

The Influence of Entrepreneurship Education and Locus of Control on Entrepreneurial Intention with Entrepreneurial Motivation as a Moderating Variable

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ABSTRACT

This study aims to evaluate the effect of Entrepreneurship Education and Locus of Control on Entrepreneurial Intention by considering the role of Entrepreneurial Motivation as a moderating variable. The object of this research is Regular Management 1 students of Universitas Mercu Buana class of 2021-2023. The approach used is quantitative with purposive sampling method, involving 155 respondents. Data collection was carried out through distributing questionnaires online and analyzed using Structural Equation Modeling (SEM) based on Partial Least Square (PLS) with the help of SmartPLS 4.0 software. The results of the analysis show that: (1) Entrepreneurship Education has a positive and significant effect on Entrepreneurial Intention; (2) Locus of Control also shows a positive and significant effect on Entrepreneurial Intention; (3) Entrepreneurial Motivation does not act as a moderator in the relationship between Entrepreneurship Education and Entrepreneurial Intention; and (4) Entrepreneurial Motivation is not able to moderate the relationship between Locus of Control and Entrepreneurial Intention.

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1. INTRODUCTION

Unemployment and poverty remain major problems in Indonesia. The open unemployment rate (TPT) was recorded at 5.45% in February 2023, and although it decreased to 4.82% in February 2024, this figure remains relatively high (BPS, 2024). One effort undertaken by the government and educational institutions is to foster an entrepreneurial spirit, especially among the younger generation, so that they are not solely dependent on formal employment. Universities play a strategic role in producing graduates who are not only work-ready but also capable of creating jobs through entrepreneurship.

Tracer study data from Mercu Buana University shows that 86% of graduates work as employees, 10% in government agencies, and only 4% choose to become entrepreneurs. This low interest in entrepreneurship indicates a gap between the provision of entrepreneurship education and its realization in the form of entrepreneurial behavior. Entrepreneurship courses, however, equip students with the knowledge, skills, and attitudes necessary to start a business.

Developing an entrepreneurial attitude and spirit is one of many efforts made to address this issue, particularly for young people who simply want to find work after graduating from high school or college. Universities, as institutions that produce graduates, face this particular problem (Soelton, 2024).

Table 1. National Open Unemployment Rate (TPT) by Highest Education 2020-2022

Level of Education Completed	Open Unemployment Rate Based on Education Level		
	2020	2021	2022
Not/Never attended school/Not finished elementary school	0,16736	0,16736	03.59
SMP	06.46	06.45	05.59
SMA umum	0,43472	09.09	08.57
SMA Kejuruan	13.55	11.13	09.42
Diploma I/II/III	08.08	0,27639	04.59
Universitas	07.35	0,27639	0,22222222
Total	48.91	42.13.00	36.92

Source: <http://www.bps.go.id/indikator/6/1179/1/tingkat-pengangguran-terbuka-berdasarkan-tingkat-pendidikan.html>, 2024

To strengthen the research, a pre-survey was conducted on 20 Mercu Buana University students regarding their entrepreneurial interest. The results indicated that entrepreneurial intention was quite high, but suboptimal due to constraints related to entrepreneurship education, locus of control, and entrepreneurial motivation. Entrepreneurship education through courses provided theory and practice, but often went unused as an opportunity to start a business. Many students focused on academic grades and lacked the courage to take risks, thus hindering their entrepreneurial interest.

Previous research supports the positive influence of entrepreneurship education on entrepreneurial intention (Tanumihardja & Slamet, 2023; Tyra & Sarjono, 2020). Similarly, locus of control significantly influenced entrepreneurial interest (Iqbal et al., 2023; Fatika & Rahmidani, 2022). Based on this, the identified problem was the low realization of entrepreneurial interest among Mercu Buana University Management students, despite receiving entrepreneurship education. Paray & Kumar (2020) emphasized that entrepreneurship education strengthens entrepreneurial intentions by improving the ability to conceptualize ideas.

Based on the problem identification outlined above, and further strengthened by the results of the pre-survey, the author attempted to observe and examine entrepreneurship education and Locus of Control, as outlined in a thesis proposal entitled "The Influence of Entrepreneurship Education and Locus of Control on Entrepreneurial Intention with Entrepreneurial Motivation as a Moderating Variable (A Study of Information System Management Students at Mercu Buana University)."

Entrepreneurship

Entrepreneurship education is an effort undertaken by educational institutions or organizations to instill an entrepreneurial spirit in individuals. Through this education, students are taught entrepreneurial values that shape entrepreneurial character and behavior, enabling them to become independent. According to Dr. Wastam Wahyu Hidayat (2020: 1), entrepreneurship is the process of identifying, developing, and bringing a vision to life. This vision can be an innovative idea, an opportunity, or a better way of doing things.

Entrepreneurship Education

Entrepreneurship education is an educational program that includes guidelines and an overview of entrepreneurship, such as starting, managing, and maintaining a business (Meisitha., *et al* 2020). Entrepreneurship education can teach students entrepreneurial values that will shape their character and behavior for entrepreneurship, enabling them to become independent. According to Wijaya and Handoyo (2022), entrepreneurship education is any activity that aims to build an entrepreneurial mindset, attitude, and skills, and includes aspects of idea generation, innovation, development, and concepts for starting a business.

Locus Of Control

Locus of Control is a psychological concept that has a significant influence on various aspects of an individual's life. According to Fatika and Rahmidani (2022). Locus of control is a condition in which an individual associates failure and success in entrepreneurship.

Motivation

Motivation is the inner drive that moves someone to act and achieve specific goals (Sari & Arya, 2023). It significantly affects performance, with its impact depending on the strength of the motivation. In general, motivation is a mental state that energizes and directs behavior to meet needs, gain satisfaction, or restore balance through voluntary action toward desired objectives. Hasibuan (2018:112) states that motivation is measured in three dimensions: the need for achievement (determination to complete tasks, willingness to take risks), the desire for independence (working and making decisions independently), and the desire to earn income (the drive for unlimited income and wealth).

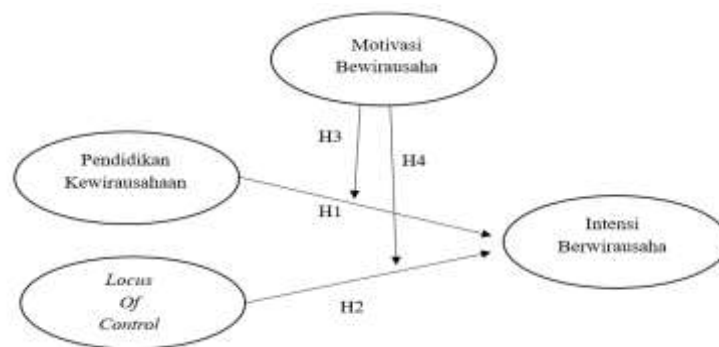


Figure 1. Conceptual Framework

Hypothesis:

H1: Entrepreneurship Education has a significant positive effect on Entrepreneurial Intention

H2: Locus of Control has a positive and significant effect on Entrepreneurial Intention

H3: Entrepreneurial Motivation Moderates Entrepreneurship Education's Effect on Entrepreneurial Intention

H4: Entrepreneurial Motivation Moderates Locus of Control's Effect on Entrepreneurial Intention

2. RESEARCH METHOD

The study, conducted at Mercu Buana University from June 2024 to May 2025, investigated the effect of Entrepreneurship Education (X1) and Locus of Control (X2) on Entrepreneurial Intention (Y) with Entrepreneurial Motivation as a moderating variable (M) using a descriptive causal associative approach. A Likert scale was used to measure respondents' attitudes and perceptions of each variable. The population in this study were Regular Management I students from the 2021-2023 intake at Mercu Buana University. The sample was determined through purposive sampling, with a total of 155 respondents. The criteria used in this study were Mercu Buana University students from the 2021-2023 intake. Data were collected through a structured questionnaire and analyzed using Partial Least Square (PLS) with SmartPLS 4.0, following Ghazali (2021) to evaluate the measurement model, structural model, and hypothesis testing. Moderating variable test to determine whether a variable (called a moderator variable) strengthens, weakens, or changes the direction of the relationship between the independent variable (X) and the dependent variable (Y).

3. RESULTS AND DISCUSSIONS

The convergent validity test aims to measure the level of validity of an instrument. An instrument is considered valid when its loading factor value is >0.70 (Hair., *et al* 2021). The following are the results of the convergent validity test in this study.

Table 2. Loading factor

Variabel	Indikator	Outer Loading	Keterangan
Pendidikan Kewirausahaan	PK1	0.859	Valid
	PK2	0.810	Valid
	PK3	0.853	Valid
	PK4	0.818	Valid
	PK5	0.842	Valid
	PK6	0.849	Valid
<i>Locus of Control</i>	LOC1	0.816	Valid
	LOC2	0.840	Valid
	LOC3	0.845	Valid
	LOC4	0.817	Valid
	LOC5	0.809	Valid
	LOC6	0.833	Valid
	LOC7	0.842	Valid
	LOC8	0.879	Valid
	LOC9	0.807	Valid
	LOC10	0.853	Valid
	LOC11	0.857	Valid
	LOC12	0.874	Valid
Intensi Berwirausaha	IB1	0.885	Valid
	IB2	0.872	Valid
	IB3	0.862	Valid
	IB4	0.860	Valid
	IB5	0.852	Valid
	IB6	0.841	Valid
	IB7	0.802	Valid
Motivasi Berwirausaha	MB1	0.808	Valid
	MB2	0.817	Valid
	MB3	0.832	Valid
	MB4	0.844	Valid
	MB5	0.826	Valid
	MB6	0.808	Valid
Motivasi Berwirausaha X Pendidikan Kewirausahaan		1.000	Valid
			Valid
Motivasi Berwirausaha X <i>Locus of Control</i>		1.000	Valid
			Valid
			Valid

Based on Table 3, it can be seen that the outer loading values for all indicators of each construct show values > 0.70. This means that all indicators used in the study are declared valid and have met the requirements in the convergent validity test stage.

Table 3. Reliability Test Value

Variabel	Cronbach's Alpha	Composite Reliability	Keterangan
Pendidikan Kewirausahaan	0.916	0.917	Reliabel
<i>Locus of Control</i>	0.962	0.963	Reliabel
Intensi Berwirausaha	0.938	0.942	Reliabel
Motivasi Berwirausaha	0.905	0.917	Reliabel

Reliability tests showed that all variables had Cronbach's alpha and composite reliability values above 0.70, indicating that the indicators were consistent and reliable. Therefore, this research instrument is considered to have good reliability.

Table 4. Average Variance Extracted (AVE)

Variabel	Average Variance Extracted (AVE)	Keterangan
Pendidikan Kewirausahaan	0.704	Valid
<i>Locus of Control</i>	0.705	Valid
Intensi Berwirausaha	0.729	Valid
Motivasi Berwirausaha	0.677	Valid

The test results showed that all constructs had AVE values above 0.50, indicating that the indicators adequately explained the constructs. Therefore, all constructs met convergent validity criteria and were declared valid.

Table 5. Fornell Lacker Criterion

	Pendidikan Kewirausahaan	Locus of Control	Intensi Berwirausaha	Motivasi Berwirausaha
Pendidikan Kewirausahaan	0.839			
Locus of Control	0.702	0.840		
Intensi Berwirausaha	0.719	0.691	0.854	
Motivasi Berwirausaha	0.254	0.158	0.287	0.823

The discriminant validity test using the Fornell-Larcker Criterion shows that each construct has a higher AVE root value compared to the correlation with other constructs, for example Entrepreneurship Education (0.839), Locus of Control (0.840), Entrepreneurial Intention (0.854), and Entrepreneurial Motivation (0.823). This confirms that each construct has good discriminant validity and is different from one another.

Table 6. Heterotrait-Monotrait Ratio

	Pendidikan Kewirausahaan	Locus of Control	Intensi Berwirausaha	Motivasi Berwirausaha	MM X PK	MB X LOC
Pendidikan Kewirausahaan						
<i>Locus of Control</i>	0.747					
Intensi Berwirausaha	0.768	0.713				
Motivasi Berwirausaha	0.278	0.169	0.292			
MB X PK	0.168	0.067	0.262	0.447		
MB X LOC	0.060	0.059	0.314	0.486	0.639	

The results of the discriminant validity test using the HTMT method show that all values between constructs are below 0.85, so that each construct has good discriminant validity and is able to clearly differentiate between constructs.

Table 7. R-Square

Variabel Endogen	R - Square	Keterangan
Intensi Berwirausaha	0.775	Kuat

The coefficient of determination test results show that Entrepreneurial Intention has an R² value of 0.775, meaning that 77.5% of the variance is explained by Entrepreneurship Education, Locus of Control, and Entrepreneurial Motivation, while 22.5% is influenced by other factors. This value is categorized as strong, so the model is able to explain endogenous variables well.

Table 8. F-Square

Variabel	Intensi Berwirausaha	Keterangan
Pendidikan Kewirausahaan	0.317	Moderat
<i>Locus of Control</i>	0.233	Moderat
Motivasi Berwirausaha X Pendidikan Kewirausahaan	0.151	Moderat
Motivasi Berwirausaha X <i>Locus of Control</i>	0.153	Moderat

The results of the f-effect size analysis show that Entrepreneurship Education ($f^2 = 0.317$) and Locus of Control ($f^2 = 0.233$) have a moderate influence on Entrepreneurial Intention. The moderation of Entrepreneurial Motivation on Entrepreneurship Education ($f^2 = 0.151$) and on Locus of Control ($f^2 = 0.153$) is also included in the moderate category. Thus, all variables in the model provide a moderate contribution to entrepreneurial intention.

Table 9. Q Square

Variabel	SSO	SSE	Q2 Predictive Relevance (1-SSE/SSO)
Pendidikan Kewirausahaan	930.000	930.000	0.547
<i>Locus of Control</i>	1860.000	1860.000	
Intensi Berwirausaha	1085.000	491.195	
Motivasi Berwirausaha	930.000	930.000	

The Q² Predictive Relevance calculation result of 0.547 (54.7%) indicates that the model has good predictive ability towards Entrepreneurial Intention. Thus, this research model is effective in predicting entrepreneurial intention through the variables of Entrepreneurial Education, Locus of Control, and Entrepreneurial Motivation as moderators.

Table 10. Hypothesis Test

	Original Sample (O)	Sample Mean (M)	STDEV	T-Statistics	P-Values	Hasil
Pendidikan Kewirausahaan ---> Intensi Berwirausaha	0.420	0.419	0.085	4.937	0.000	Positif Signifikan

<i>Locus of Control</i> ---> Intensi Berwirausaha	0.343	0.353	0.071	4.849	0.000	Positif Signifikan
Motivasi Berwirausaha X Pendidikan Kewirausahaan ---> Intensi Berwirausaha	0.186	0.170	0.073	2.541	0.000	Positif Signifikan
Motivasi Berwirausaha X <i>Locus of Control</i> ---> Intensi Berwirausaha	0.223	0.224	0.085	2.614	0.000	Positif Signifikan

The results of the hypothesis test show that Entrepreneurship Education has a positive and significant effect on Entrepreneurial Intention with an original sample value of 0.420, t-statistic 4.937 > 1.65, and p-value 0.000 < 0.05. Locus of Control also has a positive and significant effect on Entrepreneurial Intention with an original sample value of 0.343, t-statistic 4.849 > 1.65, and p-value 0.000 < 0.05. In addition, Entrepreneurial Motivation moderates the relationship between Entrepreneurship Education and Entrepreneurial Intention with an original sample value of 0.186, t-statistic 2.541 > 1.65, and p-value 0.000 < 0.05. Entrepreneurial Motivation also moderates the relationship between Locus of Control and Entrepreneurial Intention with an original sample value of 0.223, a t-statistic of 2.614 > 1.65, and a p-value of 0.000 < 0.05. Thus, all hypotheses in this study are accepted.

Moderating variables are variables that strengthen or weaken the influence of the independent variable on the dependent variable. The first simple slope analysis test is the effect of Entrepreneurial Motivation in moderating Entrepreneurship Education on Entrepreneurial Intention, as follows.



Figure 2. Simple Slope Analysis Graph 1

Based on Figure 2, the simple slope analysis graph 1 shows the moderating effect of Entrepreneurial Motivation on the relationship between Entrepreneurship Education and Entrepreneurial Intention. The graph displays three lines representing different levels of motivation, namely low (red line), medium (blue line), and high (green line). This visualization illustrates the role of Entrepreneurial Motivation in strengthening the influence of Entrepreneurship Education on Entrepreneurial Intention.



Figure 3. Simple Slope Analysis Graph 2

The simple slope analysis graph 2 in Table 4.4 shows the moderating effect of Entrepreneurial Motivation on the relationship between Locus of Control and Entrepreneurial Intention. The graph displays three lines representing different levels of motivation: low (red line), medium (blue line), and high (green line). This visualization illustrates the extent to which Entrepreneurial Motivation moderates the influence of Locus of Control on Entrepreneurial Intention.

According to Hair et al. (2022), the moderating size effect can be calculated using the following formula:

$$\text{Moderating size effect} = \frac{R^2 \text{ with moderation} - R^2 \text{ without moderation}}{R^2 \text{ with moderation}}$$

According to Hair et al. (2022), R2 with moderation and R2 without moderation are the R2 values of the endogenous constructs when the interaction term from the moderation model is included or excluded from the Partial Least Squares (PLS) path model. This method can determine the relevance of the moderation effect. The criteria for measuring the moderating effect size (f^2) are 0.02 (weak), 0.15 (moderate), and 0.35 (strong).

$$\begin{aligned} \text{Moderating size effect} &= \frac{0,775 - 0,584}{0,775} \\ &= 0,246 \end{aligned}$$

Based on the calculation of the moderating effect size, the value was obtained as 0.246. This calculation result indicates that the moderating effect of the variables used is in the moderate category, as it falls between the limits of 0.15 and 0.35. Therefore, it can be concluded that the presence of moderating variables makes a moderate contribution to strengthening the relationship between the independent and dependent variables in the tested model.

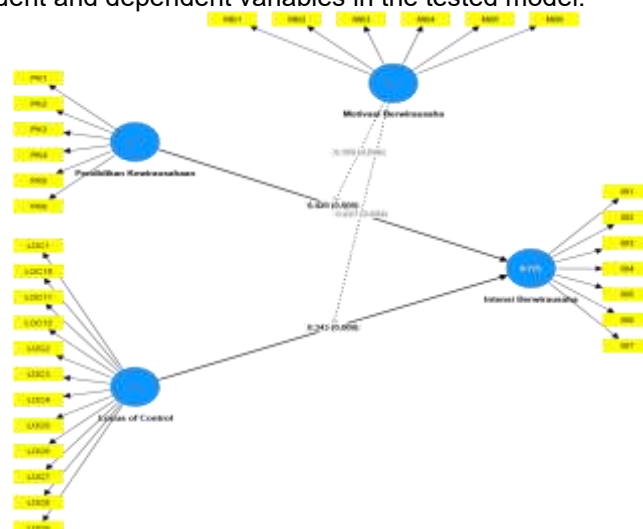


Figure 4. Moderating Analysis Result

The results of the moderating analysis (Figure 4.5) show that Entrepreneurial Motivation moderates the relationship between Entrepreneurship Education and Entrepreneurial Intention with an interaction coefficient of 0.186 ($p = 0.006$), and moderates the relationship between Locus of

Control and Entrepreneurial Intention with a coefficient of 0.223 ($p = 0.004$). This finding confirms that entrepreneurial motivation strengthens the influence of independent variables on entrepreneurial intention, where the influence of both is greater when individuals have high entrepreneurial motivation.

Discussion

The Influence of Entrepreneurship Education on Entrepreneurial Intention

The results of the study indicate that Entrepreneurship Education has a positive and significant effect on Entrepreneurial Intention. This is evidenced by the original sample value of 0.420 with a positive direction, a t-statistic of $4.937 > 1.65$, and a p-value of $0.000 < 0.05$, thus accepting the first hypothesis (H1). This means that the better the quality of entrepreneurship education students receive, the higher their entrepreneurial intention.

Descriptive analysis revealed that the indicator with the highest average score was PK4 ("Entrepreneurship lecturers provide motivation to become entrepreneurs") with a score of 3.845, confirming the importance of lecturers' roles in motivating students. Indicators PK5 and PK6, concerning classroom comfort and environmental safety, were also rated high, while indicator PK1, related to material understanding, received the lowest score (3.587), indicating the need for improvement in material delivery. Indicators PK2 and PK3, concerning seminar participation and lecturer communication, also fell at a moderate level, suggesting that active student participation and the quality of interactions still need to be strengthened.

The Influence of Locus of Control on Entrepreneurial Intentions

The analysis results show that Locus of Control has a positive and significant effect on Entrepreneurial Intention, with an original sample value of 0.343, a t-statistic of $4.849 > 1.65$, and a p-value of $0.000 < 0.05$. This means that the higher a person's locus of control, the stronger their entrepreneurial intention, thus accepting the second hypothesis (H2).

Descriptive analysis revealed that the highest indicator was LOC10 ("I need attention from others") with a score of 3.923, followed by LOC12 ("I tend to seek physical pleasure in life") with a score of 3.877, and LOC4 ("I focus on achievement in life") with a score of 3.865. Meanwhile, the lowest indicators were LOC5 ("I have strong self-confidence in facing challenges") with a score of 3.716 and LOC8 ("I sometimes depend on others") with a score of 3.723. These findings indicate that social needs, personal satisfaction, and achievement orientation are dominant factors, while self-confidence and independence are relatively lower, but still play a role in encouraging entrepreneurial intentions.

Entrepreneurial Motivation Moderates the Effect of Entrepreneurship Education on Entrepreneurial Intention

The results of the study indicate that Entrepreneurial Motivation moderates the relationship between Entrepreneurship Education and Entrepreneurial Intention, as evidenced by the original sample value of 0.186 (positive), a t-statistic of $2.541 > 1.65$, and a p-value of $0.000 < 0.05$. Therefore, the third hypothesis (H3) is accepted. This means that the influence of entrepreneurship education on entrepreneurial intention is stronger when students have high entrepreneurial motivation.

This finding emphasizes the importance of motivation as an internal factor that strengthens the external influence of entrepreneurship education. Students with high motivation are more enthusiastic about the material, responsive to learning, and driven to apply their knowledge in real-world situations, while students with low motivation tend to be less motivated. Therefore, in addition to improving the quality of entrepreneurship education, it is necessary to instill entrepreneurial motivation so that the learning process can foster strong entrepreneurial intentions. This effort is also in line with achieving the Sustainable Development Goals (SDGs), particularly Goal 8: Decent Work and Economic Growth.

Entrepreneurial Motivation Moderates the Influence of Locus of Control on Entrepreneurial Intention

The results of the study indicate that Entrepreneurial Motivation moderates the relationship between Entrepreneurship Education and Entrepreneurial Intention, as evidenced by the original sample value

of 0.186 (positive), a t-statistic of $2.541 > 1.65$, and a p-value of $0.000 < 0.05$. Therefore, the third hypothesis (H3) is accepted, meaning the influence of entrepreneurship education on entrepreneurial intention is stronger when individuals have high entrepreneurial motivation.

This finding confirms that entrepreneurial motivation acts as an internal factor that strengthens the external influence of education. Students with high motivation are more enthusiastic about learning, responsive to entrepreneurship materials, and encouraged to apply their knowledge in real-world situations. Conversely, students with low motivation show a weaker effect. Therefore, in addition to improving the quality of entrepreneurship education, it is important to foster entrepreneurial motivation so that the learning process is effective in shaping entrepreneurial intention. This effort also supports the achievement of SDG Goal 8, namely Decent Work and Economic Growth.

4. CONCLUSION

Based on the results of research and data analysis, it can be concluded that entrepreneurship education has a positive and significant effect on entrepreneurial intention, as seen from the original sample value with a positive relationship direction, so that the higher the quality or intensity of entrepreneurship education received, the greater the students' desire to become entrepreneurs, and this finding is reinforced by the t-statistic, t-table, and p-value values that show statistical significance. Locus of control is also proven to have a positive and significant effect on entrepreneurial intention, as shown by the positive original sample value and supported by the t-statistic, t-table, and p-value results that confirm this significant relationship. In addition, entrepreneurial motivation was proven to be able to moderate the relationship between entrepreneurship education and entrepreneurial intention, as reflected in the original sample value, t-statistic, t-table, and p-value that confirmed the significance of this moderation, while also moderating the relationship between locus of control and entrepreneurial intention with an original sample value of 0.223, which is positive, a t-statistic of 2.614, which is greater than 1.65, and a significance value of 0.000, which is less than 0.05. Thus, overall, entrepreneurship education, locus of control, and entrepreneurial motivation together make an important contribution to increasing students' intentions to become entrepreneurs.

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