

The Role of Language and Digital Communication in Developing Students' Entrepreneurial Interests through Entrepreneurship Education

Zulfahmi¹✉, Tengku Syifa Maulana²

^{1,2}Syiah Kuala University, Aceh, Indonesia.

Correspondence Author: taibzulfahmi@gmail.com ✉

Abstract:

Entrepreneurship education is one of the important instruments in stimulating interest in doing business among students in response to challenges in an increasingly tight job market. This article aims to explore the impact of entrepreneurship education on students' interest in doing business and recognize the function of entrepreneurial learning in building attitudes, knowledge, and skills that support business activities. This article uses a literature review method with a descriptive-analytical approach to various scientific sources that delves into the relationship between entrepreneurship education and students' entrepreneurial interests. This study shows that entrepreneurship education makes a positive contribution to increasing entrepreneurial interest through the delivery of business understanding, the development of creativity and innovation, and the formation of independent character and focus on problem solving. In addition, practical experience in entrepreneurship gained during the learning process can increase students' confidence in running a business and taking business risks. Students' entrepreneurial interest is also influenced by internal factors, such as motivation and self-confidence, as well as external factors, such as family environment, on-campus education, and opportunities in the market. Therefore, entrepreneurship education needs to continue to be developed with an innovative and practice-based curriculum to produce graduates who are ready not only to work, but also to create jobs. This paper emphasizes that entrepreneurship education has a strategic role in creating a creative, independent, and competitive young generation in the face of global economic dynamics.

Keywords: Entrepreneurship Education, Entrepreneurial Interest, Students, Creativity, Economic Independence.

Introduction

Innovation can be influenced by the character of a country and the existing market conditions (Bessant & Tidd, 2011, p. 94). It was further explained that the

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state influences 3 factors, namely competence (education, research), a country's economic mechanism (market demand, market price, and competition), and institutions (methods of funding, supervision, and business regulation). Innovation in this case can support the economy of a country, such as South Korea which is currently the most innovative country (Setiawan, 2017). It is undeniable that innovation can support the government's goal of equitable development in cities and villages, especially in creating jobs and welfare in the context of entrepreneurship (Shal, Amar, Allahyari, & Ramezani, 2016). This discovery shows that innovation plays an important role in spurring the country's economic growth, such as South Korea, which has succeeded in becoming one of the most creative countries in the world. In the aspect of entrepreneurship, innovation not only strengthens the competitive position of businesses, but also contributes to the spread of development in urban and rural areas through the creation of new job opportunities, increased efficiency, and sustainable improvement of people's living standards.

The publication of data from the Central Statistics Agency (BPS) explains that from 2010-2013 Micro, Small and Medium Enterprises (MSMEs) in Indonesia experienced an increase in quantity (<https://www.bps.go.id>, 2016). This data can explain the picture that entrepreneurial interest in Indonesia is still a trend that has received attention for the Indonesian people. To continue to increase the number of entrepreneurs, in 2013 the government created the National Entrepreneurship Movement (GKN) program which until 2016 succeeded in producing 193 thousand entrepreneurs engaged in various business sectors (<http://www.depkop.go.id>, 2016) (Glisina & Fabianus, 2018). This finding explains that data from the Central Statistics Agency (BPS) indicates that the number of Micro, Small, and Medium Enterprises (MSMEs) in Indonesia continues to increase from 2010 to 2013. This increase shows the increasing interest of the public to engage in entrepreneurial activities as an option to earn income and create jobs. Realizing this potential, the government launched the National Entrepreneurship Movement (GKN) in 2013 with the aim of encouraging the emergence of new entrepreneurs. This program has proven to provide positive results, as evidenced by the success of forming around 193 thousand entrepreneurs until 2016 in a number of productive and competitive business sectors.

As an effort to increase the entrepreneurial interest of the community, especially students, universities provide entrepreneurship education courses. Entrepreneurship education not only provides a theoretical foundation for the concept of entrepreneurship but also shapes the attitude, behavior, and mindset

of an entrepreneur. This is an investment of human capital to prepare students to start a new business through the integration of experience, skills, and knowledge that are essential to develop and expand a business (Ni Luh Wahyuni, 2017). The findings above explain that entrepreneurship education at universities has a crucial function in encouraging entrepreneurial interest, especially among students. Through entrepreneurship courses, students not only gain basic knowledge about business concepts and principles, but are also directed to form attitudes, behaviors, and mindsets that reflect entrepreneurial characteristics. This learning process serves as an investment in the development of human resources that support students to improve their creative thinking, innovative, and risk-taking skills. In addition, entrepreneurship education provides students with the experience, skills, and insights needed to start, manage, and grow sustainable businesses in the future.

It is not something new for us to hear information about the importance of a country having many entrepreneurs (entrepreneurs). The existence of entrepreneurs is a large income for the country. Entrepreneurs can contribute to the country's economy in the form of taxes they pay. In addition, a country that has many entrepreneurs, of course, the population of the workforce will be absorbed in the business that is built. Therefore, it can be said that entrepreneurs have a very important role for the success of a country. Mc. Clelland in Ciputra (2008) stated that a minimum of 2% of the number of entrepreneurs is needed from the total population. Developed countries such as the United States in 2007 had 11.5%, and Singapore had 7.2% of entrepreneurs as of 2005. Meanwhile, the number of entrepreneurs in Indonesia was still below 1% that year. Furthermore, it should also be noted that based on the latest data, the number of Indonesia's population is more than 262 million people (Tribun.Jateng.Com, Wednesday, August 2, 2017, 09:41) and based on data from BPS, the number of unemployed in Indonesia rose to 7.04 million people in August 2017 from August 2016 of 7.03 million people. For this reason, the Government has made many programs related to the birth of entrepreneurs, such as carrying out various national entrepreneurship movements. One of the national entrepreneurship movements is the one put forward by the Ministry of Cooperatives and SMEs in fostering and funding people who are interested in entrepreneurship and developing their businesses (Maria & Andreas, 2020).

Entrepreneurship education packaged through traditional learning methods, teaching staff, literature reviews and also written evaluations through tests has been proven to be unable to activate the entrepreneurial spirit. Education

often focuses on the development of knowledge and intellect, while entrepreneurship education focuses on humans as a whole (including their feelings, values and interests), including creative and innovative ways of thinking (Agus, 2017). Entrepreneurship education that still applies conventional learning methods, such as delivering material in theory, using literature reviews, and evaluating through written exams, is considered not optimal in fostering the spirit of entrepreneurship among students. This is due to entrepreneurial education that aims not only to improve knowledge and cognitive abilities, but also to develop the overall personal aspect, including individual emotions, values, interests, and motivations. Therefore, the entrepreneurial learning process needs to be designed to be more dynamic and applicative, so that it can form the character, creativity, and innovative thinking skills that are characteristic of an entrepreneur.

Unemployment is one of the employment problems that is in the spotlight in various countries, as well as in Indonesia. This is due to the imbalance between the number of workers and the available job opportunities. Where there is an increasing number of labor force, but on the other hand there are very few job opportunities. This has an impact on other problems such as poverty, crime and other social inequality. Moreover, the development of Science and Technology (IPTEK) increasingly demands an increase in abilities and skills. However, the problem of unemployment still cannot be overcome because there are many human resources who cannot compete and compete for job opportunities. In addition, the imbalance of the labor force and existing employment results in a large labor force that is still unemployed (Ahmad & Margunani, 2016). With this finding, it can be said that unemployment is increasing day by day because in various ways, both the labor needed is not in accordance with the existing human resources, therefore entrepreneurship education is important and its influence is very large on progress with many new businesses, the unemployment rate will decrease with the existence of new jobs.

Entrepreneurship education is the teaching and learning activities about entrepreneurship which includes the development of knowledge, skills, attitudes and personal character in accordance with the age and development of students (Isrososiawan, 2013). Entrepreneurship education is a process of knowledge about the activities of opening a business by instilling an entrepreneurial spirit so that they can become talented entrepreneurs (Alma, 2013). According to Wibowo & Pramudana (2016), entrepreneurship education is a way or effort to foster the entrepreneurial spirit and mentality for a person through educational institutions and other institutions, such as training institutions, training, and so on.

Meanwhile, according to Prihantoro (2015), entrepreneurship education aims to form human beings as a whole as human beings who have a character, understanding, and skills. Entrepreneurship education in general is an educational process that applies principles and methodologies towards the formation of life skills in its students through an integrated curriculum developed in the educational environment (Aprilda, 2019).

Research methods

This article applies a qualitative approach through a literature study method to explore the impact of entrepreneurship education on interest in business among students. The literature study method was chosen by the researcher because it can provide a comprehensive understanding through the analysis of various scientific articles related to the topic being studied. This research was carried out by reviewing, comparing, and explaining various findings from previous research that reviewed the relationship between entrepreneurship education and interest in entrepreneurship among students.

The data used in this study is secondary data taken from various sources such as academic articles, books, and research results, theses, theses, and other publications related to entrepreneurship education and entrepreneurial interests. These sources were collected through searches in several academic databases, including Google Scholar, Garuda, and journal portals both national and international. Search terms applied during the search process include "entrepreneurship education", "student entrepreneurial interest", "entrepreneurship education", "entrepreneurial intention", and "student entrepreneurship".

The selection of references is carried out based on several criteria, namely: (1) discussing topics about entrepreneurship education and entrepreneurial interests for students; (2) in the form of research articles, conceptual articles, or literature reviews that are relevant to the research focus; (3) publications released between 2016-2026; (4) come from a reliable and indexed source; and (5) can be accessed in its entirety to support analysis. Literature that is not directly related to the core of the research or that does not meet these criteria will be excluded from the review process.

Information collection is carried out through a documentation method by recording and tidying up various sources that have been selected. After that, the data was analyzed using a qualitative descriptive analysis approach and content

analysis. The steps in the analysis include data collection, data reduction, grouping of information based on a specific theme, interpretation of data, and drawing conclusions. The focus in the analysis is to identify the role of entrepreneurship education in shaping students' attitudes, knowledge, motivation, and interest in entrepreneurship. To ensure the accuracy of the research results, cross-verification of the various sources used as well as comparisons with previous research results to obtain consistent and academically accountable findings. The results of this analysis are then presented systematically to provide insight into the impact of entrepreneurship education on students' entrepreneurial interests.

Results and discussion

The concept and role of entrepreneurship education

Entrepreneurship education is a learning process that aims to shape individuals to have the knowledge, skills, attitudes, and character needed in creating and developing a business. Entrepreneurship education is not only oriented towards the ability to generate profits through business activities, but also focuses on developing the ability to think creatively, innovatively, independently, and dare to take measurable risks. In the context of higher education, entrepreneurship is seen as one of the important competencies that students must have to face the challenges of the increasingly competitive and dynamic world of work. Therefore, entrepreneurship education is a means to prepare students to be not only oriented as job seekers, but also as job creators. Conceptually, entrepreneurship education includes various aspects of learning related to the introduction of business opportunities, the preparation of business planning, resource management, marketing, financial management, and the development of business strategies. The learning process can be carried out through lecture activities, seminars, training, case studies, business simulations, and direct practice in running a business. Through these various learning methods, students are expected to be able to understand how to identify market needs, create valuable products or services, and manage businesses effectively and sustainably.

The role of entrepreneurship education is very important in building an entrepreneurial mindset in students. This mindset is characterized by the ability to see opportunities in the midst of various challenges, the ability to adapt to change, and the willingness to continue learning and innovating. In addition,

entrepreneurship education plays a role in increasing students' confidence to start a business, strengthening decision-making skills, and developing leadership and communication skills needed in the business world. Entrepreneurship education also serves as a means to instill values such as hard work, responsibility, discipline, and perseverance that are important foundations for an entrepreneur's success. In a broader perspective, entrepreneurship education has a contribution to economic and social development. With the increasing number of graduates who have entrepreneurial skills, the opportunity for the creation of new businesses will be even greater. This can open new jobs, reduce the unemployment rate, increase community productivity, and encourage regional and national economic growth. Therefore, entrepreneurship education is one of the strategic instruments in creating human resources that are productive, creative, and able to compete in the era of globalization.

In addition to providing the technical skills to run a business, entrepreneurship education is also important in shaping the ability to adapt to the rapidly changing business environment. The advancement of digital technology, market globalization, and shifting consumer behavior require prospective entrepreneurs to have the ability to think strategically and flexibly when making decisions. Through entrepreneurship education, students are taught to recognize business opportunities arising from various social and economic issues in the community. The problem-solving approach to learning also encourages students to create innovative solutions that have economic value. In addition, entrepreneurship education can develop a culture of innovation and collaboration in higher education through various initiatives such as business incubators, student creativity programs, and entrepreneurial competitions. In other words, entrepreneurship education not only produces graduates who are ready to enter the world of work, but also individuals who are able to create jobs and have a positive impact on the economic development of the community.

Students' Entrepreneurial Interests

Students' entrepreneurial interest is a psychological tendency that shows the existence of an interest, desire, and willingness of students to be involved in entrepreneurial activities. This interest reflects the drive in a person to choose business activities as one of the career options in the future. In the context of higher education, interest in entrepreneurship is an important indicator that shows the extent to which students have an interest in the business world and readiness to develop their entrepreneurial potential. Entrepreneurial interest does not arise suddenly, but rather is formed through a process that is influenced by various

internal and external factors. Internal factors include personal motivation, the need to achieve financial independence, confidence, creativity, courage to face risks, and the desire to achieve. Students who have a high level of confidence tend to be more optimistic in seeing business opportunities and are better prepared to face various challenges that may arise in running a business. In addition, creativity and the ability to innovate are also important factors that can increase a person's interest in entrepreneurship because it allows them to create products or services that are different from the existing ones.

On the other hand, external factors also have a great influence on students' entrepreneurial interests. These factors include family environment, educational environment, peers, economic conditions, and support from the community. Students who come from families with business backgrounds often have a higher interest in entrepreneurship because they gain experience, knowledge, and motivation directly from the family environment. In addition, a campus environment that actively organizes entrepreneurial activities, such as business seminars, business plan competitions, business incubators, and student business funding programs, can also encourage the growth of interest in entrepreneurship. Students' interest in entrepreneurship can be seen through several indicators, such as the desire to open their own business, interest in learning the business world, willingness to participate in entrepreneurial activities, and planning to run a business in the future. Students who have a high interest in entrepreneurship are usually more active in seeking information about business opportunities, participating in entrepreneurship training, building networks with business actors, and trying various business activities even though they are still on a small scale. This interest is a very important first step because it can influence a person's decision to really enter the business world after completing their education. Thus, interest in entrepreneurship is a very decisive factor in the formation of young prospective entrepreneurs. The higher the interest that students have, the more likely they are to take real steps in creating and developing businesses in the future.

The entrepreneurial interest possessed by students is basically the first step before they make the decision to run a real business. The greater a person's interest, the higher the likelihood that the individual will perform various actions that encourage entrepreneurial activities. Students who have an interest in entrepreneurship generally show high enthusiasm in participating in business training, seminars on entrepreneurship, and activities related to business development. They also tend to actively seek information about market

opportunities, marketing strategies, and product innovations that can be applied in the business world. This entrepreneurial interest can also develop through first-hand experience of running a small business during the study period. The experience provides first-hand insight into the challenges and opportunities in the business world. Therefore, interest in entrepreneurship needs to continue to be encouraged through a conducive educational environment, so that students have a strong belief to choose entrepreneurship as a promising career choice in the future.

The Influence of Entrepreneurship Education on Students' Entrepreneurial Interests

Entrepreneurship education and entrepreneurial interests are closely related and interrelated. Entrepreneurship education plays a role as a means that can shape, improve, and strengthen students' interest in entrepreneurship. Through entrepreneurship education, students gain a variety of knowledge and experience that can change their perspective on the business world. Before participating in entrepreneurship education, some students may view business activities as difficult, full of risk, and require large capital. However, after getting adequate learning, this perception can change to a more positive one because students understand that business success can be achieved through good planning, innovation, and management. The influence of entrepreneurship education on entrepreneurial interest can be explained through increasing students' knowledge and understanding of basic concepts of entrepreneurship. This knowledge helps students recognize various business opportunities that can be developed according to market needs and technological developments. The higher the level of students' understanding of the business world, the greater their confidence to try to run a business independently. In other words, entrepreneurship education can reduce the uncertainty and fear that is often an obstacle in starting a business.

In addition to increasing knowledge, entrepreneurship education also affects the formation of entrepreneurial attitudes and characters. Through various learning activities, students are trained to think creatively, innovatively, independently, and be able to solve problems effectively. These characters are important capital that can increase students' readiness to become entrepreneurs. Entrepreneurship education also encourages students to be more confident in making decisions, facing challenges, and managing the risks inherent in every business activity. The influence of entrepreneurial education is stronger when the learning process does not only focus on theory, but also involves practical

experience. Activities such as business practices, industry visits, internships at companies, business plan preparation, and entrepreneurship competitions provide real experiences that can increase students' interest in the business world. The experience allows students to understand firsthand how the process of running a business, from identifying opportunities to marketing products. This practical experience is often a factor that strengthens students' interest in building their own business. Various studies show that entrepreneurship education has a positive and significant influence on students' entrepreneurial interests. The better the quality of entrepreneurship education that students receive, the higher their level of interest in becoming entrepreneurs. Therefore, universities need to continue to develop curricula, learning methods, and entrepreneurship support programs that are able to create a learning environment that is conducive to the growth of students' entrepreneurial interests. With this increasing interest, it is hoped that more young entrepreneurs will be born who are able to create innovations, create jobs, and contribute to economic development and community welfare.

Entrepreneurship education has a significant impact on increasing interest in entrepreneurship because it can shape students' way of thinking and readiness to face business. Learning methods that involve hands-on practice give students the opportunity to gain a more real experience than just learning theory in class. Through activities such as business simulations, business plan preparation, and product development, students can understand the entire entrepreneurial process. This experience helps to increase confidence and reduce the fear of the risk of failure which is often a barrier to starting a business. In addition, entrepreneurship education also contributes to increasing students' motivation to excel and independence. The higher the quality of entrepreneurship education received, the greater the opportunity for interest in creating your own business. Therefore, educational institutions should continue to develop innovative and experience-based learning methods so that they can produce graduates who have a strong and sustainable entrepreneurial spirit.

Research Differences

This article is different from research (Ratna & Riza, 2021), (Vanessa & Ida, 2024), (Davin & Rodhiah, 2024), previous research generally examined the impact of entrepreneurship education on students' interest in entrepreneurship through quantitative methods, so that the results obtained emphasized more on the statistical relationship between existing variables. On the other hand, this study

applies a literature review method with a qualitative approach that aims to explore and integrate various findings from previous research in more depth. In addition to examining the impact of entrepreneurship education on entrepreneurial interest, this study also discusses the meaning of entrepreneurship education, internal and external elements that affect students' entrepreneurial interests, and the role of entrepreneurship in reducing unemployment rates and triggering economic growth. With a wider scope, this study not only explains the interaction between variables, but also provides a comprehensive picture of the significance of entrepreneurship education in producing a generation of creative, independent, and competitive young entrepreneurs.

Research Equations

This article has similarities with the research of Nengseh and Kurniawan (2021), Griselda and Puspitowati (2024), and Halim and Rodhiah (2024) because they both discuss student entrepreneurship and factors that can increase entrepreneurial interest. All of these studies show that entrepreneurship education has a positive contribution in encouraging students to choose entrepreneurship as an alternative career. In addition, these studies also emphasized the importance of developing creativity, motivation, business knowledge, and confidence in building entrepreneurial interests. This article is also in line with previous findings that the higher education environment has an important role in creating a climate that supports the birth of young aspiring entrepreneurs. Thus, both this article and previous research emphasize that entrepreneurship education is one of the strategic instruments in improving the quality of human resources and encouraging the growth of the number of entrepreneurs in Indonesia (Nengseh & Kurniawan, 2021; Griselda & Puspitowati, 2024; Halim & Rodhiah, 2024).

Research Novelty

The novelty of this article lies in the approach of literature review which combines various recent research results on entrepreneurship education and student entrepreneurial interests in one comprehensive discussion. This article not only highlights the direct relationship between entrepreneurship education and entrepreneurial interests, but also explains how entrepreneurship education contributes to the formation of entrepreneurial character, creativity, innovation, problem-solving skills, and risk-taking. In addition, this article integrates internal and external factors that influence students' entrepreneurial interest to produce a more comprehensive picture compared to research that only focuses on one or two

specific variables. By combining various findings of the latest research, this article provides a broader understanding of the importance of entrepreneurship education as a strategy in creating a young generation that is independent, productive, and able to create jobs in the midst of growing economic challenges.

Conclusion

Entrepreneurship education is a way of learning that aims to provide students with the knowledge, skills, attitudes, and character needed to establish and advance a business. This approach does not only focus on achieving profits from commercial activities, but also fosters a way of thinking that is creative, new, independent, and focused on solving problems. In the university environment, entrepreneurship education is considered an important step to prepare students to face the increasingly complex and rapidly changing job market competition. Through a variety of learning methods, such as lectures, discussions, training, case study analysis, business simulations, and hands-on practice, students can understand how to recognize business opportunities, create business plans, manage resources, conduct marketing, and manage finances. With this provision, students are expected to be ready not only to work for others, but also to be able to create their own job opportunities and become productive, creative, and able to adapt to changing economic and societal conditions.

Students' interest in entrepreneurship is a tendency in themselves that shows interest, desire, and readiness to run a business as a career path in the future. This interest does not appear suddenly, but develops because it is influenced by various elements from within and outside the self. Internal elements include self-motivation, the desire to be financially independent, self-confidence, creativity, the ability to create new things, and the courage to take risks. Meanwhile, external elements include the influence of family, school environment, peers, economic situation, and support from the surrounding environment. Students who have a high interest in entrepreneurship are usually very interested in the business world, are active in entrepreneurial activities, are diligent in looking for information on business opportunities, and have plans to build their own business in the future. This interest is a crucial basis in forming prospective entrepreneurs because it can influence students' perspectives, choices, and steps in developing their entrepreneurial talents and taking advantage of existing business opportunities.

Entrepreneurship education has a great influence in encouraging

students' desire to do business because it can instill the understanding, experience, and encouragement needed to start a business. Through entrepreneurship education, students gain an understanding of business concepts, market opportunities, marketing tactics, and how to manage a business so that they can reduce fear and uncertainty in doing business. In addition, the learning process also plays a role in shaping entrepreneurial traits such as creativity, innovation, independence, responsibility, and decision-making and risk management skills. The influence of entrepreneurship education will be stronger if it is supported by real experience, such as internships, business practices, business plan competitions, and business incubator activities. These experiences provide a true picture of the business world and increase students' self-confidence to start a business. Therefore, the development of entrepreneurship education in higher education is very crucial to produce young entrepreneurs who can open job vacancies, create innovation, and contribute to economic progress and community welfare.

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