

**The Effect of Entrepreneurship Education and Internal Locus Of Control on Interest in Entrepreneurship in Undergraduate Students, Faculty of Economics, State University of Jakarta**

**Vitawarani Sudirman**

State University of Jakarta

E-mail: [vitawarani31@mail.com](mailto:vitawarani31@mail.com)

**Prof. Dr. Henry Eryanto, MM**

State University of Jakarta

E-mail: [henryeryanto@unj.ac.id](mailto:henryeryanto@unj.ac.id)

**Marsofiyati S.Pd., M.Pd**

State University of Jakarta

E-mail: [marsofiyati@unj.ac.id](mailto:marsofiyati@unj.ac.id)

**ABSTRACT**

*This study aims to determine whether there is an effect of entrepreneurship education and internal locus of control towards entrepreneurial interest of student collage of State University Of Jakarta. The research method used was a survey method. The population in this study is 180 students and the sample is 125 students. Data on entrepreneurial interest (Y), entrepreneurship education (X1), and internal locus of control (X2) are primary data using a Likert scale. The data analysis technique used is the first measurement of the outer model consisting of individual reliability with a result greater than 0.7 ( $> 0.7$ ). Construct reliability with results greater than 0.7 ( $> 0.7$ ). The composite reliability value is greater than 0.6 ( $> 0.6$ ). AVE value is greater than 0.5 ( $> 0.5$ ). The second measurement of the inner model consists of  $r^2$  with a value of 0.871. Then,  $f$  square entrepreneurship education (X1) with a value of 0.246, and internal locus of control (X2) with a value of 0.136. Whereas the VIF value is smaller than ( $< 5.00$ ) so there is no multicollinearity problem. entrepreneurship education (X1) of 0.428 and  $t$  statistics is  $3.812 > 1.46$  with a  $p$ -value of  $0.000 < 0.05$ . internal locus of control (X2) of 0.319 and  $t$  statistic that is  $2.613 > 1.46$  with a  $p$ -value of  $0.0009 < 0.05$ .*

***Keywords: Entrepreneurship Education, Internal Locus Of Control, Interest in Entrepreneurship***

## PRELIMINARY

Entrepreneurship is an effort to create something new through ideas and innovation. Entrepreneurship is one of the fields of research that continues to grow in the academic world. In addition, entrepreneurship is also considered to be an alternative to dealing with unemployment problems in Indonesia. Currently, entrepreneurs can be used as a solution as a solution to the problem of limited employment opportunities. One of the government's efforts to reduce unemployment is to take an entrepreneurial approach. As entrepreneurs, Indonesia's young generation plays an important role in pushing Indonesia out of the crisis through entrepreneurship. Correspondingly, (Utami et al., 2018) state In order to reduce unemployment, one of the things that can be done is to develop entrepreneurial interest. To overcome the low interest in student entrepreneurship, according to (Utami et al., 2018) that there are 2 (two) factors that influence interest in entrepreneurship, namely intrinsic (internal) and extrinsic (external) factors, namely:

1. Intrinsic Factors: Feelings of pleasure, income, self-esteem, belief in one's ability to succeed. In addition, the internal locus of control is also one of the factors that can affect the interest in entrepreneurship.
2. Extrinsic Factors: Family environment, community environment, entrepreneurship education, opportunities.

One of the causes of unemployment is the educated group or university graduates. Many university graduates have just finished their studies, but not all of these graduates can be absorbed by the world of work. Quoted from the Central Statistics Agency "in August 2018, the number of unemployed undergraduate graduates (S1) increased by 5,984." Not only that, as of August 2020 the number of unemployed graduates (S1) continues to increase by 234,849. The data shows that university graduates are one of the supporters of the increasing unemployment rate.

The problem of educated unemployment is still an unresolved problem because, as data quoted from the Central Statistics Agency, the increasing number of university graduates from year to year above is not proportional to the available jobs. In the midst of this pandemic phase, as the younger generation who are still trying to find their identity, and do not yet have a steady income, some of them are actually interested in starting a business as a solution to reduce unemployment. Especially during the pandemic, home business is increasing among young people. The business is run either individually or with friends.

Based on the pre-research that the researcher has done, it is known that the factors that influence the interest in entrepreneurship with the highest percentage, namely entrepreneurship education, are the learning process and transfer of knowledge about the entrepreneurial aspect as a provision for students to start a business and be ready to accept the risks and challenges that will come. Entrepreneurship education does not only provide theory, but also to shape entrepreneurial attitudes and behavior. Implementation

of entrepreneurship education through theory and practice. Theory is given through learning activities in class. While the practice is given through the preparation of business plan proposals (business proposals) equipped with real products that are promoted through social media.

Jakarta State University Colleges, especially the Faculty of Economics, as a forum that facilitates the distribution of entrepreneurship education to students support more so that entrepreneurship education can change the mindset of students to open up jobs, not just as job seekers. Entrepreneurship education must be supported by the government and educators. In addition, the formation of entrepreneurship mentality must be carried out gradually, although not easy, to foster interest in opening employment opportunities through entrepreneurship activities rather than looking for jobs. However, the fact is that not all students who have received entrepreneurship education are immediately interested in entrepreneurship, because the university's efforts to hold the PKM program as a form of entrepreneurship education have not been fully successful.

Another factor that has a high percentage value from previous research is locus of control, which is the belief in a person to change his own destiny. It is expected that students have a high locus of control to change their own destiny through their interest in entrepreneurship. Locus of control is very necessary, because it encourages a person to move forward to make improvements including his fate in a better direction. The locus of control that researchers use is an internal locus of control where the belief to change one's destiny comes from within oneself, not from external impulses or other people.

## **LITERATURE REVIEW**

### **Interest in Entrepreneurship (Y)**

According to the Theory of Planned Behavior (TPB) a person's attitudes and behavior can foster interest. Individuals judge that the good and bad impacts of entrepreneurship will be able to strengthen the individual's desire to be entrepreneurship and have an interest in entrepreneurship. (Utami et al., 2018) Interest in entrepreneurship is the transformation of the behavior of parents who respect their children as the younger generation to be involved in the business world. (M. Yusuf & Sutanti, 2020) Interest in entrepreneurship is an ambition to create new innovations that grow from within the individual aiming to fulfill the interests of his life. (M. Yusuf & Sutanti, 2020)

Interest in entrepreneurship is an individual's tendency to create new ideas that are implemented through the field of entrepreneurship with the courage to take risks. (Ginting & Siagian, 2019) Interest in entrepreneurship is an interest in building a business to meet the needs of his life without being afraid of the challenges that will come. (Aje et al., 2019)

Interest in entrepreneurship is a person's desire to start a business without fear of risk. (Anand & Meftahudin, 2020) Interest in entrepreneurship is a stimulus in a person to carry out business activities and earn their own income. (Karen Hapuk et al., 2020)

Interest in entrepreneurship is the desire and courage in individuals to create businesses with new ideas in order to achieve success.(Anand & Meftahudin, 2020) Interest in entrepreneurship is more attention based on curiosity about the field of entrepreneurship.(Karen Hapuk et al., 2020) From the explanation of the theories above, it can be defined that interest in entrepreneurship is a person's interest in the field of entrepreneurship and the desire to become an entrepreneur. There are several indicators that support the interest in entrepreneurship which is measured through 3 (three) kinds of indicators, namely(Yanti, 2019):

1. Cognition, which includes: entrepreneurial knowledge on entrepreneurial interest
2. Emotions, which include: feelings of pleasure, interest and concern for entrepreneurial interests
3. Konasi, which includes: desire, effort and belief in the interest in entrepreneurship

Correspondingly, the component of interest in entrepreneurship according to (Amin et al., 2020) consist of:

1. The cognitive component is the knowledge and perception gained through experience with an object such as experience gained from entrepreneurship education, attitudes and information from various sources.
2. Affective component is a picture of one's feelings of pleasure, interest and emotion towards objects, feelings and attitudes are a comprehensive evaluation of entrepreneurial attitudes.
3. The conative component shows a person's actions or behavioral tendencies towards an object. Therefore, individual talents and interests in entrepreneurship greatly support one's success.

Interest contains elements of cognition (knowing) meaning that interest is initiated by knowledge and information about entrepreneurship, emotion (feeling) happy and interested in entrepreneurship, and konaasi (will) is defined as an act of growing a desire.(Baskara & Has, 2018) According to interest in entrepreneurship, it can be measured through 3 (three) kinds of indicators as follows (Yanti, 2019):

1. Cognition, including: knowledge and information about entrepreneurship to interest in entrepreneurship.
2. Emotions, which include: feelings of pleasure, interest and attention to entrepreneurial interests.
3. Konasi, including: the desire to build a business and confidence in the interest in entrepreneurship.

### **Entrepreneurship Education (X1)**

Entrepreneurship education is learning that aims to lead students' views and behavior to determine career paths by starting a business.(Anand & Meftahudin, 2020)

Entrepreneurship education can train students' views and behaviors to have a career as an entrepreneur. (Ginting & Siagian, 2019) Entrepreneurship education is a learning plan that uses an entrepreneurial perspective as the main element in learning. (E. Yusuf & Efendi, 2019)

Entrepreneurship education is one method that teaches efforts to predict entrepreneurial opportunities as well as face challenges.(Anand & Meftahudin, 2020) Entrepreneurship education is "the process of transmitting entrepreneurial knowledge and skills to students to help them exploit a business opportunity" which means a method of transferring understanding of entrepreneurial skills to students so that students are able to use existing business opportunities. (M. Yusuf & Sutanti, 2020) Entrepreneurship education is an effort to increase knowledge about entrepreneurship and predict the risks that will occur. (Munawar, 2019) Entrepreneurship education is one of the involvement of educators to students who are starting a business with various innovations that continue to grow. (Munawar, 2019)

Entrepreneurship education is an increase in students' sensitivity to problems and supports their skills in finding innovative solutions.(Munawar, 2019) Entrepreneurship education is an effort to build entrepreneurial character through formal or non-formal education. (M. Yusuf & Sutanti, 2020) Entrepreneurship education is a learning program about the field of entrepreneurship as the main aspect in the provision of learning competencies. (M. Yusuf & Sutanti, 2020)Based on the explanation of the theories above, it can be interpreted that entrepreneurship education is a learning process where entrepreneurship is the most important element in it. There are several indicators that support entrepreneurship education according to(Khoeriyah et al., 2019) that is:

1. Curriculum

Entrepreneurship-based educational competencies given to students must be adapted to the development of entrepreneurship.

2. Quality of Educators

In this case, as educators, they must not only master the science of education, but also must be able to convey this knowledge well to students

3. Teaching and learning facilities

The availability of educational facilities and infrastructure is very helpful for students to master entrepreneurship education both theory and practice as well as assisting educators in conveying knowledge.

In addition, it also mentions several indicators of entrepreneurship education, namely: (Yunita, 2019):

1. The curriculum is an entrepreneurship-based educational competency given to students by adjusting the current development of entrepreneurship.
2. The quality of the teaching staff, in this case is the lecturer as an educator who not only has to master science, but also must be able to convey the knowledge well so that students can understand it easily.

3. Teaching and learning facilities, in this case such as the availability of educational facilities and infrastructure, really help students to master entrepreneurship education materials as well as institutional attention in facilitating entrepreneurial learning such as theory carried out through classroom learning, and practice outside the classroom such as selling and promoting real products.

According to the Ministry of Education, "entrepreneurship education can be measured by three dimensions, namely: (M. Yusuf & Sutanti, 2020):

1. The curriculum consists of: the suitability of material about entrepreneurship, easy-to-understand material, and seminar and discussion activities that support students' encouragement to become entrepreneurs.
2. The quality of educators consisting of: educators have knowledge about entrepreneurship, educators are able to motivate students to understand the material presented.
3. Facilities consisting of: having entrepreneurship practice facilities, the availability of books and other resources in the library, and providing business plan competitions for students

The indicators of entrepreneurship education used according to are (Afifah et al., 2016):

1. Education competency curriculum
2. Quality of work
3. Teaching and learning facilities

### ***Internal Locus Of Control (X2)***

A person with an internal locus of control believes that through effort and skill they can improve their destiny and become successful. On the other hand, someone who has an external locus of control believes that a stranger is in control of all events in his life, including fate. (Syatriadin, 2017) Internal locus of control is an individual's belief that he is able to control events that affect his life such as fate. While the external locus of control, is someone who believes that external forces are the trigger for their success. (Subroto, 2017)

Individuals who have an internal locus of control believe that they are responsible for the fate and events in their lives. On the other hand, external locus of control is the individual's belief in external control that determines the fate and events in their lives. (Ernima et al., 2016)

*Locus of control* is an individual's belief that those who determine the events in his life, including their own destiny. (Subroto, 2017) Locus of control is a person's belief that the controller of all events that occur is themselves. (Syatriadin, 2017) *Locus of control* is the belief in being able to control and be responsible for all events that occur in his life. (Oktavia et al., 2017) Reflection of beliefs about the source of a person's

attitude and condition can be obtained by looking at the condition of the locus of control. (Syatriadin, 2017)

Locus of control is a self-concept theory that provides a description of a person's beliefs about the source of his behavior. (Oktavia et al., 2017) Locus of control is an individual's behavior based on the belief that internal and external aspects determine one's life. (Syatriadin, 2017) Locus of control is an aspect of the character that an individual has related to the individual's belief in the source of the trigger for events that occur to him. (Syatriadin, 2017) From the theoretical explanation above, the researcher chose the internal locus of control variable, which means a person's confidence that he is able to change his own destiny. While external locus of control is a person's confidence that his fate is determined by outside control. There are several indicators that support locus of control, one of which is according to Kreitner (Yanti, 2019) Locus of Control consists of two elements, namely internal and external. Internal Locus of Control, namely the individual believes that decision making and responsibility is his own control. While the external locus of control is the individual believes that the events in his life are beyond his control.

*Locus of Control* internal means a person's belief that they have great potential for self-determination. On the other hand, external locus of control is belief in external circumstances that influence events in his life. (Yanti, 2019) A person is considered to have an internal Locus of Control if they believe they are able to control their goals, on the other hand, an individual who considers his life to be controlled by external domination is said to have an external Locus of Control. (Yanti, 2019)

Rotter argues that some individuals have an internal locus of control. They believe that they can determine their own destiny by working and striving towards success. Meanwhile, someone who believes that other people control their life has an external locus of control. (Syatriadin, 2017). Locus of control consists of an internal locus of control where the individual believes that he is in control to play a role as a determinant of fate and decision makers in his life. While the external locus of control where a person believes that the events in his life are beyond his control. (Khabibah et al., 2019)

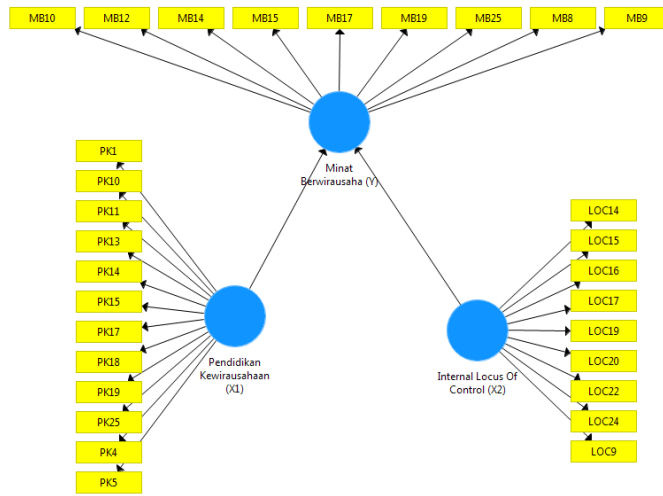
## **RESEARCH METHODS**

This research uses quantitative methods with survey data collection techniques. The population in this study were 180 respondents with a total sample of 125 respondents. The place of research was conducted at the Faculty of Economics, State University of Jakarta. This research was conducted, starting from December 2020 to completion.

## **RESULTS AND DISCUSSION**

### **Measurement Model (Outer Model)**

The analysis of this outer model specifies the influence between the latent variable and its indicators or it can be said that the outer model defines how each indicator relates to the latent variable.



**Figure IV.1 Research Final Model**

**Source: Data Processed by Researchers using SMART PLS.3 (2021)**

A construct is declared valid if it has a Cronbach alpha value of  $> 0.7$ . The results of the validity test with Cronbach alpha can be seen in the following table.

**Table IV.10 Cronbach's Alpha**

	<i>Cronbach's Alpha</i>
<b>Entrepreneurship Education (X1)</b>	<b>0.940</b>
<b>Internal Locus Of Control (X2)</b>	<b>0.949</b>
<b>Interest in Entrepreneurship (Y)</b>	<b>0.941</b>

**Source: Data Processed by Researchers using SMART PLS.3 (2021)**

Table IV.10 explains that the value of Cronbach's alpha for the entrepreneurship education variable is 0.940, the internal locus of control is 0.949 and the interest in entrepreneurship is 0.941. Cronbach's alpha value for all variables  $> 0.7$ , so it can be concluded that the overall construct of the variables used in this study is declared valid.

### Inner Model Evaluation

Next, to determine the indicator's reliability value, it can be measured through the value of Average Variant Extracted (AVE) and Composite Reliability. The AVE value will show the variance value obtained by each variable. The test criteria for the AVE value are  $> 0.5$ .

**Table IV.11 Average Variance Extracted (AVE)**

	<i>Composite Reliability</i>	<i>Average Variant Extracted (AVE)</i>
<b>Entrepreneurship Education (X1)</b>	<b>0.948</b>	<b>0.602</b>
<b>Internal Locus Of Control (X2)</b>	<b>0.957</b>	<b>0.712</b>



<b>Interest in Entrepreneurship (Y)</b>	<b>0.950</b>	<b>0.681</b>
---	--------------	--------------

**Source: Data Processed by Researchers using SMART PLS.3 (2021)**

The Average Variance Extracted (AVE) value for the entrepreneurial education variable is 0.602, the internal locus of control variable is 0.712 and for the entrepreneurial interest variable is 0.681. All variables have an AVE value > 0.5, so it can be concluded that all variables are declared reliable in this study.

**Table IV.13 R-Square (R<sup>2</sup>)**

	<b>R Square</b>
<b>Interest in Entrepreneurship (Y)</b>	<b>0.409</b>

**Source: Data Processed by Researchers using SMART PLS.3 (2021)**

Based on table IV.13 it can be seen that the value of R-Square (R<sup>2</sup>) of 0.409 < 0.50, so the influence between the variables of entrepreneurship education and internal locus of control on entrepreneurial interest is 4.09%, which is moderate.

**Table IV.14 *f*-Square**

	<b>Entrepreneurship Education (X1)</b>	<b><i>Internal Locus Of Control (X2)</i></b>	<b>Interest in Entrepreneurship (Y)</b>
<b>Entrepreneurship Education (X1)</b>			<b>0.246</b>
<b><i>Internal Locus Of Control (X2)</i></b>			0.136
<b>Interest in Entrepreneurship (Y)</b>			

**Source: Data Processed by Researchers using SMART PLS.3 (2021)**

Based on table IV.14, it can be seen that the relationship or influence between the variable constructs of entrepreneurship education and interest in entrepreneurship is 0.246 > 0.15, it can be interpreted that the relationship or influence of the two variables is moderate. Furthermore, for the relationship or influence between the construct of the internal locus of control variable and the interest in entrepreneurship is 0.136, or it can be interpreted that the relationship or influence between the two variables is moderate.

## Hypothesis testing

**Table IV.16 Path Coefficient**

	<b>Original Sample (O)</b>	<b>Sample Average (M)</b>	<b>Standard Deviation (STDEV)</b>	<b>T Statistics ( O/STDEV )</b>	<b>P Values</b>
<b>Entrepreneurship Education -&gt; Interest in Entrepreneurship</b>	0.428	0.449	0.112	3.812	<b>0.000</b>
<b>Internal Locus Of Control -&gt; Interest in Entrepreneurship</b>	0.319	0.316	0.122	2,613	<b>0.009</b>

**Source: Data Processed by Researchers using SMART PLS.3 (2021)**

### **H1: Entrepreneurship Education has a positive and significant effect on Entrepreneurial Interest**

The first hypothesis aims to examine the effect of Entrepreneurship Education having a positive and significant effect on Entrepreneurial Interest. Based on the results of the Path Coefficient calculation in table 4., it can be seen that the Original Sample value is 0.428, the T-Statistic is 3.812 > 1.96 and the P Values is 0.000 < 0.005. Thus it can be concluded that the variable of Entrepreneurship Education has a positive and significant effect on Entrepreneurial Interest.

### **H2: Internal Locus Of Control has a positive and significant effect on Entrepreneurial Interest**

The second hypothesis aims to examine the influence of Internal Locus Of Control has a positive and significant effect on Entrepreneurial Interest. Based on the results of the Path Coefficient calculation in table 4., it can be seen that the Original Sample value is 0.319, the T-Statistic is 2.613 > 1.96 and the P Values is 0.009 < 0.005. Thus, it can be concluded that the Internal Locus Of Control variable has a positive and significant effect on Entrepreneurial Interest.

### **H3 : Entrepreneurship Education and Internal Locus of Control have a simultaneous effect on Entrepreneurial Interest**

The third hypothesis aims to examine the effect of Entrepreneurship Education and Internal Locus of control simultaneously on Entrepreneurial Interest. According to (Wiyono & Ruyani, 2019), (Mahmud, 2016) and (Aisyah et al., 2019) to determine the effect of the independent variables together on the dependent can be seen on the value of F or F Count. If the value of F Count > F Table, then Entrepreneurship Education and Internal Locus of Control have an effect on Entrepreneurial Interest. Vice versa, if the value of F Count < F Table, then Entrepreneurship Education and Internal Locus of Control have no effect on Entrepreneurial Interest. The calculated F value can be obtained through the calculation of the formula, so for the

calculation of the F value as follows: 
$$\frac{R^2(n-k-1)}{(1-R^2)k}$$

$$F \text{ Count} = \frac{0,409^2(125-2-1)}{(1-0,409^2)^2},$$

$$F \text{ Count} = \frac{20408282}{1,665438},$$

$$F \text{ Count} = \mathbf{12,254}$$

Then the results obtained F Count of 12.254 > F Table 3,17 (which is obtained from the attached table). Therefore, it can be concluded that Entrepreneurship Education and Internal Locus of Control have a simultaneous effect on Entrepreneurial Interest.

## CONCLUSION

Based on the results of research and discussions that have been carried out by researchers regarding the influence of the school environment and locus of control on teacher job satisfaction, it can be concluded, as follows:

There is a positive and significant influence between Entrepreneurship Education on Entrepreneurial Interest. Based on the results of the Path Coefficient calculation in table IV.16, it can be seen that the Original Sample value is 0.428, the T-Statistic is 3.812 > 1.96 and the P Values is 0.000 < 0.005. The better entrepreneurship education in terms of curriculum, quality of teaching staff, and teaching and learning facilities, the more it supports students to grow their interest in entrepreneurship. Thus it can be concluded that the variable of Entrepreneurship Education has a positive and significant effect on Entrepreneurial Interest.

There is a positive and significant influence between Internal Locus Of Control on Entrepreneurial Interest. Based on the results of the Path Coefficient calculation in table IV.16, it can be seen that the Original Sample value is 0.319, the T-Statistic is 2.613 > 1.96 and the P Values is 0.009 < 0.005. It takes confidence to foster interest in entrepreneurship in students. Therefore, the internal locus of control affects the interest in entrepreneurship. The higher the confidence of students, the more their interest in entrepreneurship will increase. Thus, it can be concluded that the Internal Locus Of Control variable has a positive and significant effect on Entrepreneurial Interest.

There is a positive and significant influence between entrepreneurship education and internal locus of control on the interest in entrepreneurship. The calculation results obtained through the F test are F Count of 12.254 > F Table 3.17 (which is obtained from the attached table). Thus, it can be concluded that the better the quality of entrepreneurship education and the high internal locus of control possessed by students, the higher the interest in entrepreneurship in students.

## IMPLICATIONS

Based on the explanation above, there is an influence between X1 and X2 on Y. From the research that has been carried out, entrepreneurship education and internal locus of control are important factors to support the growth of interest in entrepreneurship, especially for students. With the existence of entrepreneurship education as a distribution of entrepreneurship knowledge

and internal locus of control as a provision of self-confidence to change one's own destiny, it will increase interest in entrepreneurship.

### **SUGGESTION**

If other researchers want to calculate using other data analysis techniques, it is recommended to use other calculation applications such as Amos or SPSS. Because in this study the researcher has used the PLS.3 SMAT application. this is to be a comparison of the results of calculations using other calculation applications.

Because the number of variables in this study is only three variables, it is recommended that other researchers can add new variables so that there will be more varied research and can add new insights by using other variables.

### **BIBLIOGRAPHY**

- Afifah, N., Sunaryo, H., & Wahono, B. (2016). Pengaruh Pendidikan Kewirausahaan, Kepribadian Dan Lingkungan Keluarga Terhadap Minat Berwirausaha Mahasiswa. *E – Jurnal Riset Manajemen PRODI MANAJEMEN*, 82–94.
- Aje, A., Suryani, L., & Tute, K. (2019). PENGARUH EFIKASI DIRI DAN PENDIDIKAN KEWIRAUSAHAAN TERHADAP MINAT BERWIRAUSAHA MAHASISWA FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN TAHUN AKADEMIK 2018/2019 UNIVERSITAS FLORES ENDE, NTT. *JIMUPB Jurnal Ilmiah Manajemen*, 8(1), 125–134.
- Amin, P., Arini, D., & Permadi, W. (2020). *MEMETAKAN BAKAT DAN MINAT SISWA DENGAN MEMBANGUN MENTAL WIRAUSAHA GUNA Mendukung PROGRAM EKONOMI KREATIF DI LINGKUNGAN SEKOLAH*. 4(2), 4–6.
- Anand, F., & Meftahudin. (2020). PENGARUH LINGKUNGAN KELUARGA, PENDIDIKAN KEWIRAUSAHAAN, EFIKASI DIRI DAN MOTIVASI TERHADAP MINAT BERWIRAUSAHA MAHASISWA (Studi Pada Mahasiswa Fakultas Ekonomi Universitas Sains Al-Qur'an). *Journal of Economic, Business and Engineering (JEBE)*, 2(1).
- Aulia, M., & Evanita, S. (2020). *The Influence of Locus of Control, Need for Achievement and Campus Environment on Students' Entrepreneurship Interest of Universitas Negeri Padang*. 124, 599–607. <https://doi.org/10.2991/aebmr.k.200305.124>
- Baskara, A., & Has, Z. (2018). PENGARUH MOTIVASI, KEPERIBADIAN DAN LINGKUNGAN TERHADAP MINAT BERWIRAUSAHA MAHASISWA FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS ISLAM RIAU (UIR). *PeKA: Jurnal Pendidikan Ekonomi Akuntansi FKIP UIR*, 6(1).
- Ernima, Y., Parimita, W., & Wibowo, A. (2016). LOCUS OF CONTROL DAN PROKRASINASI PADA MAHASISWA PENDIDIKAN EKONOMI ANGKATAN 2013 FAKULTAS EKONOMI UNIVERSITAS NEGERI JAKARTA. *Junral Pendidikan Ekonomi Dan Bisnis*, 4(2), 87–106. <https://doi.org/https://doi.org/10.21009/JPEB.004.2.1>

- Garson, D. G. (2016). *Partial Least Squares: Regression & Structural Equation Models*.
- Ginting, Y., & Siagian, N. (2019). Procuratio : Jurnal Ilmiah Manajemen Procuratio : Jurnal Ilmiah Manajemen. *Procuratio: Jurnal Ilmiah Manajemen*, 7(2), 152–164.
- Hermawan, R. W., Soetjipto, B. E., & Rahayu, W. P. (2016). The Effect of Entrepreneurial Self-Efficacy and Locus of Control on Entrepreneurship Interest through Entrepreneurship Literacy. *International Organization of Scientific Research Journal of Business and Management*, 18(2), 141–148. <https://doi.org/10.9790/487X-1821141148>
- Irsyada, R., Dardiri, A., & Sugandi, R. M. (2018). *Kontribusi Minat Berwirausaha dan Self Efficacy terhadap Kesiapan Berwirausaha di Era Revolusi Industri 4 . 0 Mahasiswa Teknik Informatika se-Malang*. 945–954.
- Isma, A., Rakib, M., & Dewantara, H. (2020). THE EFFECT OF PARENTS' SOCIO-ECONOMIC STATUS AND ENTREPRENEURSHIP EDUCATION TOWARD STUDENTS' ENTREPRENEURIAL INTERESTS AT UNIVERSITAS NEGERI MAKASSAR. *Jurnal Nalar Pendidikan*, 8(1), 37–46.
- Karen Hapuk, M. S., Suwatno, S., & Machmud, A. (2020). Efikasi diri dan motivasi: sebagai mediasi pengaruh pendidikan kewirausahaan terhadap minat berwirausaha. *Jurnal Riset Pendidikan Ekonomi*, 5(2), 59–69. <https://doi.org/10.21067/jrpe.v5i2.4577>
- Khabibah, & Febriyanti. (2019). The Influence of Entrepreneurship Education, Self-Efficacy, and Locus of Control on College Student Entrepreneurial Interest in Elementary School Teacher Education. *SHEs: Conference Series 2 (1) (2019)*, 077–084.
- Khabibah, F., Sani, F., Nurjanah, A., & Salimi, M. (2019). The Influence of Entrepreneurship Education, Self-Efficacy, and Locus of Control on College Student Entrepreneurial Interest in Elementary School Teacher Education. *4th National Seminar on Educational Innovation*, 2(1), 077–084.
- Khoeriyah, Y., Muamar, A., & Bakhri, S. (2019). PENGARUH PENDIDIKAN KEWIRAUSAHAAN DAN KELUARGA TERHADAP MINAT WIRAUSAHA DARUT-TAUHID AL-ISHLAH CIREBON. *Journal of Chemical Information and Modeling*, 53(9), 1689–1699.
- Munawar, A. (2019). Pengaruh Pendidikan Kewirausahaan Dan Self Efficacy Terhadap Minat Berwirausaha Siswa. *Prosiding Seminar Nasional Pendidikan KALUNI*, 2(2), 268–283. <https://doi.org/10.30998/prokaluni.v2i0.105>
- Oktavia, deby wahyu indri, Hariani, lilik sri, & Edi, W. (2017). Pengaruh Locus of Control , Jiwa Kewirausahaan , Dan Motivasi Berwirausaha Terhadap Minat. *Jurnal Riset Pendidikan Ekonomi*, 2(1), 1–7.
- Purnamawati, N. K., Adiandari, A. M., Amrita, N. D. A., & Perdanawati, L. P. V. I. (2020). The

- Effect of Entrepreneurship Education and Family Environment on Interests Entrepreneurship in Student of the Faculty of Economics, University of Ngurah Rai in Denpasar. *ADI Journal on Recent Innovation (AJRI)*, 1(2), 158–166. <https://doi.org/10.34306/ajri.v1i2.46>
- Rifai, A. (2015). Partial Least Square-Structural Equation Modeling (PLS-SEM) untuk mengukur ekspektasi penggunaan repositori lembaga: Pilot studi di UIN Syarif Hidayatullah Jakarta. *Al-Maktabah*, 14(1), 56–65.
- Riyanto, S., & Hatmawan, A. (2020). *METODE RISET ELEITIAN KUANTITATIF PENELITIAN DI BIDANG MANAJEMEN, TEKNIK, PENDIDIKAN DAN EKSPERIMEN*. CV BUDI UTAMA.
- Sektiyaningsih, I. S., & Aisyah, S. (2020). Analisis Pengaruh Pendidikan Kewirausahaan, Inovasi, dan Motivasi Berwirausaha terhadap Minat Berwirausaha pada Mahasiswa IBM Asmi Jakarta. *JMBA Jurnal Manajemen Dan ...*, 06(02), 67–77. <https://journal.ibmasmi.ac.id/index.php/JMBA/article/view/415>
- Sholiha, E. U. N., & Salamah, M. (2015). Structural Equation Modeling-Partial Least Square untuk Pemodelan Derajat Kesehatan Kabupaten/Kota di Jawa Timur. *Jurnal Sains Dan Seni Its*, 4(2), 4–9. <http://id.portalgaruda.org/index.php?ref=browse&mod=viewarticle&article=415116>
- Subroto, S. (2017). Analisis Pengaruh Locus Of Control Dan Stres Kerja Terhadap Kinerja Karyawan. *Jurnal Ilmiah Manajemen & Bisnis*, 18(2), 129–139.
- Syatriadin, S. (2017). Locus of Control : Teori Temuan Penelitian dan Reorientasinya dalam Manajemen Penanganan Kesulitan Belajar Peserta Didik. *Fondatia*, 1(1), 144–164. <https://doi.org/10.36088/fondatia.v1i1.93>
- Utami, A., Adi, B., & Sunarto. (2018). Pengaruh Mata Pelajaran Kewirausahaan, Status Sosial Ekonomi Orang Tua, dan Internal Locus of Control Terhadap Minat Berwirausaha Siswa Kelas XI TKJ SMK Batik 1 Surakarta Tahun Ajaran 2017/2018. *BISE: Jurnal Pendidikan Bisnis Dan Ekonomi*, 10(2), 244–245.
- Yanti, A. (2017). PENGARUH PENDIDIKAN KEWIRAUSAHAAN, SELF EFFICACY, LOCUS OF CONTROL DAN KARAKTER WIRAUSAHA PADA MINAT BERWIRAUSAHA (STUDY KASUS MAHASISWA EKONOMI & BISNIS UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA ). *Jurnal Ilmiah Simantek*, 4(3), 148–157.
- Yanti, A. (2019). Pengaruh Pendidikan Kewirausahaan, Self Efficacy, Locus of Control dan Karakter Wirausaha Terhadap Minat Berwirausaha. *Maneggio: Jurnal Ilmiah Magister Manajemen*, 2(2). <https://doi.org/https://doi.org/10.30596/maneggio.v2i2.3774>

- Yunita, R. (2019). ANALISIS FAKTOR – FAKTOR YANG MEMPENGARUHI MINAT BERWIRUSAHA DI KALANGAN MAHASISWA POLITEKNIK KOTABARU. *Journal of Chemical Information and Modeling*, 53(9), 1689–1699.
- Yusuf, E., & Efendi, R. (2019). Student Entrepreneurial Interests that are influenced by Income Expectations , Entrepreneurship Education , and Self Efficacy. *International Journal of Multicultural and Multireligious Understanding*, 6(6), 572–580.
- Yusuf, M., & Sutanti. (2020). PENGARUH PENDIDIKAN KEWIRUSAHAAN DAN LINGKUNGAN TERHADAP MINAT BERWIRUSAHA DI KALANGAN MAHASISWA. *JURNAL MUHAMMADIYAH MANAJEMEN BISNIS*, 1(2), 77–84.