

THE RELEVANCE OF ENTREPRENEURIAL EDUCATION TO STUDENTS INTENTION OF BUSINESS INTEREST

Ridwan Idris^{1*}, Lisa Nursita²

¹² Universitas Islam Negeri Alauddin Makassar, Indonesia,

* *corresponding author*: ridwan.idris@uin-alauddin.ac.id

ABSTRACT:

This article examines the relevance of entrepreneurial education at Islamic State University Alauddin Makassar, which organize to encourage the student's intention of business interests. This article applied a combination method of multiple linear regression analysis and scale ranges based on Likert Scale instruments. The sampling method is cluster sampling, with the population coming from students spread across various faculties at Islamic State University Alauddin Makassar. The study results showed that their entrepreneurial interest intentions were significantly and positively influenced by their knowledge level about entrepreneurship and the learning process that applied entrepreneurial practices. However, the student's definition of entrepreneurship interest at Islamic State University Alauddin Makassar is still in the moderate category. It is influenced by the not optimal application of the entrepreneurial project-based learning process, which was carried out by all lecturers who gave lectures on entrepreneurship courses that caused the students not to get the entrepreneurship experience in their learning process. On the other hand, the learning process with project-based learning media provides a direct experience to students who can help the graduates' rates. Therefore, higher education should be able to create an ecosystem that can motivate the development of business actors among students.

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ABSTRAK:

Penelitian ini bertujuan untuk mengkaji relevansi pendidikan kewirausahaan yang diselenggarakan oleh perguruan tinggi yaitu Universitas Islam Negeri Alauddin Makassar dalam mendorong intensi minat usaha mahasiswa. Metode penelitian yang digunakan yaitu metode kombinasi antara analisis regresi linear berganda dan rentang skala dengan instrumen skala Likert. Metode pengambilan sampel yaitu cluster sampling dengan populasi berasal dari mahasiswa yang tersebar di berbagai fakultas pada Universitas Islam Negeri Alauddin Makassar. Hasil penelitian menunjukkan bahwa intensi minat berwirausaha mahasiswa dipengaruhi secara signifikan dan positif oleh tingkat pengetahuan yang mereka miliki tentang kewirausahaan dan proses pembelajaran yang menggunakan praktik berwirausaha. Intensi minat berwirausaha mahasiswa Universitas Islam Negeri Alauddin Makassar masih dalam kategori sedang. Hal ini dipengaruhi oleh belum optimalnya penerapan proses pembelajaran berbasis proyek wirausaha yang dilakukan oleh semua dosen pengampu mata kuliah kewirausahaan, sehingga mahasiswa tidak mendapatkan pengalaman berwirausaha dalam proses pembelajarannya. Pendidikan harus diarahkan dalam upaya meningkatkan kualitas proses pembelajaran yang didukung dengan media pembelajaran yang berbasis pada proyek agar memberikan pengalaman langsung pada mahasiswa yang dapat menunjang kualitas dari lulusan. Perguruan tinggi harus mampu menciptakan ekosistem yang dapat memotivasi terciptanya pelaku usaha dari kalangan mahasiswa.

Kata Kunci: *Pendidikan Kewirausahaan, Minat Berwirausaha, Perguruan Tinggi, Motivasi Berbisnis.*

INTRODUCTION

Entrepreneurship is an innovation source, developing new small and medium businesses, providing job opportunities, and becoming a source of income and wealth for individuals and communities. Entrepreneurship can affect society, where the individual economy in a country can develop. Sulistyaningrum and Palupi (2016) argued that entrepreneurs are creative and innovative individuals for their ideas and realize them for their self-and environmental well-being. Maryati (2012:2) defines an entrepreneur as "one that changes the value of resources, labor, materials and other factors of production becoming greater than before. It includes the one who makes changes, innovations, and new ways." Hanum argued that self-employment is an innovative and creative behavior in utilizing existing opportunities by considering the risks in the business competition that will be faced and taking appropriate action to ensure success in their business (Hanum, 2015). Suryana believed that entrepreneurship results from a disciplined, systematic process



of applying creativity and innovation to meet the market's needs and opportunities (Suryana, 2013). While Widnyana et al. 1. It added that entrepreneurship is a creative and innovative ability that becomes the basis, tips, and resources, to make opportunities in achieving a successful business or life. That is a creative and imaginative ability used as the basis, recommendations and helps create opportunities to succeed in effort (Widnyana, Widyawati, dan Warman, 2018).

Business activities that are not in the form of a company's "informal sector" require soft entrepreneurial skills in its management. Soft skills entrepreneurship becomes the principal capital in advancing business in the informal sector. In this sector, the business type is more straightforward, and the size is not significant that many people can be absorbed in this sector. This informal sector is elementary to enter by the public because it requires few requirements to work. The most malleable informal sector joined by the community is in the field of Micro, Small, and Medium Enterprises (MSME). The scope of capital in MSME tends to be minor, so it has the opportunity to be entered by many people, even if the initial capital is small. Therefore, this sector has the chance to absorb a lot of laborers, including students or graduates from universities who have no previous work experience.

Even though it requires a small capital to set up a business in the MSME sector, it can tend to provide losses for the business actor if the management is not good. So, it requires good entrepreneurial management to survive and compete with other business actors. The role of various institutions is needed to strengthen soft skills in entrepreneurship. The quality of human resources and entrepreneurial competencies can be obtained through multiple stakeholders such as government, associations, communities, financial institutions, and higher education.

The higher education has an essential role in creating new entrepreneurs. Based on the informal sector today, every entrepreneur is demanded to increase their high skill. The higher education can develop innovations by supporting the programs that can help these business actors. They also can reinforce the students understanding the entrepreneurship knowledge. Providing an understanding of how to find a business idea and taking advantage of opportunities to do business requires intervention from the higher education. The higher education must equip the students with both

hard and soft skills. That is based on Setyowati & Puspitasari's opinion (2011), who argued that hards-kills include knowledge of field and technology, while soft skills can communicate well orally, writing or drawing, and work independently, the power in cataloging and analyzing.

Every higher education plays an essential role in promoting entrepreneurship by providing entrepreneurial knowledge through education and the learning process, namely the provision of entrepreneurship courses. This course aims at creating students who have an entrepreneurial spirit. Nowadays, everyone is demanded to be a multi-talent generation in all fields. Sarifuddin (2016), in his article, proved that the provision of entrepreneurship courses influences the students' entrepreneurship interests. Interest is a feeling that arises in someone who tends to want something without anyone telling, as outlined earlier in entrepreneurship. That can be summed up as a form of competence. A person has to be creative and innovative in finding out, revealing, and utilizing business opportunities or ideas to prosper themselves and their environment. Thus, entrepreneurship interest is the desire of a person or individual to do entrepreneurship activities that find business ideas and use them to generate income for himself that ultimately improves self-welfare. Entrepreneurial interest is a person's interest in creating a business by looking at the opportunities around him and boldly taking risks that may occur in running a business (Atmaja & Margunani, 2016). The individual, who already has an interest in entrepreneurship, will be reflected in his attitude, confidence, and courage to make decisions and take The implementation of entrepreneurial education conducted by universities can encourage the students' intentions about entrepreneurial interest.

Kristanto believed that entrepreneurial education is the science, behavior, nature, characteristics, and character of someone who can creatively realize innovative ideas in the real world (Kristanto, 2009). At the same time, Atmaja and Margunani argued that this education could have been included in the curriculum and discussed the science of entrepreneurship, which is theoretical (Atmaja & Margunani, 2016). Many study programs in various higher education have added entrepreneurship courses to their curriculum to provide additional soft skills, namely entrepreneurship, even though the study program that adds the classes is not derived from basic management science or economics. The expected learning achievement with the entry of this course is



that students can be equipped with soft entrepreneurial skills, which is one of the soft skills that the younger generation must own. It becomes one of the potential job alternatives in intense competition in the world of work in an open economy because being a bachelor of education does not mean being able to work directly in the field of education.

Hendro (2011) in Atmaja & Margunani (2016) said that entrepreneurship interest is influenced by four factors: individual/ personal factors, education, family encouragement, and compulsion and circumstances. Teaching materials delivered in that course begin from the first step, which tries to start capturing business opportunities and utilizing them, then strategies to run business, production, and marketing, strategies to deal with competitors, and retaining customers. All essential points in entrepreneurship are delivered in one semester, making it possible for students who have taken this course to be encouraged to become business people or entrepreneurs. It can finally increase the number of business actors in the MSME sector.

Through the implementation of Tri Dharma, the higher education will be able to participate in creating new business actors in the MSME sector. The Islamic State University (UIN) Alauddin Makassar, as one of the largest State Islamic Higher Education Institution (PTKIN) in Eastern Indonesia, began to advance the MSME sector and provide provisions to their graduates to do entrepreneurship through the provision of entrepreneurial education, which is a compulsory course throughout the faculty. The majors at Islamic State University (UIN) Alauddin Makassar have included entrepreneurship courses as one of the mandatory courses that have learning achievements. Namely, students can show the spirit of entrepreneurship earlier.

This research examines the relevance of entrepreneurial education organized by the higher education, namely Islamic State University (UIN) Alauddin Makassar, in encouraging students' business interests. As a college institution, it is natural that Islamic State University (UIN) Alauddin Makassar contributes to the transfer of entrepreneurial knowledge and sees its impact on increasing the intention of entrepreneurial interest of its students. It can finally support the MSME sector and provide soft entrepreneurial skills to students to be ready to enter the job competition in the global economy. This research objective is to identify the role of Islamic State University (UIN)

Alauddin Makassar in creating new business actors among students through the implementation of entrepreneurial education.

METHODS

This research was conducted at Islamic State University (UIN) Alauddin Makassar. All respondents selected were Islamic State University (UIN) Alauddin Makassar students, which aimed to determine the students' level of knowledge and interest in becoming a businessman or engaging as an entrepreneur. This article applied a combination method of multiple linear regression analysis and scale ranges based on Likert Scale instruments with data categorized based on intervals. The data analysis techniques used are further described as follows:

Double Linear Regression Test

It is known that the role of Islamic State University (UIN) Alauddin in the implementation of the learning process has an impact on increasing business interest intentions in students as one of the subjects of young business actors. A double linear regression test uses two free variables (X_1 , X_2) and one bound variable (Y). This analysis test analyzes the relationship between independent and dependent variables (Y). The models in this study can be seen below:

$$Y = a + b_1X_1 + b_2X_2 + \mu$$

A is a constant, and b_1 b_2 is a coefficient. Where X_1 is the level of students' knowledge of entrepreneurship, X_2 is the provision of entrepreneurship practices. Furthermore, the bound variable (Y) is the intention of student entrepreneurship interest.

Likert Scale

The researchers applied the Likert Scale analysis tool to analyze the data. The Likert scale is intended to identify respondents' perceptions of questions given by the researchers. Those perceptions were analyzed by interval categorization using 3 criteria, namely low, medium, and high. Those categorizations make it easier to determine: 1) the respondent's level of competence towards entrepreneurship obtained based on the learning process



in the classroom and other learning experiences; and 2) students' intentions to become business actors with their current entrepreneurial competencies.

As for the Likert scale, the category used is the 5 scales outlined in Table 1.

Table 1. Instrument Design Assessment Criteria

No	Value Interval	Favorable Category	Unfavorable Category
1	81-100	Strongly agree	Strongly Disagree
2	61-80	Agree	Disagree
3	41-60	Moderate	Moderate
4	21-40	Disagree	Agree
5	0-20	Strongly Disagree	Strongly Agree

The survey results were categorized using 3 criteria based on the categorization of 3 measures by Azwar (2012) as follows:

Table 2. Categorization Formula of 3 Criteria based on Azwar (2012)

No	Category	Criteria
1	Low	$X < M - 1SD$
2	Medium	$M - 1SD \leq X < M + 1SD$
3	High	$M + 1SD \leq X$

Description : M = Mean, SD = Standard Deviation

The Interpretation method and data analysis are carried out in several ways, namely quantitatively, using the Likert scale, multiple linear regression tests, and hypothesis tests. The data collection process includes several stages: 1) The researcher identified the subject to be selected to provide the data information used to answer the formulation of the research question. 2) Requesting the willingness of the subject to data collection activities. 3) Conducting the process of collecting data in the form of documentation, observations, and interviews on selected topics. 4) Analyzing and describing the data, and 5) Reporting the research results. The dissemination of questionnaires for students was conducted online. The questionnaires are created using excellent and unfavorable questions so that the researchers can sort out whether the results of the questionnaires have valid answers or not. The requirements of students who have taken entrepreneurship courses and graduated in the class with a minimum grade of B. Student sample selection

use the cluster sampling method, where all faculties are selected several samples to answer research questionnaires.

FINDINGS

Each region must carry out entrepreneurial development as one of the steps in improving the welfare of its residents and areas. The college becomes a container for developing entrepreneurs in the area and creating new business actors. This research look at the way of Islamic State University (UIN) Alauddin Makassar in its involvement in creating business actors through sharing knowledge about entrepreneurship. Islamic State University (UIN) Alauddin Makassar, one of the most prominent Islamic Higher Education in South Sulawesi, has tried to provide students with soft management skills in entrepreneurship. The contribution form is channeled in the curriculum and contained by providing entrepreneurship courses as compulsory courses in almost all study programs or majors in Islamic State University (UIN) Alauddin Makassar. In this course, there are learning achievements that students must achieve. For this reason, lecturers who lecture this course strive to organize an effective learning process so that learning achievements can be realized.

Based on the research data, it is known that 222 respondents, as many as 60.36% (134 respondents), answered that lecturers who mastered entrepreneurship and the MSME sector in gaining learning achievements applied entrepreneurship practices. The remaining 39.63% (88 respondents) replied that the lecturer did not practice entrepreneurship in implementing the teaching and learning process.

The provision of this course can increase the opportunity to create new business actors who will contribute to improving the MSME sector in the future. Based on the research results, it can be seen that found significantly and positively that students' entrepreneurship intentions are influenced by teaching methods that use entrepreneurship practices and the quality of teaching materials provided by lecturers that make students' entrepreneurship knowledge increase. This result is obtained by performing a multiple linear regression test using two free variables (X_1 , X_2). X_1 is students' level of knowledge on entrepreneurship, and X_2 is the provision of entrepreneurship practices. Furthermore, the bound variable (Y) is the intention of student



entrepreneurship interest. Based on the results of the data obtained by the research model, namely:

$$Y = 9.979 + 0.592 X_1 + 2.252 X_2 + \mu$$

The research findings revealed that both variables X_1 , namely student entrepreneurial knowledge, significantly and positively affect the intention of student entrepreneurship interests. The p-value X_1 indicates it is less than the significance level of 0.05 ($\alpha = 5\%$), which is 0.000, and t-calculation X_1 of 12.183 is greater than the t-table (0.05;219) of 1.9709. The coefficient value of X_1 of 0.592 means that if student entrepreneurial knowledge increases one time, then the intention of student entrepreneurship interest increases by 0.592 times (See Table 3).

Table 3. Table Coefficients Analysis of Multiple Linear Regression Tests

Model	Coefficients				t	Sig.
	Unstandardized Coefficients		Standardized Coefficients			
	B	Std. Error	Beta			
1	(Constant)	9.979	2.744		3.636	.000
	Knowledge	.592	.049	.637	12.183	.000
	Enterpreneurship practice	2.252	1.011	.116	2.227	.027

a. Dependent Variable: The intention of entrepreneurship interest

Source: Research data, 2021

Furthermore, the variable X_2 , business practices significantly and positively affect the intention of business interest. The value p-value X_2 indicates it is less than the significance level of 0.05 ($\alpha = 5\%$), 0.027, and t-calculation X_2 is 2.227 greater than t table (0.05;219), which is 1.9709. The coefficient value of X_2 of 2.252 means a positive and significant difference between students who get and do not get business practices in their entrepreneurial studies to students' business interest intentions. In contrast, students who get entrepreneurship practice are significantly 2.252 and have higher entrepreneurial interest intentions rather than students who do not get entrepreneurial approaches.

The relationship between entrepreneurial knowledge and the provision of business practices to students towards the students' intention of their

interest to become business actors is categorized as a strong and positive response as indicated by a correlation value (r) of 0.684 (Sugiyono, 2015). The result of the determination test (r^2) obtained a deal r^2 of 46.8%. It means that changes in the intention of students to become business actors 46.8% are influenced by the level of knowledge of students about entrepreneurship and the provision of business practices in the learning process.

Furthermore, the value of F-calculation is 96.203, and the importance of F_{table} (0.05;2;219) is 3.037088, meaning F-calculation is greater than F_{table} (0.05;2;219), so H_1 is accepted, and H_0 is rejected. The value of significance obtained is 0.000. It can be concluded that all free variables simultaneously affect the bound variables or intentions of students' interest in becoming business actors. Those are influenced simultaneously by the level of students' knowledge of entrepreneurship and the provision of entrepreneurship practices as a form of entrepreneurship experience in students.

The researchers' findings support the results based on observations at the entrepreneurship course. Researchers observed that lecturers provide entrepreneurship practices by asking students to be directly involved in implementing entrepreneurial activities. Students are asked to find business opportunities and take advantage of them. Students who have been equipped with science in the form of promotional techniques, the way to serve consumers, budget processing methods, and production procedures then use the science to be used as capital in entrepreneurship. During the Covid-19 pandemic, students are also equipped with knowledge about improving online promotions. Students carry out the production, advertising, and buying and selling process in 1 semester in their class. It gives students an entrepreneurship experience. Based on the lecturers' opinions suggest that entrepreneurship courses must be supported by the provision of practice so that students experience themselves to become real business actors.

This article also tried to categorize students' knowledge levels of entrepreneurship through surveys. The categorization of interval scales uses mean values and deviations standards based on a descriptive statistical analysis of survey data. The mean value obtained is 58.58, and the standard deviation is 10.212. These results are processed based on Azwar's (2012)



formula into a categorization range. Finally, the scale range is presented in table 4 below:

Table 4. Categorization Scale of Student Knowledge Data on Entrepreneurship

No	Scale	Category
1	< 48	Low
2	$48 \leq X < 69$	Medium
3	≥ 69	High

Source: Research Data, 2021

Based on the categorization limit, the data is then processed to reveal the number of category criteria that can be seen in Table 5, as follows:

Table 5. The results of the Student Knowledge Competency Categorization Survey on Entrepreneurship

		Competence of Knowledge			
		Frequency	Percent	Valid Percent	Cumulative Percent
Validity	Low	32	14.4	14.4	14.4
	Medium	156	70.3	70.3	84.7
	High	34	15.3	15.3	100.0
	Total	222	100.0	100.0	

Source: Research Data, 2021

The teaching and learning process is quite maximal considering the quality of students' competence in entrepreneurship in the category "Medium." the categorization in Table 5 shows that students' perception based on their knowledge level of entrepreneurship is based on their competencies. They can achieve based on the learning process provided by lecturers and other learning experiences, the most answered is the "moderate" category of 156 people (70.3%), and those who responded in the "high" type of 34 people (15.3%). Those who answered in the "low" sort were as many as 32 people (14.4%).

Furthermore, this research tried to see the way of the student's level of interest in becoming business actors in the MSME sector after obtaining the

entrepreneurial learning process conducted at Islamic State University (UIN) Alauddin Makassar. It was declared graduated with a minimum grade of B. Categorization on the intention of student business interests using mean value and standard deviation based on a descriptive statistical analysis of survey data. The mean value obtained is 46.01, and the standard deviation is 9.506. These results are then processed based on Azwar's formula (2012), and then the categorization scale of student entrepreneurship interest is distributed as contained in Table 6.

Table 6. Scale of Data Categorization of Students' Entrepreneurship Interest

No	Scale	Category
1	< 37	Low
2	$37 \leq X < 56$	Medium
3	≥ 56	High

Source: Research Data, 2021

Based on the research results shown in Table 7, it is known that 222 respondents, there are 34 (15.4%) respondents answered in the 'low' category, and 153 (69.2%) respondents answered in the 'moderate' category. As many as 34 (15.4%) respondents answered in the 'high' sort. These results show that the entrepreneurial learning process conducted at Islamic State University (UIN) Alauddin Makassar is still not optimal because 67.1% of respondents answered that their intention of interest to be involved as a business actor is still being. At the same time, those who responded in the high category among 222 respondents only amounted to 17.6%.

Table 7. Categorization of Students' Interest to Engage as Business Actors in the MSME Sector

		Kategori_Minat Interest category			
		Frequency	Percent	Valid Percent	Cumulative Percent
Validity	Low	34	15.4	15.4	15.4
	Medium	153	69.2	69.2	84.6
	High	34	15.4	15.4	100.0
Total		222	100.0	100.0	

Source: Research Data, 2021



DISCUSSION

The teaching and learning process can increase students' knowledge and their skills (soft skills) about entrepreneurship, so their interest in entrepreneurship becomes higher. The results revealed that the intention of entrepreneurship interests was significantly and positively influenced by students' entrepreneurial knowledge and learning processes using entrepreneurial practices. These findings are in line with several other studies. Hanum (2015) said that the entrepreneurial learning process gave rise to the thoughts and character of entrepreneurs that impacted the increasing interest in student entrepreneurship. Furthermore, in his research, M. Wibowo (2011) found that the business interest of vocational students in Surakarta arises due to the entrepreneurial learning process. Nursita (2021) found that the awarding of entrepreneurship courses to the Department of Islamic Education Management students had a significant and positive effect on their entrepreneurial interests. Atmaja & Margunani (2016) found that entrepreneurial education and entrepreneurial activities have a simultaneous and partial impact on the entrepreneurship interests of Semarang State University students. The findings of Sarifuddin (2016) show that the entrepreneurship interest of students was influenced by the provision of entrepreneurship courses by 9.1%, with a low level of significance. Putri (2017), in her research, found that the entrepreneurship interest of Economic Education students at UNDIKSHA was significantly influenced by entrepreneurial education.

To increase the number of business actors, it takes the role of higher education to motivate the younger generation (students), to be motivated to become business actors and participate in the MSME sector. The study results found that Islamic State University (UIN) Alauddin Makassar contributed to the increase in entrepreneurship interest of its students through the implementation of entrepreneurial education. The Islamic State University (UIN) Alauddin Makassar students' understanding of entrepreneurship increases students' interest in entrepreneurship. In line with the statement, Wardhani et al. (2018) stated that educational institutions' entrepreneurship education is a conscious effort to provide learners with the knowledge, values, soul, and entrepreneurial attitudes. That ultimately aims to create new entrepreneurs who are reliable, characterful, and can improve the welfare of

society. Through a learning process that is not only based on theory in the classroom but supported by other methods that provide direct experience to students to strive. Basrowi (2014) suggests that entrepreneurship interest is influenced by four factors, namely motivation, interest, pleasure, and the desire to entrepreneur. It is further said that such factors will arise through an adequately designed learning process.

Students receive entrepreneurship experience through training to take advantage of business opportunities, fostering the character of entrepreneurs, confidence, entrepreneurial knowledge, and ability to face problems and risks. The learning process that uses entrepreneurial practices is known based on the research results refer to positive. It means that there is a difference between the intention of students' interest in entrepreneurship in classes whose learning process in entrepreneurial courses uses a learning model with entrepreneurial practices and not. The intention of student interest is higher in types that apply learning models with entrepreneurial techniques (Wardhani et al., 2018)

Alimudin (2015), in his research, found that students' entrepreneurial interests are built through mapping the characteristics of participants of entrepreneurship courses, syllabuses (RPS), and teaching materials that are based on KKNi level 6 standards by describing the learning achievements. That has been established related to the entrepreneurial profile of students. Alimuddin believed that the learning method must be based on the project, establishing cooperation with business partners who are business incubators for students. The atmosphere of lecture halls is under learning and uses multi-media devices, props, and lecture design with structured mastery and competent teaching lecturers.

The improvement of the quality of graduates is based on the theory of the system, that graduates are an essential part of the higher education system because they become the outputs in higher education. Therefore, it is necessary to create a quality culture in higher education. Tamba argued that system theory is strongly influenced by raw input and on-campus learning processes (Tamba, 2017). Toto Suharto, who modified the conception of Noeng Muhadjir, said that the philosophy of the main components of education consists of 5 elements, namely the purpose of education, educators and learners,



educational curriculum, educational methods, and educational context. This component is a system that means a unity of schooling that each stands alone but is interrelated so that one whole roundness is formed in achieving the desired goal. Thus, achieving success, namely output in quality education in terms of knowledge and skills, synchronizes the five components.

The right strategy is needed to increase the entrepreneurial interest of students exponentially. The learning process can also be an option to be involved partners who are entrepreneurs to create new media in transferring entrepreneurial knowledge to students. That aims to add the ability to students, which is not only glued from lecturers but also practitioners.

The higher education should equip their graduates with both hard skills and soft skills to strengthen the quality of their graduates facing global competition. Hard skills are the terms of fulfillment of knowledge and technology. In contrast, soft skills include communicating well orally, writing or drawing, working independently and in teams, and speaking and analyzing (Setyowati & Puspitasari, 2011). Entrepreneurial education is one form of soft skill that can strengthen and equip the quality of graduates. Moberg (2012) defines entrepreneurial education as content, systems, exercises, and supporters that form expertise and knowledge for scholars who are expected to be able to attract learners to entrepreneurship. Thus, through the provision of entrepreneurial education, the college will be able to create new entrepreneurs who are young and come from among students. Islamic State University (UIN) Alauddin Makassar can grow the entrepreneurial interest of its students after participating in entrepreneurship education for one semester in the "moderate" category. This finding is by A. Wibowo (2013), who said that universities could create new entrepreneurs. This process can occur with the transfer of knowledge in entrepreneurship. Furthermore, in their research, Permatasari et al. (2019) found that entrepreneurship interests do not just arise but grow through entrepreneurship education integrated with a conducive environment.

An environment in higher education that is conducive to motivating students to increase their entrepreneurial competence is an environment that has an entrepreneurial ecosystem, both physical and non-physical. A campus environment that supports entrepreneurship education from non-physical aspects, such as the campus strategy for encouraging entrepreneurial learning,

aims to increase student entrepreneurial competence. It starts from the entrepreneurial learning process with entrepreneurial practices or demonstrations and strengthens entrepreneurial education not only from course lecturers but also from practitioners or business actors (Nursita, 2021). Those synergize with entrepreneurship education so that students become enthusiastic and motivated to develop their businesses and innovation.

Furthermore, the campus environment from the physical aspect that can motivate students to become business actors includes the availability of a business container or incubator on campus. It can also be a learning medium for students and the opening of opportunities to obtain business capital assistance for students to practice entrepreneurship with this financial capital.

Therefore, Islamic State University (UIN) Alauddin Makassar, like higher education, needs to develop the curriculum and quality of its educators, especially in entrepreneurship courses. Because the educators should focus on the learning achievements set in each class and use appropriately designed teaching media to improve the competence of students' knowledge and skills, it is essential to use teaching methods with entrepreneurial practices. That provides students with experience in how to do self-employment directly so that students' interest in entrepreneurship increases. The higher education should also create a conducive campus environment with a physical and non-physical ecosystem that can encourage students to become young entrepreneurs.

CONCLUSION

Students entrepreneurship interests are significantly and positively influenced by the knowledge level they have about entrepreneurship and the learning process that uses entrepreneurial practices. As high as students' level of knowledge towards entrepreneurship, the intention of their business interest can be higher. Furthermore, there are differences between implementing entrepreneurial learning using entrepreneurial practice models. If the entrepreneurship class applies the learning model with practice, then the intention of entrepreneurship interest students is increasing. The purpose of entrepreneurship interest of Islamic State University (UIN) Alauddin Makassar students is still in the moderate category. It is influenced by the optimal



application of the entrepreneurial project-based learning process by all lecturers who master entrepreneurship courses. To achieve success, namely output in quality education in terms of knowledge and skills, teaching methods must be made as effective as possible for learning achievements to be realized. Synchronization between educators, learners, curriculum, educational strategies, and educational context needs to be a concern.

Islamic State University (UIN) Alauddin Makassar needs to develop its teachers curriculum and quality, especially entrepreneurship courses. Educators must prepare a learning model that gives learners experience in entrepreneurship so there will be confidence, the character of entrepreneurs, behave creatively and innovatively, and the ability to face risks. Educators must use appropriately designed teaching media to improve the competence of students knowledge and skills and can realize learning achievements. The involvement of partners that entrepreneurs can be an alternative in the implementation of entrepreneurial education. It aims that the knowledge gained by students is not only glued from lecturers but also practitioners. The right strategy is needed to increase the entrepreneurial interest of students exponentially. An appropriate method is required to exponentially boost students' entrepreneurial interests supported by the campus ecosystem, starting from the learning process, facilities, and infrastructure, to business capital assistance for students.

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