

The Influence of Entrepreneurship Education on Interest in Entrepreneurship in Malikussaleh University Fisipol Students

Lisa Iryani *, Nursakinah Ritonga, Nursanjaya, Teuku Zulkarnaen, Okta Violanda
Administrasi Bisnis, Universitas Malikussaleh
Jl. Cot Tengku Nie, Reuleut, Muara Batu, Aceh Utara, Aceh, Indonesia

Article Info

Article history:

Received August 2, 2025
Revised October 9, 2025
Accepted December 15, 2025

Keywords:

Aspiration, Business
Administration, Creativity,
Determination,
Entrepreneurship Education

ABSTRACT

This study aims to analyze the influence of entrepreneurship education on students' interest in entrepreneurship at the Faculty of Social and Political Sciences, Malikussaleh University. This research employs a descriptive quantitative approach using the Simple Linear Regression analysis method. The sample was selected through purposive sampling, which is based on specific criteria aligned with the objectives of the study. The data used in this research are primary data, collected through questionnaires distributed to students from six study programs within the Faculty of Social and Political Sciences: Public Administration, Political Science, Anthropology, Communication Science, Sociology, and Business Administration. The sample size in this study is 100 respondents. Data processing was carried out using SPSS Version 30.0 for Windows. The results of the study indicate that entrepreneurship education has a positive influence on students' interest in entrepreneurship at the Faculty of Social and Political Sciences, Malikussaleh University. Based on these findings, the researcher suggests that future researchers may consider using a larger sample size and exploring new variables that have the potential to influence students' interest in entrepreneurship. For educational institutions, it is important to pay attention to the measuring tools that may affect entrepreneurial interest, such as non-cognitive skills, cognitive skills, and teaching methods. It is recommended that educational institutions place greater emphasis on relevant materials and practical activities that can impact students' entrepreneurial interest.

This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.



Corresponding Author:

Lisa Iryani
Universitas Malikussaleh

INTRODUCTION

Unemployment is one of the employment issues that remains unresolved in many countries. This is caused by an imbalance between the number of labor force participants and the available job vacancies. The population continues to grow, while on the other hand, this is not matched by an increase in employment opportunities. This situation leads to other problems such as poverty, crime, and social inequality. Below is the rate of educated unemployment as recorded by the Central Bureau of Statistics (BPS) from 2021 to 2023. (Central Bureau of Statistics, accessed via <https://bit.ly/4g6P9im>).

One of the causes of this problem is that the available jobs are not proportional to the number of new graduates. One way to reduce the rate of educated unemployment at the university level is through entrepreneurship education, which can increase students' awareness that they can meet their financial needs by creating their own job opportunities through entrepreneurship. According to Ramdani et al. (2023), even the

existing job market is unable to accommodate the entire labor force. Therefore, it is necessary to find solutions to minimize unemployment, and one of the effective ways to do so is through entrepreneurship.

Universities in Indonesia currently provide education and knowledge aimed at fostering an entrepreneurial mindset, designed to ensure that graduates are not confused when starting a business or enterprise. Malikussaleh University (abbreviated as UNIMAL) is a public university located in Aceh Province, with its main campus situated in Reuleut, North Aceh Regency. UNIMAL has several campuses, with the main campus located on Jl. Medan – Banda Aceh, Cot Tengku Nie, Reuleut, Muara Batu, North Aceh. Other campuses are spread across four locations: Bukit Indah, Cunda, Lancang Garam, and Akper Sigli.

(Source: <https://bit.ly/4icfAFg>). One of the faculties at Malikussaleh University is the Faculty of Social and Political Sciences (FISIPOL), which is located in Bukit Indah. The Faculty of Social and Political Sciences offers six undergraduate (Bachelor's degree/S1) programs: Public Administration, Communication Science, Political Science, Sociology, Anthropology, and Business Administration. (Source: <https://fisip.unimal.ac.id/program-studi>).

Currently, entrepreneurship education at the Faculty of Social and Political Sciences includes the course on Information Technology and Entrepreneurship. According to Mariana Simanjuntak et al. (2021), information technology and entrepreneurship, or technopreneurship, is a combination of innovation and technology activities, the dynamic development of science and technology, and entrepreneurship. Technology in entrepreneurship plays a vital role in entrepreneurial communication and sustainable development. Technology serves as a tool for entrepreneurial marketing. Entrepreneurship education through the Information Technology and Entrepreneurship course influences students' interest in entrepreneurship. One way to realize personal potential, develop knowledge, and shape attitudes is through education. Education plays an essential role in personal development and human progress.

According to the Government Regulation of the Republic of Indonesia No. 4 of 2022, which amends Government Regulation No. 57 of 2021 concerning national education standards, national education functions to develop capabilities and shape the character and civilization of a dignified nation in order to educate the life of the nation. It aims to develop the potential of students to become individuals who believe and are devoted to God Almighty, possess noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. (Source: <https://bit.ly/4iEzsAg>).

According to Hidayat and Abdillah (2019), education is a conscious and planned effort to create a learning environment and learning process in which students actively develop their potential to possess religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed for themselves and society. According to Hasan and Rakib (2022), entrepreneurship education can be defined as the process of applying knowledge, building attitudes, and developing skills and competencies in a professional manner. Wakinah and Usman (2020) state that entrepreneurship education is a training process for students to face an uncertain future by equipping them with the ability to create a business. According to Zulhingga (2018), entrepreneurship education is a teaching material that can encourage entrepreneurial attitudes, develop skills, and provide managerial training.

According to Rijalus (2023), entrepreneurship is a process carried out by an individual or a group of people to take advantage of commercial opportunities by bringing a product or service to the market. According to Noerhartati (2021), entrepreneurship is the ability to think creatively and behave innovatively, which serves as a foundation, resource, driving force, strategy, tactic, and process in facing life's challenges. Kusnadi (2017:3) defines entrepreneurship as a creative and innovative ability (create new and different) that functions as a strategy, foundation, resource, process, and effort to create added value in goods and services, carried out with the courage to face risks.

Entrepreneurship education provided to students can foster their interest in entrepreneurship. According to Ariyanti (2018:98), entrepreneurial interest is a sense of attraction, desire, and willingness to meet life's needs without fear of risk. According to Nurhadifah (2018), entrepreneurial interest is a feeling of joy and interest in business opportunities, which requires courage to take risks and creativity to gain profit. Widodo (2020) defines entrepreneurial interest as the desire, attraction, and willingness to work hard in order to be self-reliant or to fulfill life's needs without worrying about the possible risks.

Based on a preliminary study conducted on students of the Faculty of Social and Political Sciences who have taken entrepreneurship education through the Information Technology and Entrepreneurship course and are still actively enrolled as students. The following is the data of students from the Faculty of Social and Political Sciences at Malikussaleh University.

Table 1. Number of Students in 2021

No	Program	Number of Students
1	Public Administration	170
2	Political Science	46
3	Anthropology	24
4	Communication Science	228
5	Sociology	83
6	Business Administration	91
Total		642

Based on the total number of students, many have participated in entrepreneurship education by taking the Information Technology and Entrepreneurship course to foster an entrepreneurial mindset. However, in reality, students tend to show a relatively low interest in pursuing entrepreneurship. In response to this, the researcher conducted an initial observation through unstructured interviews with several students from the 2021 cohort of the Faculty of Social and Political Sciences who had completed the Information Technology and Entrepreneurship course. The interview results revealed that most informants preferred to pursue careers in companies. Other factors contributing to their reluctance to engage in entrepreneurship include a lack of knowledge about entrepreneurial insight, fear of failure, and limited capital.

Ased on the aforementioned phenomena, this study was conducted to determine the influence of entrepreneurship education on entrepreneurial interest among 7 students. The results of this research are expected to assist educational institutions and students in improving the quality of teaching and learning, thereby achieving the intended goals.

METHOD

The research approach used in this study is a quantitative approach. Quantitative research involves data collection that focuses on numerical values, which play an important role as tools for analyzing the research problems. This study uses the probability sampling method, specifically proportionate stratified random sampling, applying the Slovin formula. According to Sugiyono (2019:130), proportionate stratified random sampling is a proportional stratified random technique used when the population consists of members or elements that are not homogeneous and are stratified professionally. The sample size is determined using the Slovin formula. In this study, the purposive sampling method is also used, which is a sampling technique based on specific criteria aligned with the objectives of the research.

Table 2. Respondent Description

Component	Description
Population	642 Students
Number of questionnaires distributed	642 Questionnaires
Number of questionnaires returned	100 Questionnaires
Minimum sample size (Slovin, e = 10%)	87 Respondents

The normality test is conducted to examine whether the distribution of the independent and dependent variables in the resulting regression equation follows a normal distribution or not. The results of the normality test performed using SPSS Version 30 in this study are as follows:

Table 3. One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		100
Normal Parameters ^{a,b}	Mean	0,0000000
	Std. Deviation	6,61769951
Most Extreme Differences	Absolute	0,077
	Positive	0,077
	Negative	-0,058
Test Statistic		0,077
Asymp. Sig. (2-tailed) ^c		.149 ^d

Based on the results of the Kolmogorov-Smirnov test, a significance value of $0.149 > 0.05$ was obtained, indicating that the residuals are normally distributed. This conclusion is based on the decision rule that if the significance value (p) is greater than 0.05 , then the variables in the study are normally distributed.

The t-test is a testing process used to determine the significance of the relationship between each independent variable and the dependent variable. If the t-test shows a significance value less than 0.05 , it indicates that the variable has a partial positive effect on the dependent variable.

Table 4. Partial Significance Test (t-test)

Model		Coefficients ^a			t	Sig.
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	(Constant)	20,372	3,463		5,882	0,000
	Entrepreneurship education	0,583	0,077	0,610	7,611	0,000

a. Dependent Variable: Entrepreneurial interest

Based on the results of the partial significance test (t-test), the entrepreneurship education variable (X) has a positive and significant influence on entrepreneurial interest (Y) in the Faculty of Social and Political Sciences, Malikussaleh University. This is evident from the significance value of entrepreneurship education (X), which is 0.000 , less than the t-table value, with a result of $7.611 > 1.98447$. Therefore, H_0 is accepted, meaning that the hypothesis stating that entrepreneurship education has a positive and significant effect on the entrepreneurial interest of students in the Faculty of Social and Political Sciences, Malikussaleh University is accepted.

The coefficient of determination has a value ranging from 0 to 1. If the value of the coefficient of determination is close to zero, it means that the model's ability to explain the dependent variable is very limited. However, if the value is close to one, it indicates that the independent variable has a strong ability to influence the dependent variable. The following is the result of the determination test (R^2 test).

Table 5. Determination Significance Test (R^2 Test)

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0,610 ^a	0,371	0,365	6,651

a. Predictors: (Constant), Entrepreneurship education

b. Dependent Variable: Entrepreneurial interest

Based on the table above, it is shown that the value of the coefficient of determination (Adjusted R Square) is 0.365 . This indicates that 36.5% of the variation in entrepreneurial interest among students of the Faculty of Social and Political Sciences at Malikussaleh University can be explained by entrepreneurship education, while the remaining 63.5% ($100\% - 36.5\%$) is explained by other variables not included in this research model.

RESULTS

Based on the research findings examining the impact of entrepreneurship education on entrepreneurial interest, several points can be outlined in this study.

The Influence of Entrepreneurship Education on Entrepreneurial Interest among Students of the Faculty of Social and Political Sciences, Malikussaleh University

In this study, the researcher obtained a regression coefficient value of 0.583 for the entrepreneurship education variable. In other words, if entrepreneurship education increases by one unit, the entrepreneurial interest of students in the Faculty of Social and Political Sciences at Malikussaleh University will increase by 0.583 units. This indicates that entrepreneurship education has a positive and significant influence on entrepreneurial interest. It means that the development of entrepreneurship education can encourage entrepreneurial interest among students of the Faculty of Social and Political Sciences at Malikussaleh University.

This is evidenced by the t-test result (t-value) of 7.611, which is greater than the t-table value of 1.98447, and a significance value (p-value) of 0.000, which is less than 0.05. This indicates that entrepreneurship education has a positive and significant impact on entrepreneurial interest among students of the Faculty of Social and Political Sciences at Malikussaleh University.

The findings of this study are consistent with the results of Kodrati & Christina (2020), who also stated that entrepreneurship education has a positive and significant influence on entrepreneurial interest, with a significance value of 0.000 (< 0.05). However, these findings differ from the study conducted by Wahyuningsih (2020), which showed that entrepreneurship education did not have a significant impact on entrepreneurial interest, with a t-value of 0.597 $<$ t-table value of 1.671. This discrepancy may be due to variations in the research context, respondent characteristics, teaching methods, or measurement tools used.

CONCLUSION

Based on the data analysis and field findings, it can be concluded that entrepreneurship education has a positive and significant effect on entrepreneurial interest among students of the Faculty of Social and Political Sciences (FISIP) at Malikussaleh University. This is proven by the results of a simple regression analysis, with a regression coefficient value of 0.583 and a significance value of 0.000 (< 0.05). Thus, the higher the quality of entrepreneurship education received by students, the higher their interest in becoming entrepreneurs. This research provides a preliminary overview of the influence of entrepreneurship education on students' entrepreneurial interest, particularly in the Faculty of Social and Political Sciences at Malikussaleh University. However, the study still has limitations in terms of the number of respondents and the scope of variables. Therefore, future researchers are advised to use a larger and more diverse sample from various faculties or other universities, and to include additional variables such as family support, work experience, access to capital, and business training. A mixed-method approach is also recommended to produce deeper and more comprehensive findings.

For educational institutions, especially FISIP Malikussaleh University, it is recommended to improve the quality of entrepreneurship learning not only theoretically but also practically, such as through case studies, business simulations, visits to entrepreneurs, and by providing supporting facilities such as business incubators and mentoring programs. Inviting alumni or business practitioners as guest speakers may also help increase students' motivation. For lecturers, it is expected that they can balance theoretical and practical teaching, provide direct motivation and guidance, and encourage discussions and field experiences. Collaboration with alumni and practitioners is also important to broaden students' understanding of the business world. Through these efforts, it is expected that an academic environment will be created that fosters the growth of independent and competitive young entrepreneurs.

REFERENCES

- [1] Aprizal & Novia Dwijayanti. (2020). Pengaruh Pendidikan Kewirausahaan Dan Pengalaman Kewirausahaan Terhadap Sikap Berwirausaha Mahasiswa Pmw Universitas Jambi. *Jurnal Pendidikan Ekonomi* (Vol.11, No. 3).
- [2] Arinie Hudaya, Leny Noviani & Khresna Bayu Sangka (2023). Pengaruh Lingkungan Keluarga Dan Pendidikan Kewirausahaan Terhadap Minat Berwirausaha Mahasiswa FKIP UNS Dimodewrasi Peran Program Studi. *Jurnal Pendidikan Ekonomi (JUPE)*, (Vol. 11, No. 2).
- [3] Cesaria Megasari & Syarifuddin Latif. (2022). Pengaruh Design Interior Dan kualitas Pelayanan Terhadap Minat Pengunjung Hotel Sotis Kemang. *Open Journal System*, (Vol. 17, No. 5).
- [4] Dian Intan Tangkeallo & Randi Tangdialla. (2021) Analisis Pendidikan Kewirausahaan Dan Minat Berwirausaha Mahasiswa Fakultas Ekonomi UKI Toraja. *JEKPEND (Jurnal Ekonomi Dan Pendidikan)*, (Vol. 4, No. 1).
- [5] Hakiki, O. R., Robith Setiana, A., Tinggi, S., Ekonomi, I., & Mubarokiyah, L. (2023). Pengaruh Gaya Kepemimpinan Terhadap Kinerja Pegawai Pada Unit Pelaksana Teknis Daerah Pusat Kesehatan Masyarakat (UPTD Puskesmas) Pagerageung Kabupaten Tasikmalaya. *Cetak Journal Of Innovation Research And Knowledge*, 2(8).
- [6] Iskandar. (2022). Pendidikan Kewirausahaan Di Perguruan Tinggi Yang Efektif, P., Intensi, M., & Mahasiswa, K.PT Edukati Inti Cemerlang.
- [7] Kodrati, A. F., & Christina, D. (2020). Pengaruh Pendidikan Kewirausahaan Terhadap Minat Berwirausaha Mahasiswa Fakultas Manajemen Dan Bisnis Universitas Ciputra. In *Performa: Jurnal Manajemen Dan StartUp Bisnis* (Vol. 5, no. 5).
- [8] Mariana Simanjuntak, Astri Rumondang Banjarnahor Ovi Hamidah Sari, Jamaludin, Abdurrozzaq Hasibuan Moses Lorensius Parlinggoman Hutabarat, Marthinus Ismail Puspita Puji Rahayu, Hendra, Rahma Nur Praptiwi Bonaventura Agus Triharjono & Unang Toto Handiman. (2021). *Kewirausahaan Berbasis Teknologi*. Situluama. Yayasan Kita Menulis.
- [9] Mayasari, S., & Safina, W. D. (2021). Pengaruh Kualitas Produk Dan Pelayanan Terhadap Kepuasan Konsumen Pada Restoran Ayam Goreng Kalasan Cabang Iskandar Muda Medan. *Jurnal Bisnis Mahasiswa*, (Vol. 5, No 1).
- [10] Muhammad Rijalus Sholihin, S. E., M.Ak. CGRM (2023). *Kewirausahaan*. Jawa Timur. Klik Media.
- [11] Ni Kadek, Ni Putu & I. Nyoman. (2023). Pengaruh Job Description, Sistem Kerja Dan Pelatihan Kerja Terhadap Produktivitas Kerja Pegawai Pada Dinas Sosial Kabupaten Gianyar. *Jurnsl Emas*, (Vol. 4, No.1).
- [12] Noerhartati, M. E. P. C., Jatiningrum, S. E., & Si, M. (2021). *Pendidikan Kewirausahaan Di Indonesia*.Indramayu. Penerbit Adab.
- [13] Purba, F., Tanjung, D. S., & Gaol, R. L. (2021). Pengaruh Pendekatan Paikem Terhadap Hasil Belajar Siswa Dengan Tema Lingkungan Sahabat Kita Di Kelas V Sd Harapan Baru Medan Tahun Pembelajaran 2020/2021. *Jurnal PAJAR (Pendidikan Dan Pengajaran)*, (Vol. 5, No. 2).
- [14] Rahmat Hidayat & Abdillah. (2019). *Ilmu Pendidikan, Konsep, Teori dan Aplikasinya*. Medan. Lembaga Peduli Pengembangan Pendiidkan Indonesia (LPPPI).
- [15] Reza Riski Afiyati, Sudarno & Leny Noviani. (2023). Pengaruh Pendidikan Kewirausahaan Terhadap Minat Berwirausaha Dengan Pola Pikir Kewirausahaan Sebagai Variabel Mediasi. *Jurnal Pendidikan Ekonomi (JUPE)*, (Vol. 11, No. 3).
- [16] Rosandra Vichi Sofiani, P., & Tjipto Subroto, W. (2024). Pendidikan Kewirausahaan Terhadap Minat Berwirausaha Melalui Orientasi Kewirausahaan Individu Sebagai Variabel Mediasi Pada Mahasiswa Pendidikan Fakultas Ekonomika Dan Bisnis Universitas Negeri Surabaya. *Management Studies And Entrepreneurship Journal (MSEJ)* (Vol. 5, No. 2).
- [17] Sari Pohan (2022). Pengaruh Pendidikan Kewirausahaan, Kreativitas, Dan Motivasi Berwirausaha Terhadap Minat Berwirausaha Pada Mahasiswa Program Studi Manajemen Universitas Pembangunan Panca Budi. Skripsi. Fakultas Ekonomis Dan Bisnis Universitas Medan Area. Medan.
- [18] Suryani, N., Jailani, Ms., Suriani, N., Raden Mattaher Jambi, R., & Sulthan Thaha Saifuddin Jambi, U. (2023). Konsep Populasi Dan Sampling Serta Pemilihan Partisipan Ditinjau Dari Penelitian Ilmiah Pendidikan. *Jurnal Pendidikan Islam*, (Vol. 1, No. 2).
- [19] Suwandi, Widyawati, N., Winarni, W., Haryati, T., Sawir, M., Dian, S., Kasmaniar, A., Santoso, R., Rahmatia, S., Ilham, M., Oktasari, E., Rahma, R., & Wijaya,S. (2021). *Ilmu Administrasi Bisnis*. Jawa Tengah. Eureka Media Aksara.
- [20] Toto Suwarsa, SE., Ak., MM & Aicha Ramadhani Hasibuan. (2021). Pengaruh Pajak Restoran Dan Pajak Hotel Terhadap Pendapatan Asli Daerah Kota Padang Sidempuan Periode 2018-2020. *Jurnal Akuntansi* (Vol. 14, No. 2).
- [21] Utami, S. W., Zulaihati, S., Sumiati, A., Akuntansi, P., & Ekonomi, F. (2022). Pengaruh Kepribadian, Pengetahuan Kewirausahaan, Dan Lingkungan Keluarga Terhadap Minat Berwirausaha Siswa Kelas XII SMKN 1 Kebumen Jawa Tengah. *Indonesian journal of Economy, Business, Entrepreneurship and Finance*, (Vol. 2, No. 1).
- [22] UWahyuningsih, R. (2020). Pengaruh Pendidikan Kewirausahaan Dan Lingkungan Keluarga Terhadap Minat Berwirausaha Mahasiswa Stkip Pgrj Jombang. *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran*, (Vol. 6, No. 3).
- [23] Yanti, A. (2019). Pengaruh Pendidikan Kewirausahaan, Self Efficacy, Locus Of Control Dan Karakter Wirausaha Terhadap Minat Berwirausaha. *Maneggio: Jurnal Ilmiah Magister Manajemen*, (Vol. 2, No. 2).