

## Meta Analysis of the Influence of Entrepreneurship Education on Students' Entrepreneurial Interest

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### ABSTRACT

This study is a meta-analysis aimed at examining the influence of entrepreneurship education on university students' entrepreneurial intentions. Data were derived from 15 articles published in academic journals between 2019 and 2024, using a descriptive qualitative approach. The findings reveal that entrepreneurship education significantly enhances entrepreneurial intentions by developing entrepreneurial skills, mindsets, and attitudes. Internal factors, such as personal motivation and self-confidence, as well as external factors, such as family support and campus environment, also influence entrepreneurial intentions. Additionally, practice-based learning methods are proven to be more effective than theoretical approaches in fostering entrepreneurial intentions among students. While most studies indicate positive effects, the effectiveness of entrepreneurship education can be influenced by the approaches applied and external support. This study recommends a holistic approach to maximize the impact of entrepreneurship education on students' entrepreneurial intentions.

**Keywords:** *Education; Entrepreneurship; Entrepreneurial Intentions.*

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## INTRODUCTION

Education is a means of acquiring knowledge and skills, both through formal and non-formal pathways. The educational process focuses on learning aimed at improving the quality of the workforce. With a skilled workforce, job opportunities become more accessible, thereby enhancing societal welfare. Conversely, low-quality human resources can make it difficult for individuals to secure employment, potentially leading to unemployment (Susilawaty, 2022).

Unemployment is a common issue faced by many countries, including Indonesia. Ironically, those with higher levels of education contribute the largest share of unemployment in the country (Fahrurrozi et al., 2020). This is due to the imbalance between the number of workers available and the limited number of jobs. The most effective way to reduce unemployment and increase labor force participation in Indonesia is by fostering an entrepreneurial spirit among the younger generation, particularly among university graduates (Uma & Anasrulloh, 2023).

Entrepreneurship is a process or effort that encourages individuals to prioritize independence and enhance creativity, thereby reducing dependence on others (Oktiena

& Dewi, 2021). Students, as the future hope of the nation, need to master the basics of entrepreneurship to cultivate the spirit and motivation to contribute to economic development (Wardhani & Nastiti, 2023). Creating young entrepreneurs requires collaboration from various parties, including the active role of universities in supporting the development of entrepreneurial skills among students (Fitria et al., 2023). By equipping young generations with entrepreneurial skills from their time in education, Indonesia gains a valuable asset for driving economic progress both now and in the future (Uma & Anasrulloh, 2023).

To enhance students' capabilities, one of the steps that can be taken is providing entrepreneurial skills training. The government plays a crucial role in boosting entrepreneurial activities, nurturing entrepreneurial mindsets, and promoting entrepreneurial initiatives (Bharata, 2019). Entrepreneurship education in higher education institutions serves as an effective alternative to reducing unemployment rates (Universitas Kristen Maranatha dkk., 2020). Entrepreneurs play a significant role in creating job opportunities and absorbing human resources, thus reducing unemployment levels and contributing to economic advancement (Wijaya, 2021). Furthermore, the most critical aspect of entrepreneurship education is fostering students' interest in entrepreneurship (Fahrurrozi dkk., 2020). To develop this interest, individuals need to strengthen their self-confidence in their ability to run a business successfully (Putri, 2021).

There are various reasons why students are reluctant to choose entrepreneurship as a career path. Among these are the perception that entrepreneurship is a challenging profession with higher risks compared to other jobs. Additionally, some students believe that starting a business requires significant capital and view entrepreneurship as less promising compared to the careers they aspire to. However, to become an entrepreneur, the crucial first step is cultivating an interest in entrepreneurship (Oktiena & Dewi, 2021). Entrepreneurial interest can be defined as the drive or attraction that creates awareness to engage in business activities to fulfill needs or desires (Wahyuningsih, 2020).

Regarding entrepreneurial interest, it is essential to understand how to encourage the emergence of potential young entrepreneurs, especially while they are still in school. This requires an integrated approach to developing skills, mindsets, and entrepreneurial interests from an early stage (Program Studi Magister Manajemen, Universitas Muhammadiyah Sumatera Utara Medan, Indonesia & Yanti, 2019). One of the factors driving an increase in students' entrepreneurial interest is entrepreneurial motivation (Syafiya Fathiyannida & Teguh Erawati, 2021). Strong motivation is a key to success for many individuals, as this internal drive propels them to achieve goals and overcome challenges (Erren Setyaki & Sugiyanto Sugiyanto, 2023).

## **METHOD**

The research employed a meta-analysis approach to summarize findings from various studies on the relationship between entrepreneurship education and entrepreneurial interest among students. Data collection was conducted through a

search for articles on Google Scholar. A total of 15 relevant articles published in journals between 2019 and 2024 were analyzed. Data analysis was performed using a qualitative descriptive approach.

## **FINDINGS AND DISCUSSION**

The study conducted by Wardhani, P. S. N., & Nastiti, D (2023) reveals that Entrepreneurship education plays a significant role in increasing students' entrepreneurial interest. Internal factors such as personal motivation, a desire for success, and self-confidence, as well as external factors like family support, campus environment, and training programs, contribute to this interest. Entrepreneurship education positively impacts students, preparing them to become independent and creative young entrepreneurs.

The study conducted by Putri, E. (2021) reveals that entrepreneurship education significantly influences students' interest in entrepreneurship. Students who receive such education are more inclined to start their own businesses. Entrepreneurship education not only imparts basic entrepreneurial concepts but also shapes students' attitudes, mindsets, and skills for business creation. Interest in entrepreneurship becomes a vital element in transforming the mindset from being job seekers to becoming job creators.

The study by Uma, S. R., & Anasrulloh, M. (2023) demonstrates that entrepreneurship education has a positive and significant impact on students' entrepreneurial interest, with a significance level of 0.003. Additionally, self-efficacy also positively influences entrepreneurial interest, with a significance level of 0.000. Together, entrepreneurship education and self-efficacy contribute 44.3% to the variance in entrepreneurial interest, highlighting the importance of education and confidence in preparing students to become competent entrepreneurs.

The study by Wahyuningsih, R. (2020) finds that both entrepreneurship education and the family environment significantly influence students' entrepreneurial interest. However, individually, only family support has a significant impact, while entrepreneurship education serves as a supporting factor. Additionally, personality, motivation, and intelligence also play a role in enhancing entrepreneurial interest.

The study by Susilawaty, E. A. (2022) indicates that entrepreneurship education has a significant impact on students' entrepreneurial interest, based on tests conducted with 63 students. Although social media alone does not have a significant effect, the combination of social media and entrepreneurship education shows a significant influence, contributing 51.5% to entrepreneurial interest.

The study by Oktiena, S. W., & Dewi, R. M. (2021) reveals that entrepreneurship education and entrepreneurial motivation positively influence students' interest in entrepreneurship. The coefficient of determination indicates that these two factors contribute 37.2% to the variance in entrepreneurial interest, emphasizing the importance of education and motivation in fostering entrepreneurship among students.

The study by Wijaya, I. G. B. (2021) demonstrates that both entrepreneurship education and motivation have a significant partial effect on entrepreneurial interest,

with t-values higher than the critical t-value. Furthermore, the F-test indicates that both variables significantly contribute to students' entrepreneurial interest.

The study by Bharata, W. (2019) indicates that both entrepreneurship education and motivation have a positive impact on entrepreneurial interest. The research model shows that 78.8% of the variation in entrepreneurial interest can be explained by entrepreneurship education and motivation, creating a strong relationship model.

The study by Fitria, S. N., Nasruddin, N., & Anggraeni, E. (2023) reveals that entrepreneurship education has a significant impact on entrepreneurial interest, with a coefficient of determination of 33.4%. This education helps students develop relevant entrepreneurial skills, which are beneficial both for entrepreneurship and in the broader job market.

The study by Afiyati, R. R., Sudarno, S., & Noviani, L. (2023) indicates that entrepreneurship education has a positive impact on students' entrepreneurial mindset and entrepreneurial interest. The entrepreneurial mindset serves as a mediator, strengthening the relationship between education and entrepreneurial interest.

The study by Syafiya Fathiyannida & Teguh Erawati (2021) suggests that entrepreneurship education is expected to increase entrepreneurial interest, but its effect was found to be negative on students' interest. In contrast, internal motivation, family support, and income expectations play a positive role in encouraging entrepreneurial interest.

The study by Program Studi Magister Manajemen, Universitas Muhammadiyah Sumatera Utara Medan, Indonesia, & Yanti, A. (2019) states that, when considered individually, entrepreneurship education does not have a significant effect on entrepreneurial interest, indicating the need for a more effective approach. However, when combined with factors such as self-confidence and entrepreneurial character, this education shows a positive effect on entrepreneurial interest.

The study by Erren Setyaki & Sugiyanto Sugiyanto (2023) indicates that as students receive higher levels of entrepreneurship education, their entrepreneurial interest tends to decrease, which is contrary to common expectations. However, family support and motivation show a significant positive influence on entrepreneurial interest.

The study by Fahrurrozi, M., Jailani, H., & Putra, Y. R. (2020) states that entrepreneurship education has a positive and significant impact on both entrepreneurial interest and motivation, with a contribution of 26.6% to interest and 43.4% to motivation. This highlights the importance of this education in fostering entrepreneurial interest and motivation among students.

The study by Asni Harianti et al. (2020) states that entrepreneurship learning methods that emphasize practical experiences, such as business projects, seminars, and customer surveys, have been proven effective in increasing students' motivation, competence, and entrepreneurial interest. As a result, students become more independent and take pride in their achievements.

## CONCLUSION

Based on the summary of 15 studies, it can be concluded that entrepreneurship education has a significant impact on increasing students' interest in entrepreneurship. This education not only provides theoretical understanding of entrepreneurial concepts but also helps in shaping relevant entrepreneurial mindsets, skills, and attitudes. Overall, students' entrepreneurial interest is influenced by internal factors, such as personal motivation, self-confidence, and an independent and innovative mindset, as well as external factors like family support, campus environment, and practical training.

Research shows that entrepreneurship learning methods based on practical experience, such as business projects, seminars, and other hands-on activities, are more effective in enhancing students' interest, competence, and readiness to become entrepreneurs compared to theoretical methods alone. Entrepreneurship education also plays a role in building entrepreneurial character through an approach that combines education, self-confidence, and environmental support, although some studies indicate that family support and income expectations also influence entrepreneurial interest.

While most studies show a positive effect of entrepreneurship education, there are also findings that suggest that without the right methods or external support, entrepreneurship education may be less effective. This highlights the importance of a holistic approach that includes the development of practical skills, self-confidence, and environmental support to sustain students' entrepreneurial interest over time.

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