

The effects of entrepreneurship training and entrepreneurial practice on entrepreneurial interest

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Abstrak

Penelitian ini bertujuan untuk mengkaji pengaruh pelatihan kewirausahaan dan praktik berwirausaha terhadap minat berwirausaha siswa jurusan Manajemen Perkantoran dan Layanan Bisnis (MPLB) di SMKN 1 Boyolali. Penelitian ini menggunakan desain kuantitatif kausal-komparatif dengan pengumpulan data melalui kuesioner dari 104 siswa yang dipilih menggunakan teknik proportionate stratified random sampling. Analisis regresi linear berganda menunjukkan: (1) pelatihan kewirausahaan berpengaruh positif dan signifikan terhadap minat berwirausaha ($t = 2,79, p < 0,05$); (2) praktik berwirausaha berpengaruh positif dan signifikan terhadap minat berwirausaha ($t = 6,80, p < 0,05$); dan (3) pelatihan kewirausahaan dan praktik berwirausaha secara bersama-sama berpengaruh positif dan signifikan terhadap minat berwirausaha ($F = 112,65, p < 0,05$). Koefisien determinasi ($\text{adjusted } R^2 = 0,69$) menunjukkan bahwa kedua variabel secara kolektif menjelaskan 69% varians minat berwirausaha. Temuan ini mengindikasikan bahwa integrasi pelatihan kewirausahaan terstruktur dengan praktik langsung merupakan strategi efektif untuk menumbuhkan minat berwirausaha di lingkungan pendidikan kejuruan.

Kata kunci: aktivitas berwirausaha; intensi berwirausaha; lokakarya kewirausahaan; pendidikan kejuruan

Abstract

This study examined the effects of entrepreneurship training and entrepreneurial practice on entrepreneurial interest among Office Management and Business Services (MPLB) students at SMKN 1 Boyolali. A quantitative causal-comparative design was employed, with data collected through questionnaires from 104 students selected using proportionate stratified random sampling. Multiple linear regression analysis revealed that: (1) entrepreneurship training had a positive and significant effect on entrepreneurial interest ($t = 2.79, p < .05$), (2) entrepreneurial practice had a positive and significant effect on entrepreneurial interest ($t = 6.80, p < .05$), and (3) both variables jointly had a positive and significant effect on entrepreneurial interest ($F = 112.65, p < .05$). The coefficient of determination ($\text{adjusted } R^2 = .69$) indicated that both variables collectively explained 69% of the variance in entrepreneurial interest.

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These findings suggest that integrating structured entrepreneurship training with hands-on practice constitutes an effective strategy for fostering entrepreneurial interest in vocational education settings.

Keywords: entrepreneurial activity; entrepreneurial intention; quantitative; entrepreneurship workshop; vocational education

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Introduction

Entrepreneurship has emerged as a critical component of modern economies in both developed and developing nations. Entrepreneurship encompasses not only the creation and management of businesses but also innovation, risk-taking, and active participation in economic development. According to Azima and Rahmawati (2024), entrepreneurship serves as a primary instrument for strengthening the creative economy sector and small-medium industries, which possess significant potential for job creation and improving societal welfare. In Indonesia, entrepreneurship functions as a key driver of innovation, productivity enhancement, and creative economy development.

Despite the crucial role of entrepreneurship, young Indonesians' interest in pursuing entrepreneurial careers remains relatively low. Data from the Global Entrepreneurship Monitor (GEM, 2023) indicate that Indonesia's entrepreneurship ratio has reached only approximately 3.47% of the productive population, substantially below developed countries such as the United States at approximately 16% and Singapore at 8.7%. According to World Bank standards, a country is classified as developed when at least 4% of its population engages in entrepreneurship.

Furthermore, data from the Ministry of Education, Culture, Research, and Technology (Kemendikbud, 2024) reveal that only approximately 5.2% of vocational high school graduates in Indonesia choose to establish independent businesses, while the majority prefer formal sector employment or continuing education. This situation indicates a gap between entrepreneurial potential and its realization among young people, particularly vocational high school graduates who should possess vocational competencies to become new entrepreneurs.

According to research by Nurhadi et al. (2023), limited understanding and awareness of the importance of entrepreneurship constitutes the primary barrier inhibiting students' interest in entrepreneurship. Students tend to prefer educational pathways leading to formal sector employment without recognizing that the entrepreneurial world can offer broader and more flexible opportunities. Concerns regarding low entrepreneurial interest also apply to SMK Negeri 1 Boyolali. Based on a preliminary survey conducted by the researchers, entrepreneurial interest among students in the Office Management and Business Services (MPLB) Department at SMK Negeri 1 Boyolali remains relatively low.

The selection of the Office Management and Business Services (MPLB) Department as the focus of this study has strong relevance in the context of modern entrepreneurship. The MPLB Department not only emphasizes office administration skills but also equips students with managerial abilities, business communication, customer service, and document management—competencies that form important foundations for running a professional business. These competencies are essential for developing service-based entrepreneurship, which has become a major trend in the digital era, including administrative consulting, document management services, online business services, and virtual assistant work. Therefore, the MPLB Department possesses significant potential to produce young entrepreneurs in the service and business management fields relevant to modern labor market demands.

Entrepreneurial interest, as an essential element in creating new entrepreneurs, must be continuously nurtured through sustainable programs. According to Putri (2024), this interest encompasses aspects such as the desire to innovate, courage to take risks, and the ability to identify opportunities in every situation. Entrepreneurial interest can be influenced by several factors, including entrepreneurship training and entrepreneurial practice. In this context, entrepreneurial interest can be theoretically explained through the Theory of Planned Behavior (TPB) proposed by Ajzen (1991).

This theory posits that an individual's intention to perform a behavior is determined by three main components: attitude toward the behavior, subjective norms, and perceived behavioral control. In the entrepreneurship context, entrepreneurship training plays an important role in shaping positive attitudes toward business activities through enhanced knowledge and self-confidence, while entrepreneurial practice strengthens behavioral control by providing practical experience and the ability to face business challenges. Thus, both variables can strengthen entrepreneurial intention through the formation of self-belief, social encouragement, and direct practical experience in the field.

Entrepreneurship training is an effective method for fostering entrepreneurial interest by providing in-depth practical and theoretical insights. As stated by Mardikaningsih (2020), training focused on developing business skills such as management, marketing, and finance plays a significant role in building the self-confidence of prospective entrepreneurs. Structured and purposeful entrepreneurship training can provide deeper understanding of business and management principles (Andriani et al., 2020). Additionally, entrepreneurship training contributes to forming positive attitudes and self-efficacy beliefs, which within the TPB framework become important factors in strengthening entrepreneurial intention through enhanced perceived behavioral control.

Beyond entrepreneurship training, entrepreneurial practice also influences students' entrepreneurial interest. Entrepreneurial practice provides positive effects on the interest in starting a business. In a study by Yuliani et al. (2018), direct experience in running a small business was found to significantly increase entrepreneurial interest. Through practice, prospective entrepreneurs can learn to face real challenges, make business decisions, and understand the importance of innovation in maintaining business sustainability. From the TPB perspective, entrepreneurial practice strengthens the perceived behavioral control dimension because students not only understand theory but also directly experience how a business operates. This experience enhances self-confidence, forms positive attitudes toward risk, and cultivates the perception that they can manage their own business. Thus, training and entrepreneurial practice have a conceptually supportive relationship in shaping entrepreneurial interest through enhanced knowledge, experience, and self-confidence.

Based on the foregoing discussion, this study aimed to examine the effects of entrepreneurship training and entrepreneurial practice on entrepreneurial interest among students in the Office Management and Business Services (MPLB) Department at SMK Negeri 1 Boyolali. The findings are expected to provide meaningful contributions to the development of Office Administration curricula in vocational high schools, particularly in integrating entrepreneurship elements into practice-based subjects. For instance, the findings can serve as a foundation for designing project-based learning that emphasizes business simulation, customer service, and digital administration innovation. Thus, this study contributes not only theoretically to the development of the Theory of Planned Behavior in vocational education contexts but also provides practical benefits for enhancing students' entrepreneurial interest and readiness in modern office management fields.

Although this study has a limited geographical scope, specifically SMK Negeri 1 Boyolali, the findings provide meaningful and contextual scientific contributions to the development of entrepreneurship education in vocational high schools. The novelty of this study lies in its integrative approach to testing the simultaneous relationship between training and entrepreneurial practice using the TPB approach to explain the psychological mechanisms underlying the formation of students' entrepreneurial interest. This approach enables the findings to have not only local applicability but also theoretical and practical implications for other vocational education institutions with similar characteristics. Therefore, although the novelty is rooted in a specific geographical context, the

substantive findings of this study provide significant contributions to strengthening experiential learning-based entrepreneurship education models in vocational education settings.

Research Methods

This study was conducted at SMKN 1 Boyolali in the Office Management and Business Services (MPLB) Department. Data collection took place over two weeks, from June 24 to July 4, 2025. This study employed a quantitative causal-comparative approach and included three variables: two independent variables (X) and one dependent variable (Y). The independent variables were entrepreneurship training (X_1) and entrepreneurial practice (X_2), while the dependent variable was entrepreneurial interest (Y).

The population of this study consisted of 140 students enrolled in the MPLB Department at SMKN 1 Boyolali. The sample was determined to be 104 students using proportionate stratified random sampling. This technique was selected because the population comprised heterogeneous elements divided into proportional strata. In this study, the strata referred to grade levels, specifically Grade X and Grade XI in the MPLB Department. Data were collected using a questionnaire with a five-point Likert scale.

Respondent recruitment was conducted through collaboration with entrepreneurship subject teachers and homeroom teachers to ensure orderly and efficient questionnaire distribution. Prior to questionnaire completion, the researchers provided brief explanations regarding the research objectives, data confidentiality, and questionnaire instructions. Questionnaire completion was conducted on-site during class sessions, with an average completion time of 20–25 minutes per respondent.

Of the 104 distributed questionnaires, all were returned with complete responses suitable for analysis, resulting in a 100% response rate. This outcome indicates that the respondent recruitment strategy was effective and received full support from the school and students.

The research instrument was tested using validity and reliability tests. Validity testing was conducted with 30 respondents at a significance level of 5% (0.05). Data were considered valid if r -calculated $>$ r -table (0.361). The Product Moment Correlation method was employed. Based on the validity test results, 27 valid items were obtained for variable X_1 , 12 valid items for variable X_2 , and 11 valid items for variable Y. Reliability testing was conducted using Cronbach's Alpha, and all variables were deemed reliable as Cronbach's Alpha values exceeded 0.60.

The prerequisite tests in this study included a normality test using the Kolmogorov-Smirnov test, which yielded an Asymp. Sig. (2-tailed) value of .200 $>$.05, indicating normally distributed data. The linearity test showed that the Sig. Deviation from Linearity for X_1 with Y was .087 $>$.05, indicating a linear relationship between entrepreneurship training and entrepreneurial interest. Similarly, the Sig. Deviation from Linearity for X_2 with Y was .868 $>$.05, indicating a linear relationship between entrepreneurial practice and entrepreneurial interest. The multicollinearity test showed a VIF value of 2.675 for both X_1 and X_2 , indicating no multicollinearity between independent variables. The heteroscedasticity test showed significance values of .945 $>$.05 for entrepreneurship training and .852 $>$.05 for entrepreneurial practice, indicating no heteroscedasticity in either variable. Hypothesis testing in this study included t-tests, F-tests, multiple linear regression analysis, coefficient of determination analysis, and effective and relative contribution analyses.

Result and Discussion

Research Result

Table 1 presents the descriptive statistics for the study variables. For the entrepreneurial interest variable, the maximum score was 60, the minimum score was 26, $M = 46.24$, $SD = 6.44$. For the entrepreneurship training variable, the maximum score was 55, the minimum score was 26, $M = 44.82$, $SD = 5.18$. For the entrepreneurial practice variable, the maximum score was 134, the minimum score was 76, $M = 105.82$, $SD = 12.00$.

Table 1
Descriptive Statistics

Variable	N	Min	Max	Mean	Std. Deviation
Entrepreneurship Training	104	26	55	44.82	5.184
Entrepreneurial Practice	104	76	134	105.82	12.002
Entrepreneurial Interest	104	26	60	46.24	6.435

Table 2
Results of t-Test Analysis

	t	Sig.
(Constant)	.846	.400
Entrepreneurship Training	2.796	.006
Entrepreneurial Practice	6.806	.000

As shown in Table 2, the t-test results for entrepreneurship training (X_1) on entrepreneurial interest (Y) indicated that entrepreneurship training obtained $t = 2.80$, $p = .006$. Since t -calculated (2.80) $>$ t -table (1.983) and $p < .05$, H_0 was rejected and H_1 was accepted, indicating a significant partial effect of entrepreneurship training on entrepreneurial interest. Meanwhile, the t-test results for entrepreneurial practice (X_2) indicated $t = 6.81$, $p < .001$. Since t -calculated (6.81) $>$ t -table (1.983) and $p < .05$, H_0 was rejected and H_2 was accepted, indicating a significant partial effect of entrepreneurial practice on entrepreneurial interest.

Table 3
Results of F-Test Analysis (ANOVA)

	Sum of Squares	df	Mean Square	F	Sig.
Regression	2944.915	2	1472.457	112.659	.000 ^b
Residual	1320.076	101	13.070		
Total	4264.990	103			

As presented in Table 3, the F-test results showed $F(2, 101) = 112.66$, $p < .001$. Since F -calculated (112.66) $>$ F -table (3.94) and $p < .05$, it can be concluded that H_0 was rejected, indicating a significant simultaneous effect of entrepreneurship training (X_1) and entrepreneurial practice (X_2) on entrepreneurial interest (Y).

Table 4
Results of Multiple Linear Regression Analysis

	B	Std. Error	Beta
(Constant)	2.797	3.307	
Entrepreneurship Training	.314	.112	.253
Entrepreneurial Practice	.330	.049	.616

Based on Table 4, the regression equation obtained in this study is $\hat{Y} = 2.80 + 0.31X_1 + 0.33X_2$, which can be interpreted as follows: (1) The constant of 2.80 indicates that if both entrepreneurship training (X_1) and entrepreneurial practice (X_2) equal zero, the entrepreneurial interest (Y) value would be 2.80. (2) The regression coefficient for entrepreneurship training (X_1) is 0.31, meaning that if X_1 increases by one unit while X_2 remains constant, entrepreneurial interest would increase by 0.31 units. (3) The regression coefficient for entrepreneurial practice (X_2) is 0.33, meaning that if X_2 increases by one unit while X_1 remains constant, entrepreneurial interest would increase by 0.33 units.

Table 5*Coefficient of Determination*

R	R Square	Adjusted R Square	Std. Error of the Estimate
.831	.690	.684	3.165

Based on Table 5, the coefficient of determination (R^2) analysis yielded an R^2 value of .69. This indicates that the independent variables entrepreneurship training and entrepreneurial practice explain 69% of the variance in entrepreneurial interest, while the remaining 31% is explained by other variables not examined in this study.

Discussion

Based on the statistical test results, entrepreneurship training obtained $t = 2.79$, $p = .006$, which is statistically significant at $\alpha = .05$. Thus, H_0 was rejected and H_1 was accepted, indicating that entrepreneurial interest is positively and significantly influenced by entrepreneurship training. This finding demonstrates that entrepreneurship training is not merely a theoretical learning activity but also plays a strategic role in shaping students' attitudes, self-confidence, and motivation to start businesses. This result aligns with research by Doan and Phan (2020), who affirmed that entrepreneurship training plays an important role in enhancing students' entrepreneurial interest and enthusiasm through increased self-confidence and practical skills. Muhtarom et al. (2017) also added that training functions as a means of individual development and mentoring to enable skill development and entrepreneurial mindsets. Therefore, entrepreneurship training constitutes an important foundation for fostering students' readiness and desire to enter the entrepreneurial world independently.

Beyond providing technical skills, entrepreneurship training also plays a role in shaping creative, adaptive, and innovative entrepreneurial character. Wulandari et al. (2025) explained that entrepreneurship training can enhance creativity, broaden business insights, and foster a resilient entrepreneurial spirit. This finding is reinforced by Digón-Arroba et al. (2025), who stated that entrepreneurship training with interactive and contextual approaches can improve students' self-confidence and managerial competencies. Therefore, entrepreneurship training should be developed systematically and adapted to students' needs to maximize its impact. With improved training quality, more students are expected to develop the interest, courage, and ability to create new business opportunities that contribute to national economic progress.

In the second hypothesis test, entrepreneurial practice obtained $t = 6.80$, $p < .001$, which is statistically significant at $\alpha = .05$. Thus, H_0 was rejected and H_2 was accepted, indicating that entrepreneurial interest is positively and significantly influenced by entrepreneurial practice. This finding demonstrates that direct involvement in entrepreneurial activities can shape stronger attitudes, skills, and self-confidence compared to theoretical learning alone. Through practice, students gain real experience in managing businesses, facing risks, and making business decisions, thereby enhancing their perceptions of the feasibility and attractiveness of the business world. This result aligns with research by Huang et al. (2021), who affirmed that direct entrepreneurial experience plays a significant role in building prospective entrepreneurs' skills and self-confidence. Similar findings were also reported by Astuti (2018) and Mustofa et al. (2023), who found that entrepreneurial practice has a significant effect on students' interest in starting independent businesses. Thus, entrepreneurial practice functions as a real learning process that fosters mental readiness and entrepreneurial motivation.

Furthermore, entrepreneurial practice not only provides technical skills but also plays a role in shaping adaptive entrepreneurial mindsets and character. Kartika et al. (2022) explained that entrepreneurial practice activities can change attitudes, improve abilities, and strengthen individual expertise to prepare them for becoming entrepreneurs. Naturrohmah et al. (2022) added that direct practical experience can foster students' desire and interest in starting their own businesses. Additionally, Salehe et al. (2024) affirmed that sustainably implemented entrepreneurial practice can mediate the relationship between entrepreneurial attitudes and business performance, thus

becoming an important bridge between theory and practical application. Therefore, entrepreneurial practice has a strategic role in shaping independence, courage to take risks, and stronger entrepreneurial interest in students, particularly in vocational education settings.

In the third hypothesis test, the results showed $F = 112.65$, $p < .001$, which is statistically significant at $\alpha = .05$. Therefore, H_3 in this study was accepted, indicating a positive and significant effect of entrepreneurship training and entrepreneurial practice simultaneously on students' entrepreneurial interest. However, the greater contribution came from entrepreneurial practice, which provides direct experience in facing real business situations. Through practical activities, students not only acquire technical skills but also develop self-confidence, creativity, and decision-making abilities in real conditions (Huang et al., 2021). This finding reinforces the view that experiential learning plays an important role in shaping entrepreneurial intention through enhanced self-efficacy and contextual understanding of the business world (Fadila, 2025). Thus, entrepreneurial practice becomes the dominant factor in fostering students' entrepreneurial interest and readiness.

Although entrepreneurial practice plays a greater role, entrepreneurship training remains important as a theoretical foundation that equips students with insights, strategies, and basic concepts of business management (Widarum et al., 2025). The synergy between training and practice becomes key in creating effective entrepreneurship education. Training builds conceptual understanding, while practice serves as a means of application and real reinforcement of entrepreneurial attitudes (Kartika et al., 2022; Naturrohmah et al., 2022). Therefore, the integration of both approaches should be optimized so that schools can create learning ecosystems that encourage creativity, courage to take risks, and student readiness to face business world challenges (Salehe et al., 2024).

Psychologically, the relationship between training and entrepreneurial practice with entrepreneurial interest can be explained more thoroughly through the Theory of Planned Behavior (TPB) framework. In this study, TPB is used not only as a theoretical foundation at the outset but also as an analytical tool to comprehensively understand the mechanisms of students' entrepreneurial interest formation. According to this theory, entrepreneurial intention is influenced by three main components: attitude toward behavior, subjective norms, and perceived behavioral control (Ajzen, 1991).

The research findings indicate that entrepreneurship training contributes to the formation of attitude toward behavior, specifically students' positive attitudes toward the business world through enhanced knowledge, business strategy understanding, and values of independence and responsibility. Meanwhile, entrepreneurial practice plays a role in strengthening perceived behavioral control by providing real experience that fosters self-efficacy and self-confidence that students can run business activities independently. Both factors are then complemented by social support from the school environment, teachers, and peers that forms positive subjective norms toward entrepreneurial activities.

The interaction of these three dimensions explains why students who receive training and entrepreneurial practice experience demonstrate higher entrepreneurial interest. Training creates understanding and positive attitudes, practice enhances behavioral control and self-confidence, while social support strengthens subjective norms toward entrepreneurial choices. Thus, increased entrepreneurial interest is not only influenced by learning activities themselves but is also a result of integrated changes in attitudes, perceived self-control, and social encouragement within the TPB framework.

Therefore, the findings of this study reinforce the relevance of the Theory of Planned Behavior in explaining the psychological processes underlying the formation of vocational education students' entrepreneurial interest. These findings affirm that entrepreneurship development strategies in schools should not only emphasize knowledge or skill aspects but should also consider the formation of positive attitudes, supportive social norms, and enhanced student self-efficacy as psychological factors that determine the emergence of entrepreneurial intention.

Conclusion

Based on the research findings, entrepreneurship training and entrepreneurial practice have positive and significant effects on entrepreneurial interest among SMKN 1 Boyolali students both partially and simultaneously. This indicates that improved quality of entrepreneurship training and increased intensity of entrepreneurial practice contribute to greater formation of entrepreneurial interest. The combination of training and practice proved to be the most effective strategy for fostering entrepreneurial spirit in vocational education settings. Training provides theoretical foundations, managerial insights, and conceptual understanding of the business world, while entrepreneurial practice serves as an applicative medium that enables students to experience real processes in running a business. The synergy between both creates a balance between knowledge and experience, which psychologically strengthens self-efficacy, sense of responsibility, and positive outcome expectations toward entrepreneurial activities.

This study has limitations as it examined only two independent variables—entrepreneurship training and entrepreneurial practice—and thus did not encompass all factors that may influence entrepreneurial interest. Additionally, the scope was limited to one department and one location; therefore, the findings may not represent conditions in other settings. Consequently, future research is recommended to include additional relevant variables, expand population and sample sizes, employ different methodologies, and involve more diverse research locations to provide deeper understanding of students' experiences, perceptions, and motivations in developing entrepreneurial interest.

The theoretical implications of this study demonstrate that entrepreneurship training and entrepreneurial practice have significant effects on enhancing vocational high school students' entrepreneurial interest. This interest is influenced by both internal and external factors, including structured learning and real experience. Training instills knowledge and positive mindsets, while practice reinforces direct experience. As the quality of both improves, the likelihood of entrepreneurial interest development increases, thus establishing the importance of entrepreneurship education in vocational school contexts. The practical implications of this study indicate that training and entrepreneurial practice can enhance entrepreneurial interest. For students, active involvement provides knowledge, skills, experience, and fosters self-confidence and business readiness. For educational institutions, integrating entrepreneurship into curricula and activities is important, supported by facilities, mentoring, and industry collaboration to encourage students' entrepreneurial motivation.

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