

THE ROLE OF THE PERSONAL IN MEDIATING ENTREPRENEURSHIP EDUCATION TOWARDS ENTREPRENEURIAL INTERESTS

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ABSTRACT

This study aims to analyze (1) to find out and explain the influence of Entrepreneurship Education on the Personality of Management Students, (2) to find out and explain the existence of personal influence on entrepreneurial interest, (3) to determine and explain the influence of Entrepreneurship Education on Entrepreneurial Interests of Management S1 Students, (4) To find out and explain the influence of Personal roles in mediating Entrepreneurship Education on Entrepreneurial Interests of S1 Management Students. This research belongs to the type of research in the category of explanatory research, which is to explain a relationship between variables through hypothesis testing. The research sample amounted to 125 people. The sample in this study using the census method, from the total population will be sampled in this study. The data analysis method is part of the analysis process with methods that are appropriate to the type of research after the research data collection stage. In order to analyze the data the author uses the statistical technique Partial Least Square (PLS). The results of the research from the results of data analysis using the statistical partial least square (PLS) technique which can be seen from the results of data analysis which states that Entrepreneurship Education has a positive and significant influence on Personal, Personal can have a positive and significant influence on Entrepreneurship Interest. positive and significant influence on Entrepreneurial Interest and Entrepreneurship Education indirectly (through the Personality variable) significantly influence the Entrepreneurial Interest of S1 Management Students at ITB Nobel Indonesia Indonesia.

ABSTRAK

Penelitian ini bertujuan untuk menganalisis (1) pengaruh Pendidikan Kewirausahaan terhadap Kepribadian Mahasiswa, (2) pengaruh pribadi terhadap minat berwirausaha, (3) pengaruh Pendidikan Kewirausahaan terhadap Minat Kewirausahaan Mahasiswa, (4) pengaruh Peran Personal dalam memediasi Pendidikan Kewirausahaan terhadap Minat Kewirausahaan Mahasiswa. Penelitian ini termasuk jenis penelitian yang termasuk dalam kategori explanatory research, Sampel penelitian berjumlah 125 orang. Untuk menganalisis data penulis menggunakan teknik statistik Partial Least Square (PLS). Hasil penelitian dari hasil analisis data menggunakan teknik statistik partial least square (PLS) yang dapat dilihat dari hasil analisis data yang menyatakan bahwa Pendidikan Kewirausahaan berpengaruh positif dan signifikan terhadap

INTRODUCTION

Unemployment in Indonesia is increasing and relatively high at 6.82 million people. The many problems regarding unemployment in our country are still significant and challenging to eliminate. Many job drivers cause such a situation compared to the available jobs. There are three choices that college graduates will experience. First, become a civil servant and an employee of a private company. Secondly, it becomes intellectually unemployed due to the fierce competition in search of work. Third, open your own business in the field of business, following science and technology while in higher education (Forster & Fenwick, 2015). Entrepreneurship is closely related to the search for sustenance to meet daily needs. The entrepreneurial spirit must have a dynamic, creative, innovative nature and attitude, a high imagination, and a willingness to take risks. Factors influencing an interest in entrepreneurship include individual/personal, entrepreneurship education, wanting to be appreciated, compulsion, personality, and social environment (Reyes-Menendez et al., 2020). Indicators of entrepreneurial interest include self-confidence (steady personality, optimism), task and result-oriented (profit or result-oriented, determination, hard work, energetic, full of initiative), daring to take risks (able to take risks, liking to challenge), originality (creative, innovative, versatile, many sources), and always oriented to the front (view always for the foresight) (Alma & Priansa, 2010).

Entrepreneurial spirit can be grown in university students, which is believed to be an alternative way to reduce unemployment. Therefore, undergraduate graduates in universities are directed to not only be oriented as job seekers but also be ready to become job creators. and internalize the spirit and mentality of entrepreneurship through educational institutions and institutions of training, training, and so on. The essence of entrepreneurship will not naturally appear. Still, it must be built in a system, which a lecturer often does by introducing entrepreneurship education in lectures, entrepreneur seminars, or special training that will be packaged practically and interestingly to awaken and build the entrepreneurial spirit of students by awakening and building the entrepreneurial spirit of students, namely by fostering the spirit of building a business that ethical and increase student motivation/interest in doing entrepreneurship (Grilli & Murtinu, 2014; Hiebl, 2018). According to Bygrave, it is stated that a person's interest in starting to become an entrepreneur is formed because of several critical factors, namely personal concerns aspects of a person's personality, sociological concerns, relationship problems with family, and environmental concerns become a problem of relationships with the environment (Arslan & Staub, 2013). So, the interest in entrepreneurship only does not only arise because of personal factors but is formed because of the influence of the person who supports it. Concerning family relationships, parents are the oldest educational institutions, are informal, the first and foremost experienced by children, and educational

institutions that are natural parents are responsible for maintaining, caring for, protecting, and educating children so that they grow and develop correctly (Marshall et al., 2020). Interest in establishing a business can be formed from family upbringing because it can positively influence the interests owned, attitudes, and activities of family members directly and indirectly. This is in line with the reality that universities can be a backdrop of hope for all students, parents, and the community in achieving a glorious future. In essence, students learn to receive positive things, and the indicators include how to educate in childhood and the experience gained and development to achieve their goals. ITB Nobel Indonesia is one of the high schools that provides entrepreneurship education. In its development, the ITB Nobel Indonesia campus has cooperated with several related institutions to improve the entrepreneurship skills of management students. The following are the results of a random initial survey of 50 ITB Nobel Indonesia Management students who have received entrepreneurship education:

Table 1. Preliminary Survey Data for Students Who Have Received Entrepreneurship Education

No.	ITB Nobel Indonesia students' interest in entrepreneurship	Sum of Student	Percentage
1	Want to Be Entrepreneurial	12	23,5%
2	Don't Want to Be Entrepreneurial	38	76,5%
Total		50	100%

Source: Google Form Survey Result Data

It can be seen from the table above that there are 23.5% or around 12 students who continue entrepreneurship. The remaining 76.5%, or approximately 38 students, do not want to continue in entrepreneurship. Opinion from Buchari Alma (2010) looks at entrepreneurship education.

Table 2. Data on Factors Affecting Entrepreneurial Interest

No.	Factors affecting the inat of Entrepreneurship	Sum of Student	Percentage
1	Family factors	7	13,7%
2	Personnel Factor	29	56,%
3	Motivational factors	15	29,8
Total		50	100%

Source: Google Form Survey Result Data

From the table above, it is stated that there are dominant factors that influence interest in entrepreneurship, namely personal factors of 56% or around 29 students, motivational factors of 29.8% or 15 students, and family factors of 13.7% or seven students. When viewed from this data, personal/individual elements strongly influence the interest in entrepreneurship, but in fact, it is inversely proportional to ITB Nobel Indonesia students. This was also conveyed by Hendro (2019) that there are factors that can influence a person's interest in entrepreneurship, namely individual/personal, entrepreneurship education, family environment, more wanting to be appreciated, compulsion, personality, and social and environmental factors.

The government, through the Directorate General of Higher Education of the Ministry of Education and Culture (Dirjen Dikti Kemendikbud), has launched the Entrepreneurial Student Program (PMW) aims to provide the provision of knowledge, skills, and entrepreneurial attitudes based on science and technology so that students can change their mindset from job seekers to job creators (Kemendikbud, 2013). So it can be concluded that the reality in the field of the current learning system is not fully effective in building students who have a noble character and an entrepreneurial character. Therefore, it is hoped that this research can develop science, especially in entrepreneurship, which is an inspiration to compete in the global era utilizing entrepreneurship.

The results of previous researchers (Garcia-Alvarez-Coque et al., 2021; Grilli & Murtinu, 2014; Hiebl, 2018; Marshall et al., 2020). In addition, entrepreneurial intentions are also influenced by entrepreneurship education and subjective norms. From the results of this study, one of the factors driving the growth of entrepreneurship through the implementation of entrepreneurship education and the encouragement of individuals to develop knowledge following procedures to build and establish success (Igwe et al., 2020). Interest is a feeling of liking and attraction to a particular thing or activity without anyone giving orders. Usually, interest is always accompanied by feelings of liking to obtain pleasure (Weidong, 2007). Interest is an impulse or desire in a person for a particular object. Because interest is not brought from birth but grows and develops according to the experience and the urges gained by a person. Meanwhile, an entrepreneur is someone who can see and assess business opportunities, gather the resources needed to take profits, and take appropriate actions (van Lieshout et al., 2021). Academic education (entrepreneurship) is an effort to internalize the spirit and mentality of entrepreneurship through educational institutions and other institutions such as training institutions, training, and so on (Weidong, 2007). Entrepreneurship education is an effort made with systematic awareness to improve living standards or better progress. Internalize the spirit and mentality of entrepreneurship through educational institutions and other institutions such as training and training institutions.

An entrepreneurship course is a form of entrepreneurship-minded education in the form of education that applies life skills to its students through an integrated curriculum developed by each university. Understanding the concept of life skills will eventually motivate students to develop their potential independently or entrepreneurially. Through entrepreneurship lectures, students can broadly discuss the physiological, psychological, and economic value basis and various aspects of entrepreneurial management for marketing broadly and deeply. The most crucial thing in building an entrepreneurial spirit is constantly changing the pattern of piker or positive mindset to succeed. This mindset is the most critical factor to dare to enter as an entrepreneur (van Lieshout et al., 2021). Therefore, it can be concluded that entrepreneurship education is an activity that can form an independent spirit with character, innovation, knowledge, understanding, and entrepreneurial skills as a prospective entrepreneur. Personal or individual influences experiences that live from childhood to adulthood in the environment or family. A trait theorist explains that the natural skin is the talent brought from birth or the potential of the individual nature that makes a person an entrepreneur. Entrepreneurial behavior is not only influenced by rational factors but also by broader personal, social, and

environmental factors. Some personal factors that encourage innovation are the desire to excel, curiosity, the desire to be risky, and educational and experience factors. The existence of an invention that comes from oneself will encourage someone to look for triggers for starting a business (Garcia-Alvarez-Coque et al., 2021). How educated parents were in childhood and the experience gained can affect the growth and development of entrepreneurial interests (Bukhori Alma, 2010). For example, personal experience helping parents' businesses is one of the central potentials to make a person a successful entrepreneur. So, the interest in entrepreneurship does not only arise because of personal factors but is manifested because of the influence of the person who supports it.

RESEARCH METHOD

This research is designed for the processes required in the planning and implementation of research types and research approaches. The variables used are free variables (independent) that affect or cause their change or the emergence of dependent variables; the bound variables (dependent) are variables that are affected or that become dependent due to free variables. In this study, the independent variable is entrepreneurship education, and the mediation variable is personal, while the dependent variable is the interest in entrepreneurship. The method used in this study is quantitative. Quantitative methods can be interpreted as a research process that describes and finds knowledge and uses data in the form of numbers to find information about what we want to know. The population in this study is students who are active in entrepreneurship institutions on the ITB Nobel Indonesia campus, as many as 125 students who are members of the entrepreneurship student association. In the opinion of Ghozali, (2013), the population is a generalization area consisting of objects or subjects with specific qualities and characteristics that the researcher has determined. Samples constitute a small part of the number and characteristics possessed by the population. So it can be concluded that the number of students who are members of the entrepreneurship student association is 125 students, so the sample determined by the researcher uses the census method, where the number of existing populations is used as a sample in this study. The data analysis method is part of the analysis process with a method following the type of research after the data collection stage. To analyze the author's data using the Partial Least Square (PLS) statistical technique, (Joseph F. Hair, Jr., G.Tomas M. Hult, Christian M. Ringle, 2013). PLS is a powerful method of analysis because it can be applied to all data scales, does not require many assumptions, and the sample size does not have to be significant. The statistical methods used are descriptive statistical analysis, inferential statistical analysis, empirical models, and hypothesis testing. The results of this study are expected to provide an overview of students' perceptions of Personal, Entrepreneurship Education provided has a significant (influential) role in increasing motivation and competence in fostering Entrepreneurial Interest. Based on the description of the explanation related to personal, entrepreneurial education, and entrepreneurial interests in ITB Nobel Indonesia students, the conceptual framework that can be presented is as follows:

The influence of entrepreneurship education on students' entrepreneurial interests. Entrepreneurship education is an effort to implement the spirit and mentality of entrepreneurship through educational institutions or other institutions such as training

institutions, training programs, and so on – personal influence on entrepreneurial interests. The personality theory (personality traits) reveals that personality is a stable quality in various situations. An innate quality is a talent carried from birth or the potential of an individual to become an entrepreneur naturally – the influence of entrepreneurship education on students' personalities. A person with an education in entrepreneurship will find it easier to consider the business he will run in detail. Therefore, there is an attachment between educational factors and individual encouragement in shaping the character of entrepreneurship. The influence of entrepreneurship education on personal entrepreneurship interests will be able to provide an increase in entrepreneurship interest.

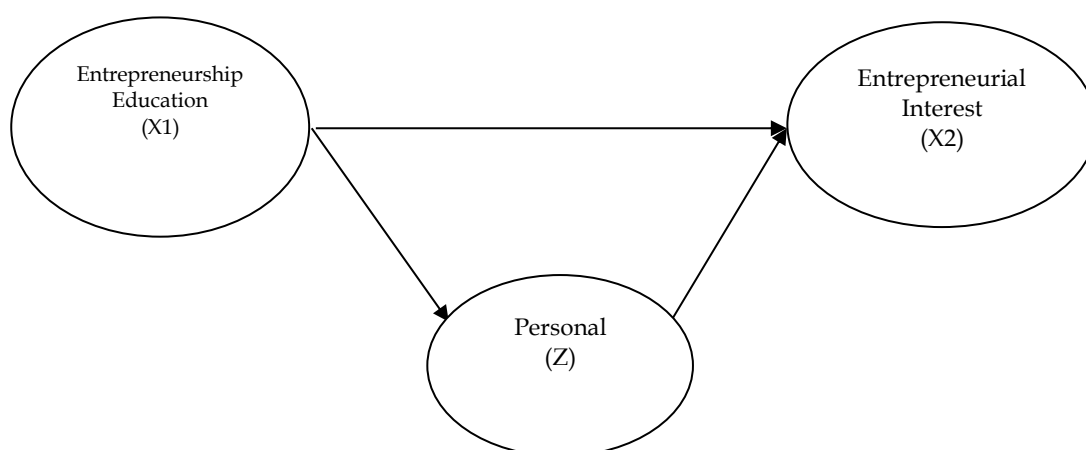


Figure 1. Conceptual Framework

RESULTS AND DISCUSSION

In this study, the characteristics of the respondents were described as gender and the age of the S1 Management ITB Nobel Indonesia students. The number of respondents used in this study was 125. The characteristics collected through the collection of questionnaires are as follows:

Table 3. Characteristics of Respondents Based on Demographics

Gender	Number of Respondents	Percentage
Male	60	48
Woman	65	52
Total	125	100
Age (Year)	Sum Respond	Percentage (%)
20	32	25,6
21	73	58,4
22	20	16,0
Total	125	100

Source: Primary Data, has been processed in 2021

In the table, it can be stated that women have a greater intensity than men, as seen by women as much as 63 or 50.4% while men as much as 62 or 49.6%. Based on the data above, the influence of entrepreneurial intentions is considered, considering the difference in views on work between men and women. The data above shows that, according to the gender of female students, they have a greater intention to be entrepreneurial than male students. Wijaya et al. (2013) suggest that most women prefer entrepreneurship to work because women think work is not an important thing. Because women are still faced with the greater traditional demands of being wives and homemakers. The next grouping is based on age, showing that S1 Management students aged 20 years as many as 32 or 25.6%, age 21 years as many as 73 or 58.4%, and aged 22 years as many as 20 people or 16.0%.

Table 4. Instrument Validity Test Results

Item	r-calculated	r-estimated	Info
Entrepreneurship Education	0,656	0,306	Valid
	0,592	0,306	Valid
	0,653	0,306	Valid
	0,553	0,306	Valid
	0,624	0,306	Valid
	0,704	0,306	Valid
	0,656	0,306	Valid
Personal	0,669	0,306	Valid
	0,506	0,306	Valid
	0,540	0,306	Valid
	0,505	0,306	Valid
	0,644	0,306	Valid
	0,528	0,306	Valid
	0,660	0,306	Valid
Entrepreneurial Interest	0,669	0,306	Valid
	0,506	0,306	Valid
	0,540	0,306	Valid
	0,505	0,306	Valid
	0,644	0,306	Valid
	0,528	0,306	Valid
	0,660	0,306	Valid

The table above shows that the validity test results of 21 statement indicators to be studied to produce a minor correlation are 0.505. The most significant correlation is 0.704, meaning it has very high validity. Thus, the results of the validity test carried out by sharing instruments in the study are valid so that they can be carried out in the following analysis.

Reliability Test

Table 5. Instrument Reliability Test Results

Item	Cronbach Alpha	Information
Entrepreneurship Education	0,897	Reliable
Personal	0,786	Reliable
Entrepreneurial Interest	0,738	Reliable

Source: Processed Products SPSS 21

The table above shows that the results of the reliability calculations entirely obtain an Alpha Cronbach coefficient greater than 0.6; this indicates that the measurement can provide consistent results if re-measurements are taken against the same subject. To test the unidimensionality of each construct is to look at the convergent validity of each construct indicator (Ghazali, 2006). A hand is said to have good reliability if the value is more significant than 0.70, and the loading factor of 0.50 to 0.60 can still be maintained for models in the development stage. The SmartPLS results in the figure above show that the model provides a convergent validity requirement because there is no loading factor whose value is below 0.5. In this way, the model can be analyzed.

Inner Model Testing

Testing inner models show the relationships between variables in the study. Hypothesis testing is carried out by partially looking at the t-statistical and p-value values on each influence path. Of the three direct relationships in the path diagram of figure 2, three direct influences are significant, with a t-statistical value of less than 1.96. (Output PLS attachments). For more details, the inner model test is presented in figure 2. The internal model results in figure 2 show direct and indirect influences between variables. A complete description of the direct and indirect effects between variables is as follows:

Direct Effect

The direct influence intended in this study is a direct dismemberment between one variable and another without going through other variables.

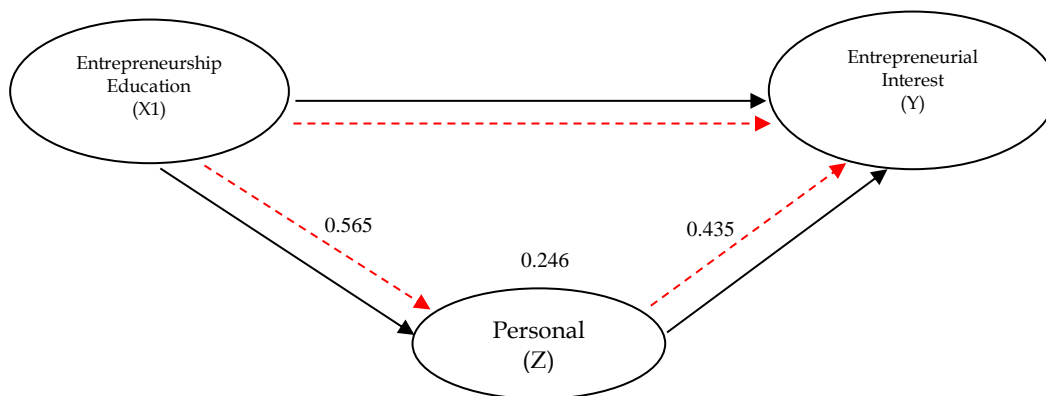


Figure 2. SEM PLS Result

In this study, three variables were tested that have a direct effect, namely Entrepreneurship Education (X1) on Entrepreneurial Interest (Y), Entrepreneurship Education (X1) on Personal (Z), and Personal (Z) on Entrepreneurial Interest (Y). From the results of the Inner weight, there are three significant direct influences with a statistical value of > 1.96, namely Entrepreneurship Education (X) on Entrepreneurial Interest (Y), Entrepreneurship Education (X) on Personal (Z), and Personal (Z) on Entrepreneurial Interest (Y).

Table 6. Results of Inner weight Direct Effect

Direct Effect	Inner Weight	t-Statistics	Info
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Entrepreneurship Education → Personal	0.565	7.735	Significant
Personal → Entrepreneurial Interest	0.435	3.794	Significant
Entrepreneurship Education → Entrepreneurial Interest	0.275	2.543	Significant

Indirect Effect

An indirect influence is an influence that is measured indirectly from one variable to another utilizing an intermediate variable (intervening variable). The coefficient of indirect influence is obtained from the multiplication of both direct impacts. Suppose both coefficients of immediate effect are significant. In that case, the coefficient of indirect implications will also be substantial. If one or both coefficients of direct influence are insignificant, then the indirect effect coefficient is also negligible. In this study, there are three direct influences, namely (1) the indirect influence of Entrepreneurship Education on Entrepreneurial Interest (Y) through Personal (Z).

Table 7. Indirect Effect test results

Indirect Effect	Original Sampel	T-Statistic	P-values
Entrepreneurship Education → Personal → Entrepreneurial Interest	0,246	3.589	0,000

The indirect influence of entrepreneurship education on entrepreneurial interest through personal can be seen in table 7. From the results of manual calculations, the indirect impact of entrepreneurship education on entrepreneurial interest through personal obtained a coefficient value of 0.246 (positive) because all variables have a significant effect.

DISCUSSION

The Effect of Entrepreneurship Education on Personal

The results of hypothesis testing prove that entrepreneurship education has a significant effect on the personal. Thus, the hypothesis that entrepreneurship education influences the personal is positively and significantly proven. From the Inner Model analysis results, it was found that there was a significant direct influence between Entrepreneurship education (X) and personal (Z), with a path coefficient of 0.565 and a t-statistic greater than 1.96. These results indicate that a better entrepreneurial education (X) will result in a better personal life (Z). Therefore, there is a significant direct influence between entrepreneurship education and the personality of S1 Management ITB NOBEL INDONESIA students. Thus, hypothesis 1 in this study is acceptable. Entrepreneurship education is one of the efforts to internalize the spirit and mentality of entrepreneurship through government programs and educational institutions such as campuses and other institutions such as training and training institutions. According to several expert opinions, through this educational process, an increasingly efficient and effective educational method will be obtained so that students are expected to change attitudes and behaviors in various aspects of life. The level of entrepreneurship education significantly affects how personal a person is in running his business. A person with an educational group in entrepreneurship will consider how the company will be run. However, it is different from someone who undergoes entrepreneurship because of the factor of obtaining profits alone.

Seminar activities with speakers from alumni who are successful as entrepreneurs are able to motivate the form of entrepreneurial experience and can be directly involved in the business community. Students feel that they have the skills to communicate interpersonally, hone empathy, and increase their life skills as entrepreneurs.

Personal Influence on Entrepreneurial Interests

The results of hypothesis testing prove that a person has a significant effect directly on the personal. Thus, the hypothesis that there is a personal influence on the interest in entrepreneurship positively and significantly is stated to be proven. The inner model analysis found that there was a significant direct influence between the personal (Z) and the interest in entrepreneurship (Y), with a path coefficient of 0.435 and a t-statistic greater than 1.96. This result indicates that the better the personal (Z) will result in a better interest in entrepreneurship (Y). Therefore, there is a significant direct influence between personal on the entrepreneurial interests of S1 Management ITB NOBEL INDONESIA students. Thus, hypothesis 2 in this study is acceptable. Private can encourage and increase students' interest in entrepreneurship; the interest in becoming an entrepreneur will be influenced by personal factors or oneself because the first social relationships a child knows are parents and family. This follows Hendro's opinion in his book that the factors that influence a person's interest in entrepreneurship include individual / personal, family education, family environment, more desire to be appreciated, compulsion, personality, and social environment. This is in line with the opinion of (Buchari Alma, 2010). Some personal factors that encourage innovation are the desire to excel, the presence of curiosity, the willingness to bear risks, educational elements, and experience factors. The existence of invention that comes from oneself will encourage someone to look for triggers for starting a business. How educate parents in childhood and the experience gained can affect the growth and development of entrepreneurial interests. For example, personal experience helping parents' businesses is the main potential to make a person a successful entrepreneur. So the interest in entrepreneurship does not only arise because of personal factors but is formed because of the influence of the person who supports it.

The Effect of Entrepreneurship Education on Entrepreneurial Interests

The results of hypothesis testing prove that entrepreneurship education has a significant effect directly on the interest in entrepreneurship. Thus, the hypothesis that entrepreneurship education influences the good in entrepreneurship is positively and significantly proven. The Inner Model analysis found a significant direct influence between entrepreneurship education (X) and entrepreneurial interest (Y), with a path coefficient of 0.275 and a t-statistic greater than 1.96. These results indicate that better entrepreneurship education (X), which will foster an interest in entrepreneurship, will be better. Therefore, there is a significant direct influence between entrepreneurship education (X) and the entrepreneurial welfare of S1 Management ITB Nobel Indonesia students. Thus, hypothesis 3 in this study is acceptable. Entrepreneurship education can increase interest in entrepreneurship. So it can be concluded that if entrepreneurship education is good, it will increase students' interest in entrepreneurship.

But on the contrary, if the quality of education is poor, the interest in entrepreneurship will decrease. Knowledge of entrepreneurship education can increase / foster student

entrepreneurship interest by fostering an entrepreneurial spirit in students at universities, which is believed to be one of the alternatives to increase student interest and can also reduce the depletion of educated people. Entrepreneurship education in lectures, entrepreneur seminars, or special training packaged with parties and interests will influence or arouse interest in entrepreneurship (Buchari Alma, 2010). Research conducted by (Hiebl, 2018) concluded that education has a positive and significant effect on entrepreneurial intentions in Pakistani students. Thus, it can be said that there is an influence between entrepreneurial education and entrepreneurial intentions.

The Effect of Entrepreneurship Education on Entrepreneurial Interests mediated by Personal

From the results of calculations and testing of indirect influences, an indirect influence coefficient of 0.246 is allowed between entrepreneurship education (X) on entrepreneurship interest (Y) through personal (Z); therefore, a significant indirect influence between entrepreneurship education and entrepreneurship interest through personal is found, so that the 4th hypothesis in this study which states that entrepreneurship education is not continuously through personal the interest in entrepreneurship has a significant effect on S1 Management ITB Nobel Indonesia students. Thus, hypothesis 4 in this study is acceptable. Interest in entrepreneurship will be formed if the family positively influences the appeal because the attitudes and activities of fellow family members affect each other either directly or indirectly. Parents who are entrepreneurial in a particular field can cause their children's interest in entrepreneurship in the same way. For example, a parent who owns a shop business has their child ordered to help input, check, check, or manage. This involvement can cause entrepreneurial interest in the store business field. Parents' work background is also one of the drivers that can influence a child; parents who have their own business tend to be entrepreneurs as well due to the circumstances that often inspire cubs since childhood. Parents tend to support and encourage their children's courage to be independent. And it is also the parents who exert a lot of influence and personality color on a child. So the family plays a vital role in growing and accelerating a person's career decisions as an entrepreneur because parents function as personal consultants, coaches, and mentors. The results of this research follow (Garcia-Alvarez-Coque et al., 2021) entrepreneurship education has a positive and significant effect on entrepreneurial intentions. Entrepreneurship education is intended as a learning process to change students' attitudes and mindsets towards entrepreneurial career choices.

CONCLUSION

The results of hypothesis testing using PLS with one independent variable, namely Entrepreneurship education, one intervening variable, namely Personal, and one dependent variable is, entrepreneurial interest, show that: The results of the research from the direct relationship hypothesis show that entrepreneurship education has a direct and significant effect on the personal. This means that if entrepreneurship education increases, the personal will also improve for the better. The research results from the direct relationship hypothesis show that personal has an immediate and significant effect on the interest in entrepreneurship. This means that if the personal increase, the interest in entrepreneurship will also increase for the better. The research results from the direct relationship hypothesis show that entrepreneurship education

has an immediate and significant effect on the interest in entrepreneurship. This means that if entrepreneurship education increases, the interest in entrepreneurship will also increase for the better.

From the results of the calculation and testing of indirect influence, the coefficient of indirect effect between entrepreneurship education (X) is allowed on the interest in entrepreneurship (Y) through personal (Z). Therefore, a significant indirect influence between entrepreneurship education and the interest in entrepreneurship through personal was found, so the 4th hypothesis in this study states that entrepreneurship education has no effect through personal has a significant impact on the interest in entrepreneurship in S1 Management ITB Nobel Indonesia students. Thus, hypothesis 4 in this study is acceptable.

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