

## Entrepreneurship Learning and Social Environment: The Determinants that Appear Entrepreneurial Interest for Students

Andi Naila Quin Azisah Alisyahbana\*<sup>1</sup>, Andika Isma<sup>2</sup>, Bakry<sup>3</sup>

<sup>1</sup>Faculty of Economics, Universitas Patempo, Indonesia

<sup>2</sup>Faculty of Economics and Business, Universitas Negeri Makassar, Indonesia

<sup>3</sup>Institut Teknologi dan Bisnis Kalla, Indonesia

\*Corresponding e-mail: [andika.ismai@unm.ac.id](mailto:andika.ismai@unm.ac.id)

(Received: 11 June 2023; Accepted: 17 July 2023; Published: 21 July 2023)

### ABSTRACT

*This study aims to determine the determinants of student entrepreneurial interest as seen from entrepreneurship learning and social environment. This study examines partially and simultaneously the effect of student entrepreneurial interest in entrepreneurship study programs at Universitas Negeri Makassar. This research is categorized as quantitative descriptive research with a population of 401 entrepreneurship students at Universitas Negeri Makassar class of 2019-2021. Data obtained through the distribution of questionnaires with a Likert scale. The analysis technique used is descriptive statistical analysis, analysis of prerequisite analysis, hypothesis testing and determination coefficient test. The results of this study indicate that entrepreneurship learning and social environment partially and simultaneously have a significant effect on entrepreneurial interest in entrepreneurship students of Universitas Negeri Makassar. This means that entrepreneurship learning and the social environment are determinants of the emergence of entrepreneurial interest for students of entrepreneurship study programs at public universities in Makassar.*

**Keywords.:** *entrepreneurship learning, social environment, and entrepreneurial interest*

*This is an open access article under the CC BY-SA license*



## 1. INTRODUCTION

Entrepreneurial interest is a sense of connection to entrepreneurial activities that create a business that is beneficial to oneself and the surrounding environment. Entrepreneurial interest is a feeling of like and interest accompanied by a desire to learn more and then realize all activities related to entrepreneurship. Citing data from the Central Statistics Agency (2021), the number of entrepreneurs is 7.8 million people or only 3.1% of Indonesia's total population of 252 million. This ratio is smaller than Malaysia, which reaches 5% of its total population, Singapore 7%, China 10%, Japan 11%, and the United States 12%. From these data, when compared to neighboring countries, the ratio of Indonesian people who are entrepreneurs can be said to be still low. One of the reasons is because people are less interested in choosing a job as an entrepreneur.

The very high population of Indonesia and the low percentage of people who are entrepreneurs will certainly lead to very tight competition for the world of work because the number of jobs is not proportional to the number of labor forces which results in an increase in the number of unemployed. Contributors to the number of unemployed include educated unemployment among scholars (Isma, 2022; Nuraeni, 2022). Graduates tend to look for work as an employee, be it private, civil servant or BUMN employee after completing their education level as a career choice rather than becoming an entrepreneur.

The high level of educated unemployed labor force requires alternatives to solve the problem. One of the solutions taken to overcome unemployment in Indonesia is to create entrepreneurs (Suryadi, 2019; Isma et al., 2020). An entrepreneur is a person who runs a business.

Apart from having the opportunity to generate income, entrepreneurship is also able to help the government reduce unemployment by creating new jobs.

Many factors that influence students to be interested in becoming an entrepreneur include entrepreneurial learning factors and social environmental factors in students. Entrepreneurship learning is an effort deliberately made by educators to teach students about entrepreneurship so as to increase creative and innovative abilities to create a business opportunity. Entrepreneurship learning is expected to be able to provide not only a theoretical basis for the concept of entrepreneurship but form the attitudes, behaviors, and mindset of an entrepreneur so as to reduce the high unemployment rate, especially from educated people (undergraduate).

Interest is a sense of interest in something. In accordance with Slameto's opinion in Syaifudin & Sagoro (2017), "Interest is a sense of preference and a sense of interest in a thing or activity, without anyone telling you to". Someone will be more interested in doing something he likes. According to Aidha (2017: 47), "Interest is an attitude that makes people happy with certain objects, situations or ideas". Interest is followed by a feeling of pleasure and a tendency to look for objects that are pleasing. Thus, it can be concluded that interest is a focus of attention on something because of a sense of like and interest in something or an activity that is liked without anyone telling you to. This sense of interest is not due to coercion but high awareness due to a strong desire to achieve the goal.

Entrepreneurship is an activity that a person does in making a business. Entrepreneurial people are people who dare to take risks by taking into account all the possibilities that will occur. Cashmere (2011: 2), defines entrepreneurship as "activities carried out by people with a brave spirit to take risks to open businesses in various opportunities". There is also a definition put forward by Drucker in Kasmir (2011: 22), that "entrepreneurship is an effort in creating something new and different".

Suryana (2013: 25), revealed that "Entrepreneurship is a business activity that relies on creative and innovative abilities that are used as the basis, tips and resources to seek opportunities for success". This definition shows that entrepreneurship is a business activity that requires the ability of an individual to seek opportunities for success by utilizing his creative and innovative abilities. According to Anggraeni (2015: 2), "Entrepreneurial interest is the desire, interest, and willingness of individuals to work hard to meet their needs without fear of the risks that will occur".

Syam (2018: 78), Entrepreneurial interest is defined as the process of finding information that will be used to set up a business. A person's entrepreneurial interest arises when he obtains information related to entrepreneurship so that this information can be used as a provision to participate directly to seek experience which in turn arises the desire to carry out these activities. According to Novitasyari et al. (2017: 82), entrepreneurial interest is a psychological symptom to focus attention and do something about the entrepreneur with a feeling of pleasure because it brings benefits to him. This means that entrepreneurial interest arises because of the concentration of attention with a sense of pleasure in doing entrepreneurship.

Factors that influence entrepreneurial interest consist of self-efficacy factors, freedom to work, visionary, expertise, availability of capital and social environment, contextual, perceptions of entrepreneurial figures, intrinsic factors and extrinsic factors that include education. This study discusses educational factors and the social environment as factors that influence entrepreneurial interest.

According to Nurhadifah & Sukanti (2018), "mentioning indicators of interest in general is a feeling of pleasure, student interest, attention, and involvement". According to Nurhadifa (2018: 25), the indicators used in entrepreneurial interest are "feelings of pleasure with the world of entrepreneurship, feelings of interest in entrepreneurship and involvement in entrepreneurship". Based on the description of entrepreneurial interest, this study uses indicators such as those conducted by Nuhadifah.

Entrepreneurship learning is one of the determining factors in entrepreneurial interest. The word learning comes from the word learning. According to Hermansyah et al. (2017: 105), "Learning is a process characterized by a change in a person". According to Hermansyah (2017: 105) states that learning is a process of acquiring knowledge and experience in the form of changes in behavior and the ability to react relatively permanently or sedentary due to individual interaction with the environment. The process is called learning which means an action that makes people learn.

Learning is an effort to teach students (students) with teaching and learning activities. According to Hermansyah (2017: 105), learning is a process of transferring knowledge from two directions, namely between educators (as a source of knowledge or information) and students (as recipients of information). It can be said that learning is assistance from educators to students to get information. Based on some of these opinions, it is concluded that learning is a deliberate effort made by educators to teach and organize the learning environment for students so that the learning process occurs.

Entrepreneurship learning is an effort deliberately made by educators to teach students about entrepreneurship so as to increase creative and innovative abilities to create a business opportunity. According to Madji (2012), "Entrepreneurship learning is an educational process that aims to form an entrepreneurial spirit in students so that they become creative, innovative and productive individuals". Entrepreneurship learning aims to form an entrepreneurial spirit in students. Furthermore, according to Syam (2018: 166), defines "entrepreneurship learning as a process of forming knowledge, skills, attitudes, and abilities in entrepreneurship". Entrepreneurship learning aims to improve the competence of knowledge, skills, attitudes and abilities in entrepreneurship. Entrepreneurship learning teaches students that being an entrepreneur must always work hard to face risks,

Learning components are the determinants of successful learning. These components are a system that cannot be separated in learning activities. Learning components according to (2017: 12), including: learning objectives, learning resources, learning strategies, learning media, learning evaluation.

The social environment is one of the factors that can influence a person or group to take action and changes in the behavior of each individual. The social environment that becomes a forum for students to interact with others, form a person and influence one's behavior is expected to be able to increase student entrepreneurial interest. Student entrepreneurial interest is none other than because of external factors that influence them, external factors are not only educational factors but also environmental factors. The social environment with an entrepreneurial spirit will certainly increase student entrepreneurial interest. So it is hoped that the social environment with an entrepreneurial spirit in students can change the mindset of students to become more interested in entrepreneurship after graduating from college.

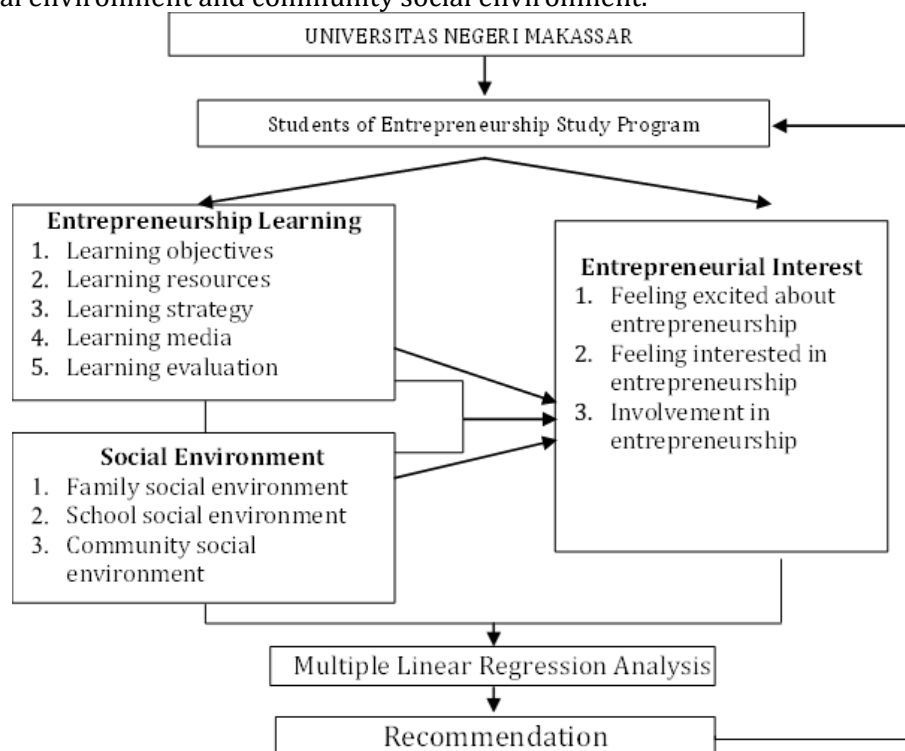
The environment is one of the factors that can influence a person to be able to take action and changes in the behavior of each individual. According to Sukmadinata (2004: 46) "the environment is all factors that involve and influence individuals". Meanwhile, Dalimunthe et al. (2017: 4) argues that "the environment is all physical / natural or social phenomena that affect individual development". Meanwhile, Baharuddin (2017: 68) states that: The environment is something that surrounds the individual in his life, both in the form of a physical environment such as parents, home, playmates, and the surrounding community, as well as in the form of a psychological environment such as feelings experienced, ideals, problems faced and so on.

Based on this opinion, it can be interpreted that each individual will be surrounded by a physical environment and psychological environment in his life. According to Yuliani (2013), what is meant by "the social environment is all other people / humans who influence us". According to Dewi (2017: 112) "the social environment is a community environment where interactions occur between individuals with one another, individuals with groups, or groups with groups". From this statement it can be concluded that the social environment is a place where a person interacts with

other people, be it between individuals with one another, individuals with groups or groups with groups that can affect individual development.

According to research conducted by Purnomo (2016) indicators used in measuring the social environment include: 1) Indicators of the family social environment: how parents educate, relationships between family members, understanding of parents, indicators of the school social environment, 2) School social environment: teacher relations with students and student relations with students, 3) Indicators of the community social environment: Student activities in the community, Mass Media, and Friends hang out.

Thus the indicators used in this study are indicators of the family social environment, school social environment and community social environment.



**Figure 1.** Schematic Framework

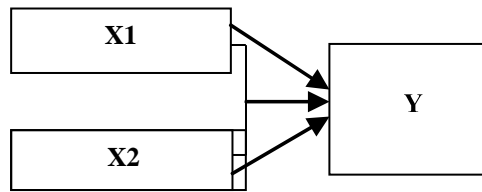
Based on the background and framework presented, the authors are interested in conducting research on how the influence of Entrepreneurship Learning and Social Environment in determining the Entrepreneurial Interest of Entrepreneurship Students at Universitas Negeri Makassar.

## 2. METHOD

### 2.1. Type, Variables, and Research Design

The type of research used is quantitative (data in the form of numbers). While the variables in this study are divided into two, namely: Independent variables or called independent variables are variables that affect the dependent variable. In this study, the independent variables are entrepreneurial learning (X1) and the social environment (X2). As well as the dependent variable. The dependent variable or called the dependent variable is the variable that is influenced by the independent variable. In this research, the dependent variable is interest in entrepreneurship (Y).

The design in this study can be described as follows:



**Figure 2.** Research design scheme

Description:

- X1 = Entrepreneurship Learning
- X2 = Social Environment
- Y = Entrepreneurial Interest

## 2.2. Population and Sample

The population in this study were 401 active students of Entrepreneurship at Universitas Negeri Makassar class of 2019-2021. In this study, the sample size was determined using the Solvin formula with an error rate of 10 percent or 0.1, which is as follows:

$$n = \frac{N}{1 + N(e)^2}$$

Description:

- n = Number of samples
- N = Total Population
- e<sup>2</sup> = Error level

Based on the data obtained, it is known that the number of active students of Entrepreneurship at Universitas Negeri Makassar is 401 students. So that the number of samples in this study are:

$$n = \frac{N}{1 + N(0,1)^2}$$

$$n = \frac{401}{1 + 401(0,1)^2}$$

$$n = \frac{401}{1 + 4,01}$$

$$n = 80$$

So, the sample used in this study was 80 students of Entrepreneurship at Universitas Negeri Makassar. Then to determine the number of samples in each generation, the Proportionate Stratified Random Sampling technique is used, with the formula, namely:

$$n = \frac{\text{class population}}{\text{total population}} \times \text{number of samples determined}$$

Thus, the number of samples for the class of 2019, 2020, and 2021 are 35 students, 28 students and 17 students of Entrepreneurship at Universitas Negeri Makassar, respectively.

## 2.3. Operational Definition and Variable Measurement

### 2.3.1. Operational Definition of Variables

The operational definitions of each variable are as follows:

- a. Entrepreneurship learning is an effort deliberately made by Universitas Negeri Makassar Entrepreneurship educators to teach Universitas Negeri Makassar Entrepreneurship students about entrepreneurship seen from learning objectives, learning resources, learning strategies, learning media and learning evaluation. The indicators used in this study are learning objectives, learning resources, learning strategies, learning media and learning evaluation.
- b. Social environment is an environment where Universitas Negeri Makassar Entrepreneurship students interact with the social environment of family, campus, and society which will have an influence on students. The indicators used in this study are the family social environment, the school social environment (campus) and the community social environment.

- c. Entrepreneurial interest is a feeling of like and interest in Entrepreneurship students at Universitas Negeri Makassar to do something related to entrepreneurial activities. Indicators used in this variable are feelings of pleasure with the entrepreneurial world, feelings of interest in entrepreneurship and linkages to entrepreneurship.

### 2.3.2. Variable Measurement

Variable measurements in this study were measured using a Likert scale. (Yusuf, 2013: 222) This scale was developed by Resis Likert, which is a series of items. Respondents only give their agreement or disagreement depending on the item. This scale is intended to measure individual attitudes in the same dimension and individuals place themselves towards one continuum of items.

### 2.4. Instrument Testing Technique

Testing of research instruments is carried out to determine whether the variable measuring instrument that is compiled is suitable for use or not in this study. Before data collection, the statements in the questionnaire were tested first to determine their validity and reliability. Testing was carried out on 30 respondents of the 2019-2021 Entrepreneurship study program. The validity test shows the extent to which a measuring instrument is able to measure what it wants to measure. The validity test is intended to determine the level of validity of the questionnaire used. While the reliability test is used to determine the extent to which the measurement results remain consistent, when measuring two or more times against the same symptoms using the same measuring instrument.

### 2.5. Data Analysis Technique

#### 2.5.1. Descriptive Statistical Analysis

Descriptive analysis in this study is to formulate and interpret the results of research in the form of respondent identity and distribution of answers to each variable. For the purpose of presenting and managing the research data, the researchers used percentage analysis of data distribution. The percentage results of each answer for each question item obtained from the questionnaire used the following formula:

$$P = \frac{F}{N} \times 100\%$$

Description:

P = percentage

F = frequency of respondent's answer

N = number of respondents

#### 2.5.2. Prerequisite Test

##### Normality Test

The normality test is carried out to determine whether the sample used is normally distributed or not. A good regression model is one that has a normal or near normal distribution. If the sample is not normally distributed, then conclusions based on the theory do not apply. Therefore, before further tests are used and conclusions are drawn based on the theory where the normality assumption is used, it is first investigated whether the assumption is met or not.

##### Linearity Test

The purpose of the linearity test is to see whether the model specifications used are correct or not. It is said to be linear if the increase in the score of the independent variable is followed by an increase in the score of the dependent variable. This linearity test was carried out using regression with a significance level of 5%. The criteria used if the significant value of deviation from linearity is greater than the significance level of 0.05 means that the relationship



between the independent variable and the dependent variable is linear. Meanwhile, if the significant value of deviation from linearity is smaller than the significance level of 0.05, it means that the relationship between the independent variable and the dependent variable is not linear.

### 2.5.3. Hypothesis Test

#### Multiple Linearized Regression Analysis

Analisis ini digunakan untuk menguji pengaruh variabel independen terhadap variabel dependen secara parsial dan simultan dalam penelitian ini. Adapun persamaan regresi dapat dirumuskan sebagai berikut:

$$Y = \alpha + b_1 X_1 + b_2 X_2 + e$$

Description:

Y = variabel minat berwirausaha

a = constant (Intercept)

X1 = variabel pembelajaran kewirausahaan

X2 = variabel lingkungan social

b1- b2 = Regression Coefficient

e = *error term*

#### Partial Significance Test

This test aims to determine whether the independent variable partially has a significant effect on the dependent variable.

Formulating Statistical Hypotheses

H0 : X1, X2 = 0, meaning that there is no significant effect of the independent variable partially on the dependent variable.

Ha: X1, X2 ≠ 0, meaning that there is a significant effect of the independent variable partially on the dependent variable.

Test Criteria used

H0 is accepted if T-count < T-table ( $\alpha/2$ , N-k-1), sig ≥ 5%.

Ha is accepted if T-count > T-table ( $\alpha/2$ , N-k-1), sig ≥ 5%.

#### Simultaneous Significance Test

This test aims to determine whether the independent variables simultaneously have a significant effect on the dependent variable.

Formulating Statistical Hypotheses

H0 : X1 and X2 = 0, meaning that there is no significant effect of the independent variables simultaneously on the dependent variable.

Ha: X1 and X2 ≠ 0, meaning that there is a significant effect of the independent variables simultaneously on the dependent variable.

Test Criteria used

H0 diterima apabila F-hitung < F-tabel (k, N-k), sig ≥ 5%.

Ha is accepted if F-count > F-table (k, N-k), sig ≥ 5%.

### 2.5.4. Test Coefficient of Determination (R<sup>2</sup>)

The coefficient of determination is a number that states or is used to determine the contribution or contribution given by an independent variable (X) to the dependent variable (Y). The contribution made by the independent variable to the dependent variable simultaneously can be seen from the summary model table at the R Square value. From the entire series of tests that have been described, researchers use SPSS for Windows 21 software.

### 3. RESULTS AND DISCUSSION

#### 3.1. Research Results

##### 3.1.1 Preliminary Test Analysis

###### Normality Test

The test results produced asymptotic significance of  $0.225 \geq 0.05$  for data on entrepreneurial learning variables,  $0.254 \geq 0.05$  for data on social environment variables and  $0.212 \geq 0.05$  for data on entrepreneurial interest variables. Based on these results, it can be concluded that the data distribution of each variable is normal.

###### Linearity test

The results of the value of deviation from linearity variable entrepreneurship learning to entrepreneurial interest of  $0.221 > 0.05$  and the value of deviation from linearity variable social environment to entrepreneurial interest of  $0.791 > 0.05$ . Based on these results it can be concluded that the data is linear.

##### 3.1.2. Hypothesis Test

###### Multiple Regression Significance Test

From the regression analysis results, the regression equation can be found as follows:

$$Y = 6,529 + 0,246 X_1 + 0,352 X_2$$

Based on the above equation, it can be explained as follows:

The regression equation above explains that the constant value of 6.529 means that if the variables of entrepreneurship learning and social environment are considered constant or do not change, then the interest in entrepreneurship will remain at 6.529.

Beta coefficient value on entrepreneurship learning ( $X_1$ ) of 0.246, it can be seen in the table that the entrepreneurship learning variable has a positive effect on interest in entrepreneurship with a coefficient value of 0.246. The regression coefficient value of 0.246 implies that for each increase in entrepreneurship learning by one unit will add the effect of interest in entrepreneurship by 0.246.

Nilai koefisien beta pada lingkungan sosial ( $X_2$ ) yaitu 0,352, dapat dilihat pada tabel bahwa variabel lingkungan sosial berpengaruh positif terhadap minat berwirausaha dengan nilai koefisien 0,352. Nilai koefisien regresi sebesar 0,352 mengandung arti untuk setiap penambahan pembelajaran kewirausahaan sebesar satu satuan akan menambahkan pengaruh minat berwirausaha sebesar 0,352.

###### Partial Significance Test

Entrepreneurial learning variable ( $X_1$ ) with a regression coefficient of 0.246. shows  $T_{hitung} (2.414) > T_{tabel} (1.99085)$  while the significant value of entrepreneurial learning of 0.018 is smaller than the significant level of 0.05 so that  $H_0$  is rejected and  $H_a$  is accepted. Thus, the entrepreneurial learning variable partially affects the entrepreneurial interest of Universitas Negeri Makassar Entrepreneurship students.

Social environment variable ( $X_2$ ) with a regression coefficient of 0.352. shows  $T_{hitung} (3.810) > T_{tabel} (1.99085)$  while the significant value of the social environment of 0.000 is smaller than the significant level of 0.05 so that  $H_0$  is rejected and  $H_a$  is accepted. That is, the social environment variable partially affects the entrepreneurial interest of Universitas Negeri Makassar Entrepreneurship students.

###### Simultaneous Significance Test

The results of the simultaneous significant test obtained that  $F_{hitung}$  is 33.598 and  $F_{tabel}$  ( $df_1 = 2, df_2 = 77$ ) is 3.12. Based on the calculation results obtained  $F_{hitung} (33.598) > F_{tabel} (3.12)$ , then  $H_0$  is rejected  $H_a$  is accepted. Thus, entrepreneurship learning and social environment simultaneously have a significant effect on entrepreneurial interest of Entrepreneurship students of Universitas Negeri Makassar.



### **3.1.3. Coefficient of Determination**

The results of the coefficient of determination show that the coefficient of determination seen from the R Square value is 0.466 or 46%. That is, the magnitude of the influence of entrepreneurial learning variables and social environment terhadap interest in entrepreneurship by 46% and 55% influenced by other variables not examined in this study. While partially the contribution given can be analyzed including: 1) The relationship of entrepreneurship learning to entrepreneurial interest amounted to 19.16%. That is, the magnitude of the influence of entrepreneurial learning variables on entrepreneurial interest in entrepreneurship students of Universitas Negeri Makassar Entrepreneurship by 19%. 2) The relationship between the social environment and entrepreneurial interest is 27.52%. That is, the magnitude of the influence of social environment variables on entrepreneurial interest of Universitas Negeri Makassar Entrepreneurship students by 27%.

### **3.2. Discussion**

Based on the results of data analysis, the next section will include a discussion that focuses on the results of hypothesis testing which will provide answers to the problem formulation in this study.

#### **3.2.1. The Effect of Entrepreneurship Learning on Entrepreneurial Interest**

The results of the analysis show that entrepreneurship learning partially has a significant effect on student entrepreneurial interest. The positive effect shown by entrepreneurship learning identifies that the better entrepreneurship learning, the better the entrepreneurial interest in students.

The results of descriptive analysis of entrepreneurship learning variables show that students agree with a series of learning objectives, sources, strategies, media, and evaluation of learning in entrepreneurship learning. Entrepreneurship learning is a deliberate effort made by educators to students about entrepreneurship so that students have the knowledge and skills needed in entrepreneurship.

The results of previous studies that support this research were conducted by Daniel & Dwihartanti (2017) Effect of Entrepreneurship Learning Process and Student Entrepreneurial Character on Student Entrepreneurial Interest in Office Administration Education Study Program, Universitas Negeri Makassar Academic Year 2015. The results of his research indicate that entrepreneurship learning partially has a significant effect on student entrepreneurial interest.

#### **3.2.2. The Influence of Social Environment on Entrepreneurial Interest**

The results of the analysis show that the social environment partially significant effect on student entrepreneurial interest. The existence of a positive influence shown by the social environment identifies that the better the social environment of students, the better the entrepreneurial interest in students.

The results of descriptive analysis of social environment variables show that most students are in a social environment that can foster entrepreneurial interest. The social environment is a place where every student interacts and influences each other, be it between individuals with one another, individuals with groups or groups with groups that will affect individual development. The different social environments of family, campus and society are what will have a certain influence on students. So that the social environment provides a significant role in influencing student entrepreneurial interest.

The results of previous studies that support this research were conducted by Purnomo (2016) Effect of Entrepreneurship Knowledge and Social Environment on Entrepreneurial Interest of Light Vehicle Engineering Students of SMK Negeri 1 Seyegan. The results of his research

indicate that the social environment partially has a significant effect on student entrepreneurial interest.

### **3.2.3. The Effect of Entrepreneurship Learning and Social Environment on Entrepreneurial Interest**

The results of this study indicate that entrepreneurship learning and social environment simultaneously have a significant effect on student entrepreneurial interest. The existence of a positive influence shown by entrepreneurial learning and social environment identifies that the better the entrepreneurial learning and social environment of students, the better the entrepreneurial interest in students.

Entrepreneurship learning and social environment are factors that can affect student entrepreneurial interest. Hermansyah et al. (2017: 105), "learning is a deliberate effort made by educators or teachers to teach students about entrepreneurship". Furthermore, according to Hermansyah et al. (2017: 105) "so that they know entrepreneurial tips well, so as to increase the competence of knowledge, skills, and attitudes needed to create a business opportunity". Entrepreneurship learning will add to the knowledge and skills of students to be interested in entrepreneurship. Meanwhile, with a social environment conducive to entrepreneurship, students will be more interested in entrepreneurship. According to Sukmadinata (2004: 46), "the environment is all the factors that involve and influence the individual". The social environment will be involved and affect the individual to do something action and individual behavior change including affecting individual entrepreneurial interest.

## **4. CONCLUSIONS AND SUGGESTIONS**

### **4.1. Conclusion**

Based on the results of the study, it can be concluded that entrepreneurship learning partially has a significant effect on entrepreneurial interest of Universitas Negeri Makassar Entrepreneurship students seen from learning objectives, learning resources, learning strategies, learning media, and learning evaluation. Social Environment partially has a significant effect on entrepreneurial interest of Entrepreneurship students of Universitas Negeri Makassar seen from the family social environment, campus social environment, and community social environment. While entrepreneurship learning and the social environment simultaneously have a significant effect on the entrepreneurial interest of Universitas Negeri Makassar Entrepreneurship students seen from feelings of pleasure with the entrepreneurial world, feelings of interest in entrepreneurship and involvement in entrepreneurship.

### **4.2. Suggestion**

Entrepreneurship Learning from the research results is in a very high category and has a significant effect on student entrepreneurial interest. Therefore, it is advisable for educators to continue to motivate students so that students are able to apply their entrepreneurial interests into an opportunity for entrepreneurship from the knowledge they have gained.

The Social Environment of the research results is in a high category and has a significant effect on student entrepreneurial interest. Therefore, it is recommended that students take advantage of the social environment with a high entrepreneurial spirit for entrepreneurship.

Entrepreneurial interest is influenced by several factors. In this study only examined entrepreneurial learning factors and the social environment. Therefore, it is recommended to future researchers to reveal other factors that influence entrepreneurial interest.

---

## REFERENCES

- Aidha, Z. (2017). Pengaruh motivasi terhadap minat berwirausaha mahasiswa fakultas kesehatan masyarakat universitas islam negeri sumatera utara. *JUMANTIK (Jurnal Ilmiah Penelitian Kesehatan)*, 1(1), 42-59.
- Badan Pusat Statistik. (2021). *Keadaan Ketenagakerjaan Indonesia 2018*. Jakarta. Badan Pusat Statistik
- Baharuddin. (2017). *Psikologi Pendidikan*. Yogyakarta: Ar-Ruzz Media
- Dalimunthe, H. S., Ekawarna., Rosmiati. (2017). *Pengaruh Persepsi Siswa Tentang Kewirausahaan Dan Lingkungan Sosial Sekolah Terhadap Minat Berwirausaha Siswa Kelas XI Tata Niaga Di Smk Negeri I Kota Jambi*. Artikel Ilmiah
- Daniel, A., & Dwihartanti, M. (2017). Pengaruh proses pembelajaran kewirausahaan dan karakter wirausaha mahasiswa terhadap minat berwirausaha mahasiswa Prodi Pendidikan Administrasi Perkantoran Universitas Negeri Yogyakarta Tahun Akademik 2015. *Jurnal Pendidikan Administrasi Perkantoran-S1*, 6(1), 38-48.
- Dewi, S. N. (2017). Dampak keputusan berwirausaha dengan lingkungan sosial dan pendidikan formal pada motivasi berwirausaha. *Jurnal Perilaku Dan Strategi Bisnis*, 5(1), 109-116.
- Hermansyah, A., Natuna, D. A., & Sumarno, S. (2017). Kontribusi Pelaksanaan Pembelajaran Kewirausahaan dan Interaksi Sosial terhadap Karakter Kewirausahaan Peserta Didik Man 1 Pekanbaru. *PEKBIS*, 9(2).
- Isma, A. (2022). Faktor-faktor Langsung dan Tak Langsung yang Memengaruhi Entrepreneurial Intention. *Bata Ilyas Journal of Accounting*, 3(1).
- Isma, A., Sudarmiatin, S., & Hermawan, A. (2020). The effect of entrepreneurial self-efficacy, subjective norm, and locus of control on entrepreneurial intention through entrepreneurial attitude in economic faculty students of universitas negeri makassar. *Int. J. Bus. Econ. Law*, 23, 262-272.
- Kasmir. (2011). *Kewirausahaan*. Jakarta: Raja Grafindo Persada.
- Majdi, M. Z. (2012). Pengaruh Pembelajaran Kewirausahaan, Internalisasi Nilai Kewirausahaan di Keluarga dan Motivasi Minat Berwirausaha. *Educatio*, 7(2), 1-15.
- Novitasyari, W., Setiawati, T., & Rahmawati, Y. (2017). Minat Berwirausaha Mahasiswa Program Studi Pendidikan Tata Boga Universitas Pendidikan Indonesia. *Media Pendidikan, Gizi, dan Kuliner*, 6(2).
- Nuraeni, Y. A. (2022). Peran Pendidikan Dalam Pembentukan Jiwa Wirausaha: Pendidikan Kewirausahaan. *Jurnal Ilmu Pendidikan (ILPEN)*, 1(2), 38-53.
- Nurhadifah, S. N. A., & Sukanti, S. (2018). Pengaruh Kepribadian, Lingkungan Keluarga, Dan Teman Sebaya Terhadap Minat Berwirausaha Mahasiswa Program Studi Pendidikan Akuntansi Fakultas Ekonomi Universitas Negeri Yogyakarta. *Jurnal Pendidikan Akuntansi Indonesia*, 16(2), 82-98.
- Purnomo, M. T. (2016). Pengaruh Pengetahuan Kewirausahaan Dan Lingkungan Sosial Terhadap Minat Wirausaha Siswa Teknik Kendaraan Ringan Smk Negeri 1 Seyegan. *E-Jurnal Pendidikan Teknik Otomotif-S1*, 14(2).
- Sukmadinata, N.S. (2004). *Landasan Psikologi Proses Pendidikan*. Bandung: PT Remaja Rosdakarya
- Suryadi, S. (2019). Kewirausahaan dan Pemberdayaan Pemuda dalam Mengurangi Pengangguran. *Jurnal Ketenagakerjaan*, 14(1), 559941.
- Suryana. (2013). *Kewirausahaan Kiat dan Proses Menuju Sukses*. Jakarta: Salemba Empat.

- Syaifudin, A., & Sagoro, E. M. (2017). Pengaruh Kepribadian, Lingkungan Keluarga Dan Pendidikan Kewirausahaan Terhadap Minat Berwirausaha Mahasiswa Akuntansi. *Jurnal Profita: Kajian Ilmu Akuntansi*, 5(8).
- Syam, A. (2018). Pengaruh Pembelajaran Kewirausahaan, Motivasi, dan Minat Berwirausaha Terhadap Pengambilan Keputusan Berwirausaha Mahasiswa di Universitas Negeri Makassar. Disertasi. Universitas Negeri Makassar.
- Tanjung, H. (2017). *Pengaruh Pembelajaran Kewirausahaan dan Motivasi Kewirausahaan Terhadap Minat Menjadi Pengusaha Muda (Young Entrepreneur) Pada Mahasiswa Prodi Manajemen Fakultas Ekonomi dan Bisnis Usu* (Doctoral dissertation).
- Yuliani, N. F. (2013). Hubungan antara lingkungan sosial dengan motivasi belajar santri di pesantren Madinatul Ilmi Islamiyah. *SPEKTRUM: Jurnal Pendidikan Luar Sekolah (PLS)*, 1(2).
- Yusuf. A. M. 2013. *Metode Penelitian Kuantitatif, Kualitatif & Penelitian Gabungan*. Jakarta: Prenada Media Group.