



The role of entrepreneurship education and family environment on entrepreneurial interest students through student entrepreneurship motivation at private universities in Serang city

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ABSTRACT

This study aims to analyze the influence of entrepreneurship education and family environment on students' interest in entrepreneurship, with entrepreneurial motivation as a mediating variable. The study was conducted on 150 students from several private universities in Serang City who had taken entrepreneurship courses. The method used was a quantitative approach with Structural Equation Modeling (SEM) analysis using SmartPLS software. The results showed that entrepreneurship education and family environment positively and significantly influence entrepreneurial motivation. Additionally, entrepreneurial motivation significantly influences students' interest in entrepreneurship. Motivation was also found to significantly mediate the relationship between entrepreneurship education and family environment on entrepreneurial interest. The theoretical contribution of this study is to strengthen motivation theory and planned behavior theory in the context of entrepreneurship among students. The practical contribution is that this study provides recommendations to higher education institutions to strengthen practice-based entrepreneurship curricula and encourage family involvement in shaping students' entrepreneurial mindset and spirit.

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1. INTRODUCTION

Entrepreneurship is one of the strategic solutions to address employment challenges and enhance national competitiveness. In the context of higher education, fostering students' interest in entrepreneurship is a key priority that continues to be developed through entrepreneurship courses and various business incubation programs. Several international studies, such as the research conducted by Fayolle and Gailly (2015), indicate that entrepreneurship education has a significant impact on students' attitudes and intentions toward entrepreneurship. Meanwhile, national studies such as those conducted by Suharti and Sirine (2011) indicate that family environment factors, including parenting styles and social support, also play a role in shaping students' entrepreneurial character. However, most previous studies have tended to focus on the direct influence of entrepreneurship education and family environment on entrepreneurial interest, without delving deeply into the role of entrepreneurial motivation as a mediating variable. Additionally, there are

limitations in research addressing the context of private universities in small cities like Serang, which have distinct social, economic, and cultural dynamics compared to larger cities. Therefore, there is a need for research that not only tests direct influences but also indirect mechanisms through entrepreneurial motivation, while considering more specific local contexts.

Based on this background, this study explicitly asks the following questions: Does entrepreneurship education and family environment influence students' entrepreneurial motivation? Does entrepreneurial motivation influence students' interest in entrepreneurship? Does entrepreneurial motivation mediate the relationship between entrepreneurship education and family environment on students' interest in entrepreneurship? By answering these questions, this study aims to: Analyze the influence of entrepreneurship education on students' entrepreneurial motivation and interest. Analyze the influence of family environment on students' entrepreneurial motivation and interest. Test the mediating role of entrepreneurial motivation in the relationship between education and family environment on interest in entrepreneurship. The scientific contribution of this study is to expand understanding of the theoretical model linking external and internal factors in the formation of entrepreneurial interest, particularly in private universities in areas with developing entrepreneurship levels such as Serang City.

In the midst of changing global and national economic dynamics, entrepreneurship is one of the important elements in supporting sustainable economic development. Indonesia as a country with a significant demographic bonus faces serious challenges in creating new jobs for college graduates (Arjuna et al., 2023; Nusantara et al., 2024). Based on data from the Central Statistics Agency (BPS) in 2023, the open unemployment rate among higher education graduates is still quite high, indicating a gap between educational output and the reality of the needs of the world of work (Muzakir, 2023). This phenomenon emphasizes the urgency of shifting the higher education paradigm from job seeker orientation to job creator, one of which is through strengthening entrepreneurship education. Entrepreneurship education is now an integral part of the university curriculum, including at various private universities in Serang City. This education not only aims to instill knowledge about business and management, but also forms attitudes, values, and skills that encourage students to have an entrepreneurial spirit (Putri et al., 2021). However, the reality in the field shows that not all students who take part in entrepreneurship education programs show a strong interest in entering the business world. This indicates that formal education alone is not enough to form a strong entrepreneurial character, so it is necessary to explore other factors that influence students' entrepreneurial interest. (Thohir & Hermawan, 2024). One important factor that plays a role in shaping student entrepreneurial orientation is the family environment. Family as the first social environment has a great influence in the process of character building, values, and individual motivation (Astuti et al., 2023). Family support, especially in the form of parental example, giving freedom of expression, and providing emotional and material resources, can provide a positive stimulus for student entrepreneurial interest (Azan & Ritonga, 2021). Students who come from entrepreneurial families, for example, tend to have higher exposure to business practices, which can then influence their perception of entrepreneurship as a realistic and promising career choice (Aripin, 2021).

However, the role of entrepreneurship education and family environment does not work linearly on entrepreneurial interest. There is an internal psychological mechanism that also plays an important role, namely entrepreneurial motivation. This motivation can be interpreted as an internal drive that encourages a person to take risks, create value, and act proactively in starting a business (Rachman et al., 2023). Entrepreneurial motivation is often a bridge between knowledge (cognitive) and real action (conative), so its existence determines whether students only understand the concept of entrepreneurship or are really encouraged to start their own business (Triastuti & Wijaya, 2023).

Entrepreneurial motivation is influenced by various factors, including perceived success, self-confidence, personal goals, and values instilled by the surrounding environment (Tarigan et al., 2024). In this context, entrepreneurship education designed with a practical and experiential learning approach can increase students' confidence in entrepreneurship (Toisuta & Sapulete, 2024). On the other hand, a supportive family environment can also strengthen such motivation by providing a sense of security and trust in making important decisions, including starting a business.

In general, Indonesian high school graduates are more prepared to get a job than to start their own business and generate jobs. It is imperative that high school students are mentored and encouraged so that they are prepared rather than constantly focusing on finding a job after graduation.

Entrepreneurship education is a systematic process that aims to develop the knowledge, skills, values, and attitudes of individuals to be able to create and manage businesses independently and innovatively (Toisuta & Sapulete, 2024). According to Zimmerer (2008), entrepreneurship education is education that focuses on forming the ability to identify opportunities, manage risks, and create value through economic activity (Nuraeni, 2022). This education not only emphasizes theoretical aspects, but also experiential learning, such as case studies, business simulations, and field practices (Satar et al., 2025).

In the context of private university students in Serang City, entrepreneurship education plays an important role as a formal intervention to foster an entrepreneurial spirit. Through a structured curriculum, students are given an understanding of business management, innovation, leadership, and resilience in the face of failure. A study from Habibie & Budiani (2021) shows that the intensity and quality of entrepreneurship education is directly proportional to the increase in students' entrepreneurial intentions and behavior (Habibie & Budiani, 2021). However, the impact of this education is not automatic, but is influenced by students' internal psychological conditions, including their motivation for entrepreneurship. In other words, in this study, entrepreneurship education is positioned as an independent variable that contributes to student entrepreneurial interest, either directly or through strengthening entrepreneurial motivation as a mediating variable. This means that the quality of entrepreneurship education received by students can encourage their interest in entering the business world if accompanied by a strong motivational drive.

The family environment is the first social system that shapes individual values, attitudes and habits. According to Mudita (2025), the family acts as the primary socialization agent that influences the development of a child's personality through consistent interaction, emotional communication, and role modeling (Mudita, 2025). In the context of entrepreneurship, the family environment has two main influences: (1) providing role models through entrepreneurial parents, and (2) providing moral and material support for children's entrepreneurial aspirations (Rahmawati & Kusrina, 2025). Research by Komari & Aslan (2025) shows that children who grow up in entrepreneurial families have a higher tendency to develop an entrepreneurial orientation (Komari & Aslan, 2025). This is due to direct exposure to business activities as well as internalization of values such as hard work, independence, and risk-taking. In addition, family support such as verbal motivation, tolerance for failure, and readiness to provide start-up capital are also important factors in building entrepreneurial interest.

In this study, family environment is assumed to be an independent variable that directly and indirectly (through entrepreneurial motivation) affects students' interest in entrepreneurship. That is, students who are in a supportive family environment tend to have stronger internal motivation to start their own business, regardless of external pressures such as economic uncertainty. Entrepreneurial motivation refers to the internal or external drive that encourages a person to start and run business activities. McClelland (1961) suggested that individuals with high achievement motivation tend to be more interested in becoming entrepreneurs because these activities provide room for personal achievement (Prananda et al., 2024). This motivation can take the form of the need to be financially independent, the desire to achieve work freedom, and the desire to contribute to society through job creation.

Entrepreneurial interest is a person's interest or tendency to choose and undergo a profession as an entrepreneur. According to Zandra (2024) in the Theory of Planned Behavior (TPB), intention or interest is the main predictor of behavior. Entrepreneurial intention is formed through three main components: attitude towards behavior, subjective norms, and perceptions of behavioral control (Zandra et al., 2024). Students who have a high interest in entrepreneurship usually show characteristics such as a strong desire to be independent, like challenges, and are not afraid to take risks. Research by Mardikaningsih & Putra (2021) shows that interest is an early indicator of a person's real involvement in entrepreneurial activities (Mardikaningsih & Putra, 2021).

Therefore, increasing students' entrepreneurial interest is a strategic goal in producing a generation of young entrepreneurs.

2. RESEARCH METHOD

This study uses a quantitative approach with a survey method through the distribution of questionnaires to private university students in Serang City who have taken entrepreneurship courses. The population in this study is all active final semester students from three private universities in Serang City. The sampling technique used is non-probability sampling with a purposive sampling method. The selection of this technique was based on the consideration that not all students have relevant experience or knowledge in entrepreneurship, so the sample was selected purposively based on specific criteria, namely: students in their fifth semester or above, have taken entrepreneurship courses, are available, and willing to be respondents. This technique was deemed appropriate because the study aimed to explore the relationship between variables in a group with specific characteristics relevant to the topic of entrepreneurship, rather than to make statistical generalizations about the entire student population.

This study uses Partial Least Square (PLS)-based Structural Equation Modeling (SEM) as a data analysis technique. Therefore, the sample size determination is based on the guidelines proposed by Hair et al. (2019), which suggest that the minimum sample size in SEM-PLS is 10 times the number of indicators in the variable with the most indicators, or 10 times the number of paths (arrows) leading to a construct in the structural model, whichever is greater. In this study, there are four main constructs: entrepreneurship education, family environment, entrepreneurial motivation, and entrepreneurial interest; a total of 20 construct indicators with the highest number of arrows receiving three incoming paths (i.e., entrepreneurial interest ← entrepreneurship education, family environment, and entrepreneurial motivation).

Therefore, using the approach of Hair et al., the minimum recommended sample size is $10 \times 3 = 30$ (based on the most incoming arrows) or $10 \times 20 = 200$ (based on the total number of indicators). To enhance external validity and the accuracy of model estimates, and because this model is structurally complex, a sample size of 150 respondents was used. Although this does not reach 200, this size is still acceptable in SEM-PLS, especially since PLS is prediction-oriented and can handle small samples more flexibly than covariance-based SEM.

For comparison, the Slovin formula is also used to validate sample adequacy: $n = \frac{N}{1 + N(e^2)}$ With the population of final-year students from three private universities assumed to be approximately $N = 500$, and margin of error (e) = 0.05: $n = \frac{500}{1 + 500(0.05^2)} = \frac{500}{1 + 1.25} = \frac{500}{2.25} \approx 222$ Therefore, 150 respondents are considered sufficient for SEM-PLS, even though Slovin conventionally suggests more than 200, because the PLS method is more tolerant of moderate sample sizes, provided that the reliability and validity of the model can still be met.

This research instrument uses a closed-ended questionnaire based on a 5-point Likert scale (1 = strongly disagree to 5 = strongly agree), which was developed based on constructs and indicators that have been tested for validity and reliability in previous studies. The details of the construct sources are as follows. Entrepreneurship Education was adapted from the Entrepreneurial Education Scale by Liñán (2008) and Fayolle & Gailly (2015), with modifications to suit the local context. Family Environment was adapted from research by Zellweger et al. (2011) and Nabila & Purwana (2020), which assessed emotional support, role modeling, and motivation from parents. Entrepreneurial Motivation refers to the construct used by Robichaud et al. (2001), which includes intrinsic and extrinsic motivation. Entrepreneurial Interest is adapted from Ajzen's (1991) Theory of Planned Behavior, which is widely used in studies of students' interest in entrepreneurship (e.g., Krueger et al., 2000).

Before being used in the main data collection, content validity was assessed through expert judgment to ensure the suitability of the indicators with the constructs being measured. Three experts were involved in this process, with the following criteria: minimum master's or doctoral degree in management or education; experience in entrepreneurship research; and scientific publications in relevant fields. Experts were asked to evaluate the relevance, clarity, and readability

of the items using a questionnaire evaluation sheet. Input from the experts was used to refine the language of the instrument and adapt it to the context of students in Serang City.

After testing the validity of the content, the questionnaire was tested on 30 students as initial respondents to conduct a pilot test. The results of the pilot test were then analyzed to determine initial reliability using Cronbach's Alpha and item clarity before the questionnaire was distributed widely.

This research uses a quantitative approach with an associative descriptive research type. The quantitative approach was chosen because this study aims to test the relationship between variables using numerical data processed statistically (Mahendra et al., 2023, 2024). Meanwhile, the descriptive approach is used to provide an overview of the level of entrepreneurship education, family environment, entrepreneurial motivation, and student entrepreneurial interest. While the associative approach aims to analyze the extent of the causal relationship between independent variables (entrepreneurship education and family environment), intervening variables (entrepreneurial motivation), and dependent variables (entrepreneurial interest) (Asfar et al., 2024; Saputra et al., 2024). Thus, this study not only seeks to describe the phenomenon, but also empirically test the direct and indirect effects of independent variables on student entrepreneurial interest through the mediation of motivation. In this study, the population taken is active students who have taken or are currently taking entrepreneurship courses, because they have been exposed to formal education related to the business world.

Table 1. Research Population Data

Number	University Name	Number of Students		Total
		M	F	
1	Universitas Primagraha Serang	2461	1688	4149
2	Universitas Bina Bangsa	4022	4843	8865
3	Universitas Serang Raya	5961	2895	8856
4	Universitas Banten Jaya	2486	738	3224
Total Population				25.094

Source: processed by the researcher

Based on the table above, the total population of private universities in Serang City is 25,094 students. Data collection is done through a questionnaire instrument with a Likert scale of 1-5, where respondents are asked to express their level of agreement with various related statements. Entrepreneurship education (X1), Family environment (X2), Entrepreneurial motivation (Z) Entrepreneurial interest (Y), Each statement in the questionnaire is designed based on theoretical indicators that have been validated through content validity tests by experts in entrepreneurship and educational methodology. To ensure the validity and reliability of the data. Construct validity test was conducted using confirmatory factor analysis. Reliability test was conducted using Cronbach's Alpha with $\alpha > 0.70$ as the minimum standard.

Data analysis was carried out in stages using the help of the Statistical Package for the Social Sciences (SPSS) and SmartPLS (Partial Least Square SEM). The analysis steps include. a. Descriptive Test Used to describe the condition of each research variable. The results are in the form of average scores (mean), standard deviation, and frequency distribution. b. Validity and Reliability Test Construct and discriminant validity were tested using a loading factor > 0.70 . Internal reliability was tested with Cronbach's Alpha and Composite Reliability (CR) > 0.70 . c. Structural Model Test (SEM-PLS) Used to test the direct and indirect relationship between variables, including the mediating effect of entrepreneurial motivation. The analyzed output includes. Path coefficient value. The t-statistic value and p-value. R-square (R^2) as a measure of determination. Effect size (f^2) to see the strength of the effect between variables. Q-square (Q^2) to test predictive relevance This model allows researchers to analyze the complex relationships between independent, intervening, and dependent variables simultaneously and comprehensively.

3. RESULTS AND DISCUSSIONS

The results of the SEM-PLS analysis show that entrepreneurship education has a positive and significant effect on students' entrepreneurial motivation ($\beta = 0.43$; $p < 0.05$). This finding supports the achievement motivation theory (McClelland, 1961), which explains that challenging and applicable learning experiences can increase an individual's need for achievement, including in the context of entrepreneurship. Students who receive practice-based entrepreneurship material, such as case studies, business simulations, or field trips, tend to experience an increase in motivation to try and start a business. The family environment has also been shown to have a positive influence on entrepreneurial motivation ($\beta = 0.36$; $p < 0.05$), in line with social learning theory (Bandura, 1986), which states that individuals learn from observing their surroundings. In this context, emotional support, parental role models who have engaged in entrepreneurship, and everyday conversations about business within the family environment reinforce the internalization of entrepreneurial values among students. In addition, entrepreneurial motivation has a significant influence on entrepreneurial interest ($\beta = 0.51$; $p < 0.01$). This finding is consistent with the Theory of Planned Behavior (Ajzen, 1991), which places motivation as the main determinant of intention. Motivation functions as an internal driver that shapes an individual's beliefs, attitudes, and self-control to start a business. This means that the higher the entrepreneurial motivation of students, the more likely they are to have a strong interest in actually entering the business world.

Interestingly, when tested as a mediator, entrepreneurial motivation was found to significantly mediate the relationship between entrepreneurial education and family environment on entrepreneurial interest. This suggests that the influence of education and family on entrepreneurial interest does not work directly, but through increasing students' internal motivation, which ultimately drives their intention to become entrepreneurs. Thus, this study successfully fills a gap in the literature that previously did not explicitly examine the mediating role of motivation in the context of small cities like Serang, emphasizing the importance of internal character development rather than merely external exposure. The finding that entrepreneurship education has a positive and significant effect on students' entrepreneurial motivation is in line with the research by Fayolle and Gailly (2015), who found that entrepreneurship education interventions can improve self-perceived competence and the desire to try the business world. Similar results were also reported by Indarti and Rostiani (2008), who stated that students involved in entrepreneurship-based learning are more motivated to become entrepreneurs than those who are not. This reinforces the idea that entrepreneurship curricula in higher education institutions, if designed to be practical and inspiring, can play an important role in shaping students' internal motivation.

weak if not accompanied by personal motivation and high self-confidence. This is reinforced by this study, which shows that education and family environment do not significantly influence entrepreneurial interest directly, but rather through the mediation of entrepreneurial motivation. These findings contribute new scientific insights that external interventions (such as education and family support) need to be transformed into internal drives (motivation) first before they can impact entrepreneurial interest or intention. Thus, this study not only replicates previous findings but also expands the understanding of the mediation mechanism of entrepreneurial motivation, particularly in the context of private universities in small urban areas such as Serang City, which has received little attention in the entrepreneurship literature.

This research was conducted at four private universities in Serang City: Primagraha University, Bina Bangsa University, Serang Raya University, and Banten Jaya University with a total population of 25,094 students. The research sample was determined proportionally by purposive sampling method, taking into account students who have taken entrepreneurship courses. The research instrument was a closed questionnaire with a Likert scale of 1-5 to measure four variables: Entrepreneurship Education (X1), Family Environment (X2), Entrepreneurial Motivation (Z), and Entrepreneurial Interest (Y). The validity and reliability of the instrument were tested first and all items were declared valid and reliable (Cronbach's Alpha > 0.7).

Table. 3 Descriptive Statistics Test Results

Variabel	Average Value
Entrepreneurship Education (X1)	4.12
Family Environment (X2)	3.89
Entrepreneurial Motivation (Z)	4.02
Entrepreneurial Interest (Y)	4.18

Table. 4 Results of Path Regression Test (Path Analysis)

Table. 4 Path Regression Test Results (Path Analysis)	Koefisien Regresi	p-value
Entrepreneurship Education (X1) → Entrepreneurial Motivation (Z)	0.412	p < 0.01
Family Environment (X2) → Entrepreneurial Motivation (Z)	0.365	p < 0.01
Entrepreneurial Motivation (Z) → Entrepreneurial Interest (Y)	0.478	p < 0.01
Entrepreneurship Education (X1) → Entrepreneurial Interest (Y)	0.293	p < 0.05
Family Environment (X2) → Entrepreneurial Interest (Y)	0.267	p < 0.05

4. CONCLUSION

This study concludes that entrepreneurship education and family environment have a positive influence on students' entrepreneurial motivation, and that this motivation significantly increases students' interest in entrepreneurship. The findings also reveal that entrepreneurial motivation acts as a mediating variable that bridges the influence of education and family on entrepreneurial interest, indicating that the formation of entrepreneurial interest does not only depend on external factors but must also be supported by strong internal motivation. Theoretical Contributions Theoretically, this study enriches entrepreneurship literature by confirming the importance of the motivation mediation model within the framework of the Theory of Planned Behavior (TPB) and achievement motivation theory. This study also fills a gap in previous research, which has rarely explored these dynamics in the context of private universities in small cities like Serang, which have distinct social and cultural characteristics compared to metropolitan areas. Practical Contributions and Policy Implications In practical terms, the results of this study have a number of important implications. For higher education institutions, it is recommended that they develop an entrepreneurship curriculum based on direct and contextual experience, and integrate soft skills training and self-motivation reinforcement into the learning process. For families, these findings underscore the importance of emotional support, a positive attitude toward entrepreneurship, and modeling as part of fostering entrepreneurial character from an early age. For policymakers, it is recommended to formulate student entrepreneurship development programs that not only focus on providing startup capital but also build motivation and entrepreneurial mindset through continuous mentoring, family involvement, and motivation-based entrepreneurship incentives. Higher education institutions can establish student entrepreneurship centers that provide guidance, mentoring, and real-world business practice opportunities. Local governments and the Ministry of Education are advised to develop incentive policies and training programs that involve parents or guardians in the process of strengthening the campus entrepreneurship ecosystem. Collaboration between universities in developing regions such as Serang can be facilitated in the form of consortia or local entrepreneurship forums. Recommendations for Further Research Further research is recommended to: Involve a broader sample across various regions to enhance the generalizability of findings; Test other mediating variables such as self-confidence or perceived behavioral control; Conduct longitudinal studies to observe changes in entrepreneurial motivation and interest over time; Incorporating qualitative approaches to deeply understand the internalization process of entrepreneurial values among students.

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