepreneurship at President University Cikarang.

H4: There is mediation of social influence on the relationship between self-confidence and student interest in entrepreneurship at President University Cikarang.

H5: There is mediation of social influence on the relationship between campus curriculum and student interest in entrepreneurship at President University Cikarang.

Methodology

Research Design

This research adopts a quantitative approach, employing a survey research design. Surveys involve directly questioning respondents (Sugiyono, 2013). The quantitative approach is chosen to measure the numerical impact of self-confidence, campus curriculum, social factors, and student interest in entrepreneurship. Additionally, this approach allows for the generalization of research findings to a larger population.

Research Sample

The population in this study were active students of President University Cikarang who had an interest in entrepreneurship. The research sample was taken using purposive sampling technique with the following criteria:

1. Active students of President University Cikarang who are taking courses or programs related to entrepreneurship.
2. Active students of President University Cikarang who have participated in activities or training related to entrepreneurship.
3. Active students of President University Cikarang who have started or are starting a business venture. The sample determination was determined using the following slovin formula (Sugiyono, 2013):

$$n = \frac{N}{1 + N(e)^2}$$

Description:

n : sample size

N : population size

e : percent allowance for inaccuracy due to sampling error that can still be tolerated, in this study is 10%.

resulting in a sample of 100 people from the population of 7176 students at President University.

Operational Definition

Operational definitions for key variables are established, including self-confidence, campus curriculum, student interest in entrepreneurship, and social influence. Each variable is measured using specific indicators and a Likert Scale.

Table 1. *Operational Definition*

No.	Variables	Conceptual Definition	Indicator	Measuring
1	Self-Confidence (X1)	Student entrepreneurial confidence can be	Self-Confidence (X1) Indicators According to (Sahabuddin, 2018)	Likert Scale

		defined as a student's belief that ability and skills in starting and running a business as well as confidence in taking risks and facing challenges that arise in entrepreneurship. (Sahabuddin, 2018)	<ol style="list-style-type: none"> 1. Self-confidence affects success. 2. Confidence in ability. 3. Determine actions based on abilities and skills 	
2	Campus Curriculum (X2)	The entrepreneurship campus curriculum can be defined as a series of programs and activities designed and implemented by educational institutions to equip students with the knowledge, skills, and attitudes required to become successful entrepreneurs in the future. (Angelyn, 2021)	<p>According to (Angelyn, 2021)</p> <ol style="list-style-type: none"> 1. Curricular entrepreneurship provides lessons and models entrepreneurial experience training. 2. Curricular entrepreneurship aims to increase entrepreneurial knowledge. 3. Curricular entrepreneurship aims to increase students' desire for entrepreneurship. 	Likert Scale
3	Student Interest in Entrepreneurship (Z)	Student interest in entrepreneurship can be explained as the level of student desire to engage in entrepreneurial activities and also how often students engage in entrepreneurial activities. (Qamari et al., 2022)	<p>According to (Qamari et al., 2022):</p> <ol style="list-style-type: none"> 1. "I prefer entrepreneurship to work for other people" 2. "I chose a career as an entrepreneur" 3. "I intend to make plans to be later able to start a business" 4. "For me being an entrepreneur provides better income potential" 	Likert Scale

			5. "I believe that entrepreneurship can reduce unemployment"	
4	Social Influence (Y)	Influence of Social (Y) in Student Entrepreneurship is the extent to which students are influenced by social factors in affecting their desire and ability to entrepreneurship. (Wahyuni et al., 2021)	<ol style="list-style-type: none"> 1. Family Support 2. Friend Support. 3. Academic Support. 4. Institutional Support. 5. Community Support. 	Likert Scale

Data Collection Technique

Data is collected through observation, questionnaires distributed via Google Form, and a literature study. The Likert Scale is employed in the questionnaire, ranging from strongly disagree to strongly agree.

Data Analysis Design

Data analysis utilizes the Partial Least Square (PLS) method through SmartPLS software. PLS is chosen due to its flexibility, ability to handle non-normally distributed data, and suitability for prediction-based research with reflexive indicators.

Descriptive Statistical Analysis

Descriptive statistical analysis is employed to profile respondents and study variables. This includes frequency distribution, mean, standard deviation, and percentage calculations.

Outer Model Test:

The outer model test assesses questionnaire validity through content validity, convergent validity, average variance extracted (AVE), and discriminant validity tests.

Reliability Test

Reliability is assessed through composite reliability, with a threshold of ≥ 0.7 indicating reliability.

Structural Model or Inner Model

The structural model examines relationships between latent variables based on substantive theory, evaluating R-square and Q-square for predictive relevance.

Hypothesis Testing

Hypothesis testing involves full model structural equation modeling analysis with smartPLS, determining hypothesis acceptance based on statistical T-values compared to the T-table.

Result and Discussion

Characteristics of Respondents

The study involved 152 President University students with diverse characteristics in terms of gender, age, study program, and batch. Notable findings include 42.1% male and 57.9% female respondents, diverse age groups, various study programs with Management being the highest, and representation from different batches.

Table 2. *Characteristics of Respondents*

Gender			
		Frequency	Percent
Valid	Male	64	42.1
	Female	88	57,9
	Total	152	100
Age			
		Frequency	Percent
Valid	a. 18-20	72	47,4
	b. 21-23	74	48,7
	c. 24-26	6	3,9
	Total	152	100
Study Program			
		Frequency	Percent
Valid	Actuarial Science	6	3,9
	Business Administration	16	10,5
	Communication	6	3,9
	Electrical Engineering	1	0,7
	International Relations	5	3,3
	Manajemen	112	73,7
	PSTE	6	3,9
	Total	152	100
Batch			
		Frequency	Percent
Valid	2019	36	23,6
	2020	55	36,2
	2021	32	21,1
	2022	29	19,1
	Total	152	100

Outer Loading and Convergent Validity

Structural Equation Modeling (SEM) analysis showed significant and high outer loading values for all constructs, indicating good convergent validity. The Average Variance Extracted (AVE) values for each construct were above 0.5, confirming good discriminant validity.

Table 3. *Average Variant Extracted (AVE)*

Variables Average	Variance Extracted (AVE)
Student Interest in Entrepreneurship (Z)	0,599
Self-Confidence (X1)	0,528
Campus Curriculum (X2)	0,580
Social Influence (Y)	0,518

Reliability Test:

Reliability tests using Cronbach's alpha and composite reliability demonstrated that all variables exceeded the recommended threshold of 0.7, indicating the reliability of the measurements.

Inner Model Evaluation

The R-Square values for Student Interest in Entrepreneurship (Z) and Social Influence (Y) suggested good model fit, explaining 70.5% and 13.7% of the variability, respectively.

Hypothesis Testing

Significant influences were observed between Self-Confidence (X1) and Student Interest (Z, Campus Curriculum (X2) and Student Interest (Z, and Social Influence (Y) and Student Interest (Z). No significant influence was found between Self-Confidence (X1) and Social Influence (Y) and Campus Curriculum (X2) and Social Influence (Y).

Variables	Original Sample (O)	Sample Average (M)	Standard Deviation (STDEV)	T Statistic (O/STDEV)	Measuring
Self-Confidence (X1) -> Student Interest in Entrepreneurship (Z)	0,203	0,224	0,101	2,003	0,046
Self-Confidence (X1) -> Social Influence (Y)	0,326	0,363	0,172	1,896	0,059
Campus Curriculum (X2) -> Student Interest in Entrepreneurship (Z)	0,299	0,273	0,122	2,453	0,015

Campus Curriculum (X2) - > Social Influence (Y)	0,062	0,047	0,198	0,314	0,753
Social Influence (Y) - > Student Interest in Entrepreneurship (Z)	0,561	0,550	0,078	7,210	0,000

Discussion

Positive relationships were found between self-confidence, campus curriculum, social influence, and student interest in entrepreneurship. Social factors played a significant role in influencing student entrepreneurial intentions. Campus curriculum had a direct impact on student interest, but not through mediating social factors. Overall, the study provides valuable insights into the factors influencing student interest in entrepreneurship at President University.

Conclusion and Recommendations

In conclusion, the study revealed several significant findings regarding the influences on student interest and entrepreneurial development at President University. Firstly, both self-confidence and the campus curriculum exhibited significant positive relationships with student interest, indicating the importance of fostering confidence and integrating entrepreneurship-related elements into the curriculum to stimulate student engagement. It is important to note that in order to cultivate students' interest, the curriculum must support students' confidence in entrepreneurship. Additionally, social influence was identified as a substantial factor influencing student interest, highlighting the significance of peer networks and social environments in shaping entrepreneurial aspirations. However, it is noteworthy that the study did not find significant influences of self-confidence and the campus curriculum on social influence. While these factors may still play a role in entrepreneurial development, their impact may be less pronounced in shaping social networks and influences among students.

Based on these findings, recommendations have been proposed for President University to enhance the entrepreneurial ecosystem on campus. This includes implementing confidence-building programs and integrating entrepreneurship-related elements into the curriculum. These initiatives aim to create a conducive environment for entrepreneurial development and encourage student engagement. Furthermore, suggestions for future research have been provided, such as exploring additional variables and conducting studies with larger sample sizes to gain a more comprehensive understanding of the factors influencing student entrepreneurship. By addressing these recommendations, President University can further support the growth and success of its student entrepreneurs, while also contributing to the advancement of research in this field.

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