

Personal Role in the Mediation of Entrepreneurship Education on Interest in Entrepreneurship



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ABSTRACT

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This study has a purpose to analyze (1) To find out and explain the influence of Entrepreneurship Education on Personal Management Students S1 at Stiesia Surabaya, (2) To find out and explain the Personal Influence on Interest in Entrepreneurship, (3) To find out and explain the influence of Entrepreneurship Education on Entrepreneurial Interests of Management S1 Students at Stiesia Surabaya, (4) To find out and explain the influence of Personal roles in mediating Entrepreneurship Education on Entrepreneurial Interests of Undergraduate Management Students at Stiesia Surabaya. 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. 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 Entrepreneurial 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 Stiesia Surabaya.

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1. Introduction

Unemployment in Indonesia is increasing, which is quite high at 6.82 million people (Central Bureau of Statistics, 2019). The number of problems regarding unemployment in our country is still the main problem that is difficult to eliminate. This situation is caused by the number of job seekers compared to the available job opportunities. In fact, it can be seen that there are three choices that will be experienced by college graduates. First, become civil servants and employees of private companies. Second, being intellectually unemployed, because of the fierce competition in finding work. Third, open their own business in the field of business that is in accordance with the science and technology that can be obtained while in Higher Education (Student, 2013).

Entrepreneurship is closely related to the search for sustenance to meet daily needs. The entrepreneurial spirit must have the nature and attitude of being diligent, creative, innovative, and have a high imagination, and must be willing to take risks, of course. The factors that influence a person's interest in entrepreneurship consist of individual/personal, entrepreneurship education, personal, more wanting to be appreciated, compulsion, personality, and social environment (Hendro, 2019). Indicators of interest in entrepreneurship include self-confidence (steady personality, optimistic), task and result oriented (profit or result oriented, determination, hard work, energetic, full of initiative), dare to take risks (able to take risks, likes challenges), originality (creative, innovative, versatile, many sources), future-oriented (always forward view) (Buchari Alma, 2018).

An entrepreneurial spirit can be grown in students at universities which are believed to be an alternative as a way to reduce unemployment rates. Therefore, undergraduate graduates in higher education are directed to not only be oriented as *job seekers* but can also be ready to become job creators. As an effort to internalize the entrepreneurial spirit and mentality through educational institutions and training institutions, training, and so on. The entrepreneurial spirit will not automatically appear but must be built in a system, which is often done by a lecturer by introducing entrepreneurship education in lectures, entrepreneurial seminars, or special training that will be packaged in a practical and attractive way in order to awaken and build the entrepreneurial spirit of students, by generating and building the entrepreneurial spirit of students, namely by fostering the spirit of building an ethical business and increasing students' motivation/interest in doing entrepreneurship (Buchari Alma, 2018).

According to Bygrave, a person's interest in starting to become an entrepreneur is formed because of several critical factors, namely personal regarding aspects of a person's personality, *sociological* regarding problems with family relationships, and environmental concerns relating to relationship problems with the environment (Buchari Alma, 2010). So the interest in entrepreneurship does not only arise because of personal factors but is formed because of the influence of the personal who supports it. With regard to family relationships, parents are the oldest educational institutions, informal, 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 properly (Hasbullah, 2009).

Interest in establishing a business can be formed from family upbringing because it can have a positive influence on the interests, attitudes and activities of fellow family members influence each other both directly and indirectly. This is in line with the reality that universities can be a source of hope for all students, parents and the community in achieving a bright future. In essence, students learn to accept positive things and the indicators include: how to educate in childhood and the experiences gained and developments to achieve their goals.

STIESIA Surabaya is one of the high schools that provide entrepreneurship education. In its development, the STIESIA Surabaya campus has carried out excellent collaborations with several related institutions in order to improve the entrepreneurial skills of management students. Following are the results of a random initial survey of 50 STIESIA Surabaya Management students who have received entrepreneurship education:

Table 1.1 Preliminary Survey Data for STIESIA Students Who Have Received Entrepreneurship Education

No.	STIESIA student interest in entrepreneurship	Amount Student	Percentage
1	Want to be Entrepreneur	12	23.5%
2	Don't Want to be Entrepreneur	38	76.5%
	Total	50	100%

Source: Google Form Survey Results Data

Can be seen the table above shows that there are 23.5% or about 12 students continue entrepreneurship, between 76.5% or about 38 students do not want to be entrepreneurs. The opinion of Buchari Alma (2010) looks at entrepreneurship education.

Table 1.2 Data on Factors Affecting Interest in Entrepreneurship

No.	Factors that influence the intention to become an entrepreneur	Amount Student	Percentage
1	Family factor	7	13.7%
2	Personal factors	29	56%
3	Motivation factor	15	29.8
	Total	50	100%

Source: Google Form Survey Results Data

The table above states that there are dominant factors influencing interest in entrepreneurship, namely personal factors by 56% or about 29 students, motivational factors by 29.8% or 15 students, and family factors by 13.7% or 7 students. If seen from the data, personal/individual factors have a very high influence on the interest in entrepreneurship, but in fact, it is inversely proportional to STIESIA students. This was also conveyed by Hendro (2019) that there are factors that can influence a person's interest in entrepreneurship, namely individual/personal, entrepreneurial education, family environment, wanting to be appreciated, compulsion, personality, and social environmental factors.

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

The results of previous researchers (Riani *et al.*, 2012; Paulina *et al.*, 2012; Wijaya *et al.*, 2013; Silvia, 2013; Darmanto, 2013; Adhitama, 2014; Tshikovhi *et al.*, 2015; Landini *et al.*, 2015; Hussain, 2015; Malebana, 2015; Kaijun *et al.*, 2015). In addition, entrepreneurial intentions are also influenced by entrepreneurship education and subjective norms (Riani *et al.*, 2012; Andika *et al.*, 2012; Wijaya *et al.*, 2013; Proverbs *et al.*, 2013; Hussain, 2015). From the results of this study, one of the factors driving entrepreneurial growth is the provision of entrepreneurship education and encouragement from individuals to develop knowledge in accordance with procedures to build and grow success (Packham, *et.al*, 2010).

2. Literature Review

Interest is a feeling of liking and feeling of interest in a particular thing or activity without anyone giving orders. Usually interest is always accompanied by feelings of love so that pleasure is obtained (Ihsana, 2017). 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 experience and encouragement obtained from someone. An entrepreneur is someone who has the ability to see and assess business opportunities, gather the resources needed to take advantage and take appropriate action (Mudjiarto, 2006).

Educational education (entrepreneur) is an effort to internalize the entrepreneurial spirit and mentality both through educational institutions and other institutions such as training institutions, training and so on (Agus Wibowo, 2013). Entrepreneurship education is an effort carried out with systematic awareness to improve the standard of living or better progress. As an effort to internalize the entrepreneurial spirit and mentality through educational institutions and other institutions such as training and training institutions.

Entrepreneurship courses are a form of entrepreneurship-oriented education in the form of education that applies *life-skills* to students through an integrated curriculum developed by each university. Understanding the concept of *life skills* will ultimately motivate students to develop their potential independently or as entrepreneurs. Through entrepreneurship lectures, students can discuss the basic physiological, psychological, and economic values as well as various aspects of entrepreneurial management for marketing broadly and deeply.

The most important thing in building an entrepreneurial spirit is changing a positive mindset or mindset to always be successful. This mindset is the most important motivating factor to dare to be an entrepreneur (Muhammad Awaluddin, 2015). Therefore, it can be concluded that entrepreneurship education is an activity that can form an independent soul who has character, innovation, knowledge, understanding, and entrepreneurial skills as a prospective entrepreneur.

Personal or individual is the influence of experiences that live from childhood to adulthood in the environment or family. A trait theorist explains that innate qualities are inborn talents or natural individual potentials that make a person an entrepreneur. Entrepreneurial behavior is not only influenced by rational factors, but also by personal, social, and wider environmental factors.

Several personal factors that encourage innovation are the desire for achievement, curiosity, the desire to take risks, educational factors, and experience factors. The existence of innovation that comes from oneself will encourage someone to look for triggers for starting a business (Edy Dwi Kurniati, 2015). How educated parents in childhood and the experience gained can affect the growth and development of interest in entrepreneurship. (Bukhori Alma, 2014). For example, personal experience in helping parents' businesses, is one of the main potentials to make someone 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.

3. Research Method

The results of this study are expected to provide an overview of students' perceptions of Personal, Entrepreneurship Education provided has an important (effective) role to increase motivation, competence in growing Interest in Entrepreneurship. Based on the description of the explanation related to personal, entrepreneurship education and interest in entrepreneurship in STIESIA Surabaya students, the conceptual framework that can be presented is as follows:

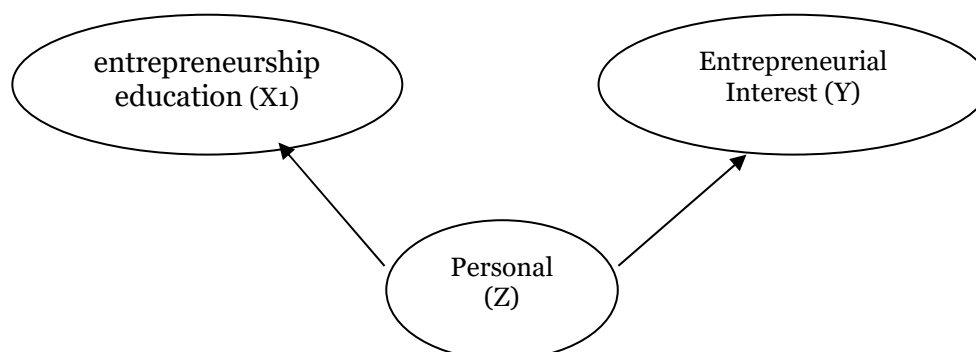


Figure 1.1 Conceptual Framework

The effect of entrepreneurship education on students' interest in entrepreneurship. Entrepreneurship education is an effort to implement the entrepreneurial spirit and mentality either through educational institutions or other institutions such as training institutions, training and so on. Personal influence on interest in entrepreneurship. In a personal theory approach (personality traits) reveals personality is a stable quality in various situations. An innate quality is a talent that is innate or an individual's natural potential to become an entrepreneur. The influence of entrepreneurship education on students' personal. Someone who has education about entrepreneurship will find it easier to calculate in detail the business he will run. Therefore, there is an attachment between educational factors and individual encouragement in forming entrepreneurial character. The influence of entrepreneurship education on interest in entrepreneurship which is mediated by personal will be able to provide an increase in interest in entrepreneurship.

This research is designed for the processes needed in planning and implementing research which consists of types of research and research approaches (Sofyan Siregar, 2017). The variable used is the independent variable (independent) is a variable that affects or is the cause of the change or the emergence of the dependent variable (bound) and the dependent variable (dependent) is the variable that is influenced or is the result, because of the independent variable. In this study, the independent variable is entrepreneurship education, the mediating variable is personal, and the dependent variable is entrepreneurial interest. The method used in this study is a quantitative method. Quantitative methods can be interpreted as a research process that describes and discovers knowledge using data in the form of numbers as a means of finding information about what we want to know (Deni Darmawan, 2013). The population in this study were students who were active in entrepreneurial institutions on the STIESIA Surabaya campus as many as 125 students were members of the entrepreneurial student association According to Sugiyono (2009) population is a generalization area consisting of objects/subjects that have certain qualities and characteristics that have been determined by the researcher. The sample is a small part of the number and characteristics possessed by the population (Sugiyono, 2012). So it can be concluded that the number of students who are members of the entrepreneurship student association is 125 students. So that the sample set by the researcher uses the census method where the total population is used as a sample 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)* Solimun (2008). PLS is a *powerful* analytical method because it can be applied to all data scales, does not require many assumptions and the sample size does not have to be large. Statistical analysis used is descriptive statistical analysis and inferential statistical analysis, empirical models, and hypothesis testing methods.

4. Results and Discussion

In this study, the characteristics of the respondents were described in terms of gender, age of STIESIA Surabaya Management S1 students. The number of respondents used in this study were 125 respondents. The characteristics collected through the collection of questionnaires are as follows:

Table 4.1 Characteristics of Respondents Based on Demographics

Gender	Number of Respondents	Percentage
Man	60	48
Woman	65	52
Total	125	100
Age (Year)	Amount Respondent	percentage (%)
20 years old	32	25.6
21 years old	73	58.4
22 years old	20	16.0
Total	125	100

Source: Primary Data, processed in 2021

In the table it can be stated that women have a greater intensity than men, it can be seen that women are 63 or 50.4% while men are 62 or 49.6%. Based on the data above, the influence of entrepreneurial intentions is given to the differences in views on work between men and women. Based on the data above, it shows that according to gender, female students have a greater intention to become entrepreneurs than male students. Wijaya et al(2013) stated that most women tend to prefer entrepreneurship to work because women think work is not important. Because women are still faced with greater traditional demands of being wives and housewives. The next grouping is based on age, showing that there are 32 or 25.6% STIESIA Management Undergraduate students aged 20 years, 73 or 58.4% age 21 and 20 years old or 16.0%.

Table 4.2 Instrument Validity Test Results

Items	r count	r table	Description
Entrepreneurship	0.656	0.306	Valid
Education	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

Source: Primary Data, processed in 2021

The table above, it shows that the results of the validity test which consist of 21 statement indicators that will be examined so that the smallest correlation is 0.505 and the largest correlation is 0.704 which means it has very high validity. Thus, the results of the validity test conducted by distributing the instruments in the study are valid so that they can be carried out for further analysis.

Table 4.3 Instrument Reliability Test Results

Items	Cronbach Alpha	Description
Entrepreneurship Education	0.897	Reliabel
Personal	0.786	Reliabel
Entrepreneurial Interest	0.738	Reliabel

Source: Processed Results of SPSS 21

The table above shows that the results of all reliability calculations obtain a Cronbach's Alpha coefficient greater than 0.6, this indicates that these measurements can provide consistent results if repeated measurements are made on the same subject.

PLS Model Testing

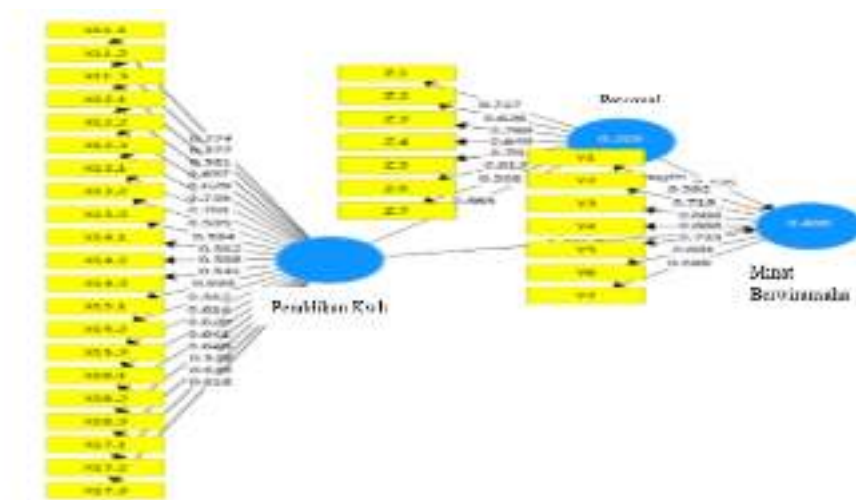


Figure 4.1. PLS Model Testing
Source: Processed Smart PLS

To test the unidimensionality of each construct is to look at the *convergent validity* of each construct indicator (Ghazali, 2006). An indicator is said to have good reliability if its value is greater than 0.70 and a loading factor of 0.50 to 0.60 can still be maintained for a model that is still in the development stage. The SmartPLS results in the image above show that the model meets the requirements of *convergent validity*, because there is no *loading factor* whose value is below 0.5. Thus, the model can be analyzed.

Inner Model Test

The inner model test shows the relationship between the variables in the study. Hypothesis testing is done by looking at the t-statistics and p-values on each influence path partially. From the three direct relationships as shown in the path diagram in Figure 4.1, there are three significant direct effects with a t-statistic value less than 1.96 (Output PLS attachment). For more details, testing the inner model is presented in Figure 4.2. The results of the inner model in Figure 4.2 show direct and indirect effects between variables. A complete description of the direct and indirect effects between variables is as follows:

Direct Influence

The direct effect intended in this study is the direct influence between one variable and another, without going through other variables.

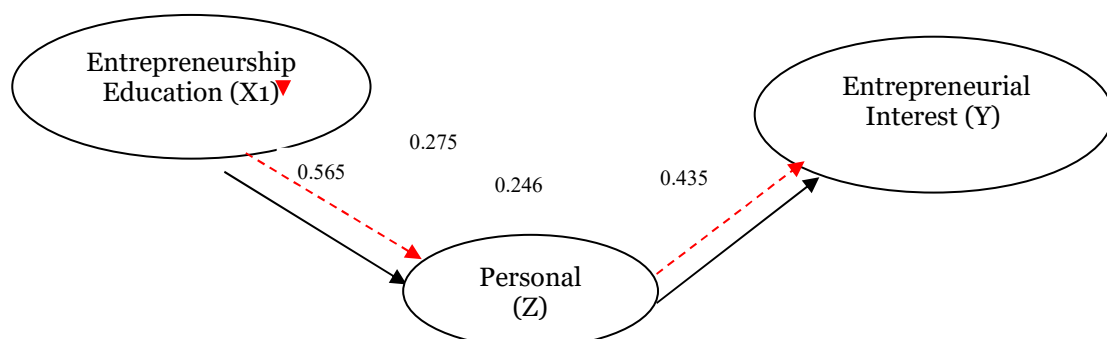


Figure 4.2 direct influence between one variable and another

In this study, three variables that had a direct effect were tested, namely Entrepreneurship Education (X1) on Entrepreneurial Interest (Y), Entrepreneurship Education (X1) on Personal (Z), Personal (Z) on Entrepreneurial Interest (Y).

From the results of the Inner weight, there are three significant direct effects with statistical values > 1.96 , namely Entrepreneurship Education (X) on Entrepreneurial Interest (Y), Entrepreneurship Education (X) on Personal (Z) and Personal (Z) on Interest in Entrepreneurship (Y).

Table 4.4 Inner weight Result Direct Effect

Direct influence	Inner Weight	t-Stats	Description
Personal Entrepreneurship Education \rightarrow	0.565	7.735	Significant
Personal \rightarrow Interest in Entrepreneurship	0.435	3,794	significant
Entrepreneurship Education \rightarrow Interest in Entrepreneurship	0.275	2,543	Significant

Source: OutputPLS attachment

Indirect Influence

Indirect effect is the effect that is measured indirectly from one variable to another, through the intervening variable. The coefficient of indirect effect is obtained from the product of the two direct effects. If the two coefficients of direct influence are significant, then the coefficient of indirect influence will also be significant, and if one or both of the coefficients of direct influence are not significant, then the coefficient of indirect influence is also not significant. In this study, there are three direct effects, namely (1) the indirect effect of Entrepreneurship Education on Entrepreneurial Interest (Y) through Personal (Z).

Table 4.5 Indirect Effect test results

Indirect Influence	Original Sample	T.statistics	P-values
Entrepreneurship Education \rightarrow Personal \rightarrow Interest in Entrepreneurship	0.246	3,589	0.000

Source: OutputPLS attachment

The indirect effect of Entrepreneurship Education on Entrepreneurial Interest through *Personal* can be seen in table 4.5 from the results of manual calculations, it can be seen that the indirect effect of Entrepreneurship Education on Entrepreneurial Interest through *Personal* is obtained by the coefficient value of 0.246 (positive) because all variables have a significant influence.

Discussion

The Influence of Entrepreneurship Education on Personal

The results of hypothesis testing prove that entrepreneurship education has a direct significant effect on personal proven. Thus the hypothesis which states that there is an influence of entrepreneurship education to personal positively and significantly proven.

From the results of the Inner Model analysis, it was found that there was a significant direct effect between entrepreneurship education (X) on personal (Z), with a path coefficient of 0.565 and a t-statistic greater than 1.96. These results indicate that the better entrepreneurship education (X) will lead to the better personal (Z). Therefore, there is a significant direct influence between entrepreneurship education on the personal of STIESIA Management S1 students. Thus, hypothesis 1 in this study can be accepted.

Entrepreneurship education is one of the efforts to be able to internalize the entrepreneurial spirit and mentality, both through government programs and through educational institutions such as campuses and other institutions such as training and training institutions. In order to further cultivate an entrepreneurial spirit, according to some expert opinions, through this educational process, more efficient and effective educational methods will be obtained so that it is hoped that students can change attitudes and behavior in various aspects of life.

The level of entrepreneurship education will greatly affect how a person is in running his business. Someone who has a level of education about entrepreneurship will take into account in more detail how the business will be run. However, it is different from someone who undergoes entrepreneurship because of the mere factor of making a profit.

Seminar activities with resource persons from alumni who are successful as entrepreneurs, are considered to be able to provide motivation in the form of entrepreneurial

experience, and can be directly involved in the business community. Survey activities to customers, students feel that they have interpersonal communication skills, hone empathy, and increase life skills as entrepreneurs. The results of this study are in line with previous research conducted by Yuniasanti & Esterlita (2017) which stated that entrepreneurship education activities that apply experiential learning can instill new personality traits that can play a role in increasing competence, increasing self-motivation.

Personal Influence on Interest in Entrepreneurship

The results of hypothesis testing prove that personal has a significant direct effect on personal proven. Thus the hypothesis which states that there is a personal influence to entrepreneurial interest positively and significantly which is stated to be proven.

From the results of the Inner Model analysis, it was found that there was a significant direct influence between personal (Z) on entrepreneurial interest (Y), with a path coefficient of 0.435 and a t-statistic greater than 1.96. These results indicate that the better the personal (Z), the better the interest in entrepreneurship (Y). Therefore, there is a significant direct influence between the personal and the entrepreneurial interest of STIESIA Management S1 students. Thus, hypothesis 2 in this study can be accepted.

Personal can encourage and increase students' interest in entrepreneurship, interest in becoming an entrepreneur will be formed on personal factors or a person's self because the first social relationships that are known to a child are parents and family. This is in accordance with Hendro's opinion in his book that the factors that influence a person's interest in entrepreneurship include individual/personal, entrepreneurial education, family environment, more desire to be appreciated, compulsion, personality and social environment (Hendro, 2019).

This is in line with the opinion of (Buchari Alma, 2014) Several personal factors that encourage innovation are the desire for achievement, curiosity, the desire to take risks, educational factors, and experience factors. The existence of innovation that comes from oneself will encourage a person to look for triggers towards starting a business. How to educate parents in childhood and the experience gained can affect the growth and development of interest in entrepreneurship. For example, personal experience in helping parents' businesses, is the main potential to make someone 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 personal who supports it.

The Influence of Entrepreneurship Education on Interest in Entrepreneurship

The results of hypothesis testing prove that entrepreneurship education has a direct significant effect on entrepreneurial interest. Thus the hypothesis which states that there is a positive and significant effect of entrepreneurship education on entrepreneurial interest is proven.

From the results of the Inner Model analysis, it was found that there was a significant direct effect between entrepreneurship education (X) on interest in entrepreneurship, with a path coefficient of 0.275 and a t-statistic greater than 1.96. These results indicate that the better entrepreneurship education (X), the better interest in entrepreneurship will be. Therefore, there is a significant direct influence between entrepreneurship education (X) on the entrepreneurial interest of STIESIA Surabaya Management S1 students. Thus, hypothesis 3 in this study can be accepted.

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. On the other hand, if the quality of education is poor, the interest in entrepreneurship will decrease.

Knowledge of entrepreneurship education can increase / grow students' interest in entrepreneurship, by fostering an entrepreneurial spirit in students at college which is believed to be an alternative to increase student interest and can also reduce educated unemployment. Entrepreneurship education in lectures, entrepreneur seminars or special

training that is packaged in a practical and attractive way will influence or arouse interest in entrepreneurship (Buchari Alma, 2018).

Research conducted by Hussain et al. (2015) 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 entrepreneurship education on entrepreneurial intentions.

The Effect of Entrepreneurship Education on Entrepreneurial Interest Mediated by Personal

From the results of the calculation and testing of indirect effects, it is allowed that the indirect effect coefficient of 0.246 between entrepreneurship education (X) and interest in entrepreneurship (Y) through personal (Z), therefore a significant indirect effect between entrepreneurship education on entrepreneurial interest through personal was found, so the fourth hypothesis in this study which states that entrepreneurship education indirectly through personal interest in entrepreneurship has a significant effect on STIESIA Management S1 students Surabaya. Thus, hypothesis 4 in this study can be accepted.

Interest in entrepreneurship will be formed if the family has a positive influence on these interests, because the attitudes and activities of fellow family members influence each other, either directly or indirectly. Parents who are entrepreneurship in certain fields can cause their children to be interested in entrepreneurship in the same field. For example, parents who own a shop business are then instructed to help input, check, check, or manage. This involvement can lead to interest in entrepreneurship in the store business sector.

The work background of parents is also one of the driving forces that can affect a child, parents who have their own business tend to have their children become entrepreneurs as well. Because of the circumstances that often inspire their children since childhood. Parents who tend to support and encourage their children's courage to be independent. And it is also parents who give a lot of influence and personality color to a child. So the family plays an important role in growing and accelerating someone to make a career decision as an entrepreneur, because parents function as personal consultants, coaches, and mentors. (Hendro, 2019). The results of this study are in accordance with the research of Wijaya (2012), entrepreneurship education has a positive and significant effect on entrepreneurial intentions. Entrepreneurship education is meant to be a learning process to change students' attitudes and mindset towards entrepreneurship career choices.

5. Conclusion

The results of hypothesis testing using PLS with one independent variable, namely Entrepreneurship Education, one intervening variable, namely Personal and one dependent variable, Entrepreneurial Interest, shows that: The results of the direct relationship hypothesis show that entrepreneurship education has a direct and significant effect on personal. This means that if entrepreneurship education increases, the personal will also increase for the better.

The results of the research from the direct relationship hypothesis show that personal has a direct and significant effect on entrepreneurial interest. This means that if personal increases, the interest in entrepreneurship will also increase for the better. The results of the direct relationship hypothesis show that entrepreneurship education has a direct and significant effect on entrepreneurial interest. This means that if entrepreneurship education increases, the interest in entrepreneurship will also increase for the better. From the results of calculations and testing of indirect influence, it is allowed that the coefficient of indirect influence between entrepreneurship education (X) on interest in entrepreneurship (Y) through personal (Z). Therefore, a significant indirect effect between entrepreneurship education on entrepreneurial interest through personal was found, so the fourth hypothesis in this study which states that entrepreneurship education has an indirect effect through personal has a significant effect on entrepreneurial interest in S1 Management students of STIESIA Surabaya. Thus, hypothesis 4 in this study can be accepted.

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