

The Effect of Entrepreneurship and Character Learning on Student Entrepreneurial Interest in Makassar City

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ABSTRAK

This study aims to examine the impact of entrepreneurship education and entrepreneurial character on the entrepreneurial intention of students in Makassar City. Entrepreneurship education in Indonesia faces significant challenges in the era of the Fourth Industrial Revolution, where most of the material taught is still theoretical and less applicable to the current generation's practical needs. Research shows that students desire more practical learning, such as business internships and digital technology training, that align with market developments. In Makassar, with a high unemployment rate among university graduates, entrepreneurship education is expected to create a generation capable of competing and creating jobs, especially through the rapidly growing Micro, Small, and Medium Enterprises (MSMEs) sector. This study employs an explanatory quantitative approach with regression analysis to test the influence of entrepreneurship education and entrepreneurial character on entrepreneurial intention. Data were collected through observation, questionnaires, interviews, and documentation with a Likert scale. The results show that both factors have a significant impact, with entrepreneurial character contributing more to students' entrepreneurial intentions. Therefore, strengthening entrepreneurship education in higher education is crucial to fostering students' entrepreneurial intentions and competencies.

ABSTRACT

Kata-kata kunci:

Pendidikan

Kewirausahaan;

Karakter Kewirausahaan;

Niat Kewirausahaan;

Revolusi Industri Keempat.

Pengaruh Pembelajaran Kewirausahaan dan Karakter Terhadap Minat Berwirausaha Mahasiswa di Kota Makassar. Penelitian ini bertujuan untuk mengkaji pengaruh pendidikan kewirausahaan dan karakter wirausaha terhadap minat berwirausaha mahasiswa di Kota Makassar. Pendidikan kewirausahaan di Indonesia menghadapi tantangan yang cukup besar di era Revolusi Industri 4.0, di mana sebagian besar materi yang diajarkan masih bersifat teoritis dan kurang sesuai dengan kebutuhan praktis generasi saat ini. Hasil penelitian menunjukkan bahwa mahasiswa lebih menginginkan pembelajaran yang bersifat praktis, seperti magang bisnis dan pelatihan teknologi digital, yang sesuai dengan perkembangan pasar. Di Makassar, dengan tingkat pengangguran lulusan perguruan tinggi yang masih tinggi, pendidikan kewirausahaan diharapkan dapat mencetak generasi yang mampu bersaing dan menciptakan lapangan kerja, khususnya melalui sektor Usaha Mikro, Kecil, dan Menengah (UMKM) yang sedang berkembang pesat. Penelitian ini menggunakan pendekatan kuantitatif eksplanatori dengan analisis regresi untuk menguji pengaruh pendidikan kewirausahaan dan karakter wirausaha terhadap intensi berwirausaha. Pengumpulan data dilakukan melalui observasi, kuesioner, wawancara, dan dokumentasi dengan skala likert. Hasil penelitian menunjukkan bahwa kedua faktor tersebut memiliki pengaruh yang signifikan, dengan karakter wirausaha lebih berperan terhadap intensi berwirausaha mahasiswa. Oleh karena itu, penguatan pendidikan kewirausahaan di perguruan tinggi sangat penting untuk menumbuhkan minat dan kompetensi kewirausahaan mahasiswa.

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Introduction

Entrepreneurship education in Indonesia faces challenges in the era of the industrial revolution 4.0. The study shows that 51.91% of entrepreneurship materials are still theoretical, not in accordance with the needs of the current generation (Susilo et al, 2019). Students want more practical learning, including business internships and digital technology training (Susilo et al, 2019). To develop entrepreneurial character, an orientation is needed to increase creativity through entrepreneurship education from the elementary school level (Aryani & Najwa, 2019). However, the industrialization of higher education has neglected morality in an effort to achieve innovation, leading to demoralization among students. Criticism and reflection are needed to instill the values of citizenship and integrity in entrepreneurship education (Pabbajah et al, 2020).

Entrepreneurship education has gained significant attention as a means to encourage economic growth and employment (Thomas, 2023). This education aims to develop entrepreneurial attitudes, skills, and competencies in Education (Miço & Cungu, 2023). Research shows that effective entrepreneurship education can increase entrepreneurial intentions through inspiration, social networking, and knowledge acquisition (Thomas, 2023). Although much of the research has centered on the results of entrepreneurship education, the pedagogy is still poorly studied (Tiberius & Weyland, 2023). Overall, Entrepreneurship education is seen as essential to prepare students in navigating the unknown future and overcoming societal challenges (Hardie et al., 2020).

In the city of Makassar, which is one of the largest cities in eastern Indonesia, entrepreneurship is a strategic solution to overcome high unemployment among university graduates and limited job opportunities in the formal sector (Thamrin Abduh et al., 2024). Entrepreneurship education is expected to equip students with the skills and character needed to compete in the increasingly competitive era of the Industrial Revolution 4.0 (Aryani & Najwa, 2019). This education is expected not only to teach theory, but also to instill entrepreneurial values such as innovation, independence, and the courage to take risks. In addition, factors such as family environment, personality, and motivation also affect students' intentions to become entrepreneurs. Entrepreneurship learning at Makassar State University (UNM) has a significant positive influence on student entrepreneurial motivation.

Entrepreneurship learning is one of the important focuses in the world of education to instill attitudes, competencies, and interest in entrepreneurship in students. Research by Hasbullah shows that entrepreneurship learning has a significant influence on the entrepreneurial attitude of students of the Faculty of Economics and Business, State University of Makassar. Students who are exposed to entrepreneurship learning tend to have a more positive attitude towards entrepreneurship, showing the significant role of this learning in creating a generation that is better prepared to face the challenges of the business world (Hasbullah et al., 2022). The importance of strengthening the entrepreneurship education ecosystem in higher education to overcome graduate unemployment and encourage economic growth. Collaboration between universities, industry, and government is essential to creating a successful entrepreneurial ecosystem (Sari, 2023). Entrepreneurship education should focus on character development and practical support to change the mindset of students from job seekers to job creators (Margahana, 2020). Small and medium enterprises (SMEs) play an important role in reducing educated unemployment, especially in Makassar (Ifna et al., 2020). The existence of 19,000 MSME units in Makassar, especially those engaged in the culinary sector,

provides a great opportunity for students to start a business (Muhammad Alfa Sikar, 2023). Therefore, entrepreneurship education that is relevant to the needs of the local market is very important to prepare students to face the challenges of the business world. With the contribution of MSMEs reaching 61.07% of Indonesia's GDP, this sector has great potential in developing the entrepreneurial character of students (Abduh et al., 2024).

Entrepreneurship learning is one of the important focuses in the world of education to instill attitudes, competencies, and interest in entrepreneurship in students (Jufri et al., 2024). Research by Hasbullah shows that entrepreneurship learning has a significant influence on the entrepreneurial attitude of students of the Faculty of Economics and Business, State University of Makassar. Students who are exposed to entrepreneurship learning tend to have a more positive attitude towards entrepreneurship, showing the significant role of this learning in creating a generation that is better prepared to face the challenges of the business world (Hasbullah et al., 2022). Daniel and Dwihartanti further highlighted the relationship between the entrepreneurial learning process and the entrepreneurial character of students on their interest in entrepreneurship. This research confirms that entrepreneurship learning not only increases interest in entrepreneurship, but also makes a great contribution to the formation of students' entrepreneurial character. This shows that entrepreneurship learning is not only cognitive but also forms basic values and attitudes that support entrepreneurship (Daniel & Dwihartanti, 2017). In the context of the era of globalization, (I. D. Lestari & Brahma, 2023) revealed that the flexibility of the curriculum through the implementation of the independent curriculum has a positive impact on increasing students' interest in entrepreneurship. Using descriptive qualitative methods, this study highlights that adaptive entrepreneurship education to changing times can be a solution to prepare students to face global challenges. This shows the need for curriculum innovation that is relevant to the needs of the dynamic world of work.

Overall, the literature studied shows that entrepreneurship learning has a strategic role in shaping students' attitudes, competencies, and entrepreneurial interests. Factors such as learning design, socioeconomic status, entrepreneurial character, and curriculum innovation are important elements that need to be considered to optimize entrepreneurship learning outcomes. These studies make an important contribution to the development of effective entrepreneurship education strategies in creating a competitive and innovative young generation. Thus, instilling entrepreneurial values early on in the educational culture (designed and maintained) in the "first school" environment in students' households should always be done as one of the effective ways to shape entrepreneurial attitudes. This is expected to have a positive impact on the selection of the type of business to be run after graduating from school (Jufri & Makassar, 2018).

Student Entrepreneurial Character shows that entrepreneurial education, motivation, and access to information technology have a significant influence in shaping student entrepreneurial character. Wardoyo identified that entrepreneurial ideas among students are influenced by structured entrepreneurship education, personal motivation, and the use of technology. These factors help students develop the skills and attitudes necessary to succeed in the world of entrepreneurship. (Wardoyo et al., 2023). According to Brown, social factors and personal goals affect students' physical health, which indirectly contributes to the development of their entrepreneurial character. This research underscores the importance of a holistic approach that includes entrepreneurship education, mental and physical well-being to create superior and competitive students in the business world (Brown et al., 2024). These findings

underscore the need for targeted interventions to support student development. In addition, education research continues to explore themes such as early teacher education, assessment, and gender disparities in academic performance (Bond, 2024). Understanding these factors can help universities design more effective programs to improve student entrepreneurship, well-being, and overall academic success.

This entrepreneurial interest identifies cognitive, personality, environmental, social, educational, contextual, and demographic factors as the main determinants of students (Maheshwari et al., 2023). Universities play an important role in shaping social entrepreneurial intentions through their environment and support systems (Bazan et al., 2020). Small businesses, especially MSMEs in Makassar, contribute significantly to Indonesia's economic growth by providing job opportunities and increasing national economic competitiveness (Nafisa et al, 2024). However, the business faces challenges such as declining sales and raw material difficulties. Education, training, and management supervision can influence entrepreneurial attitudes and business growth of small and micro businesses (Indarti, 2021). While education and training may not directly contribute to business growth, they can have a positive impact on growth when mediated by an entrepreneurial attitude. Similarly, management supervision can influence business growth through its influence on entrepreneurial attitudes. The purpose of this research is to determine the influence of entrepreneurial learning and entrepreneurial character on students' entrepreneurial interest in Makassar City.

Method

This study uses an explanatory quantitative approach to explain the causal relationship between variables. The independent variables include entrepreneurial learning (X₁) and entrepreneurial character (X₂), while the dependent variable is entrepreneurial interest (Y). Hypothesis testing is carried out by statistical analysis to measure the influence of independent variables on bound variables. Data was collected through observation, questionnaires with Likert scales, interviews, and documentation. The population of this study is UNM Business and Entrepreneurship students. The technique used in sample extraction is using the Slovin formula as follows: From the number of population (N) mentioned above, the number of research samples (n) that must be taken based on the Slovin formula (Umar, 2019) with a confidence level of 90% ($\alpha = 0.1$) as follows:

$$n = 1 + \frac{N}{1 + ne^2}$$

Information:

n: Sample size

N: population size

e: Error rate (10%)

$$n = 1 + \frac{1596}{1596(0,1)^2 + 1} \quad n = \frac{1596}{19,66} = 81,18$$

So the number of research samples (n) taken was 81 people.

Result and Discussion

The following table presents the results of a Pearson correlation analysis aimed at identifying the relationships among three key variables in this study: Entrepreneurship Learning (X₁), Entrepreneurial Character (X₂), and Entrepreneurial Interest (Y). The focus of this analysis is to determine the extent to which entrepreneurship learning and entrepreneurial character contribute to entrepreneurial interest. The data used in this table were collected from 81

respondents who participated in an entrepreneurship education program. The correlation analysis was conducted to explore the strength and direction of the relationships among the variables, with a significance level set at 0.05 (2-tailed). The findings offer insights into the interconnections among these variables, providing a foundation for understanding the factors that support the development of entrepreneurial interest. This table is directly relevant to the study's objectives, which aim to explore the role of entrepreneurship learning and character in fostering interest in entrepreneurship. The results are expected to provide valuable insights for educational institutions and policymakers in designing strategies to promote entrepreneurial development.

Table 1. Relationship between Entrepreneurial Learning (X₁) and Entrepreneurial Character (X₂) with entrepreneurial interest

		Correlations		
		Entrepreneurship Learning X ₁	Entrepreneurial Character X ₂	Entrepreneurial Interest Y
Entrepreneurship Learning X ₁	Pearson Correlation	1	.117	.135
	Sig. (2-tailed)		.298	.228
	N	81	81	81
Entrepreneurial Character X ₂	Pearson Correlation	.117	1	.264 *
	Sig. (2-tailed)	.298		.017
	N	81	81	81
Entrepreneurial Interest Y	Pearson Correlation	.135	.264 *	1
	Sig. (2-tailed)	.228	.017	
	N	81	81	81

*. Correlation is significant at the 0.05 level (2-tailed).

From the *Correlations table* above, it shows that the value of the correlation coefficient for the relationship between Entrepreneurial Learning (X₁) and Entrepreneurial Character (X₂) to entrepreneurial interest (Y) is 0.264 which means that the value of 0.264 is a positive number meaning that complexity is obtained from the learning process designed to improve entrepreneurial knowledge, attitudes, and skills as well as combinations attitudes, values, and skills that make entrepreneurial interest emerge. So it can be assumed that entrepreneurship learning and entrepreneurial character have a role in increasing entrepreneurial interest in Makassar City

This test is carried out with the intention of assessing whether the statement items in the questionnaire can be considered valid or not. This study adopts the Pearson's Product Moment correlation method as a tool to conduct the evaluation. Based on the table presented, the Pearson moment correlation value for each question is 0.215 with a significance level of 5% and the number of samples (n) is 81 if the validity value exceeds 0.215, then each question is considered valid. From the results of the validity analysis for all instruments on the learning variables of entrepreneurship and entrepreneurial character, the r value is 0.420. Thus, it can be concluded that the 4 questions on the learning variables of entrepreneurship and entrepreneurial character are considered valid. This shows that each question used in the research instrument gives valid results.

Table 2. Validity Entrepreneurial Learning

Validity X₁			
No	Carvulate r Value	R value Table	Information
1	0.473	0.215	Data Valid
2	0.446	0.215	Data Valid
3	0.356	0.215	Data Valid
4	0.447	0.215	Data Valid

Source : Data Processing, 2024

Based on the table presented, the Pearson moment correlation value for each question is 0.215, with a significance level of 5% and the number of samples (n) as many as 81. If the validity value exceeds 0.215 then each question is considered valid. From the results of the validity analysis for all instruments in the Purchase Decision variable, the r value is 0.215. Thus, it can be concluded that the 4 questions on the Social Entrepreneurship Development variable are considered valid. This shows that each question used in the research instrument gives valid results.

Table 3. Entrepreneurial Character

Validity X₂			
No	Carvulate r Value	R value Table	Information
1	0.363	0.215	Data Valid
2	0.471	0.215	Data Valid
3	0.398	0.215	Data Valid
4	0.339	0.215	Data Valid

Source : Data Processing, 2024

Based on the table presented, the Pearson moment correlation value for each question is 0.215, with a significance level of 5% and the number of samples (n) as many as 81. If the validity value exceeds 0.215 then each question is considered valid. From the results of the validity analysis for all instruments in the Purchase Decision variable, the r value is 0.215. Thus, it can be concluded that the 4 questions on the Social Entrepreneurship Development variable are considered valid. This shows that each question used in the research instrument gives valid results.

Table 4. Entrepreneurial Interest

Validity Y			
No	Carvulate r Value	R value Table	Information
1	0.626	0.215	Data Valid
2	0.335	0.215	Data Valid
3	0.336	0.215	Data Valid
4	0.462	0.215	Data Valid

Source : Data Processing, 2024

Based on the table presented, the Pearson moment correlation value for each question is 0.215, with a significance level of 5% and the number of samples (n) as many as 81. If the validity value exceeds 0.215 then each question is considered valid. From the results of the validity analysis for all instruments in the Purchase Decision variable, the r value is 0.215. Thus, it can be concluded that the 4 questions on the Social Entrepreneurship Development variable are considered valid. This shows that each question used in the research instrument gives valid results.

Table 5. Multicollinearity test

Reliability Test			
Variable	Crobach's Alpha	Critical Value	Information
Entrepreneurship Learning	0.6510 >	0,60	Declared Reliable
Entrepreneurial Character	0.6722 >	0,60	Declared Reliable
Entrepreneurial Interest	0.6212 >	0,60	Declared Reliable

Source : Data Processing, 2024

According to the explanation given by (Ghozali, 2018), the multicollinearity test aims to test whether there is a significant relationship between independent variables in a regression model. This approach aims to evaluate the strength of the correlation between independent variables, which if too strong, can affect the interpretation of the results of the regression analysis as a whole.

An assessment of the Customer Government Policy variable shows that Cronbach's alpha has a value above 0.60, which indicates that the instrument used to measure the variable has reached a sufficient level of confidence and reliability. In other words, the measuring tool can be relied on to provide consistent and trustworthy results. Meanwhile, for the Social Entrepreneurship Development variable, the results of the analysis showed that Cronbach's alpha value also exceeded 0.60. This confirms that the instrument used in measuring these variables has an adequate level of confidence and reliability, so that it can be relied on in providing consistent and trustworthy data.

Table 6. Hypothesis T-test

Coefficients					
Type	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	8.184	1.662		4.924	.000
Entrepreneurship Learning (X1)	.019	.020	.106	.968	.002
Entrepreneurial Character (X2)	.283	.123	.252	2.304	.000

a. Dependent Variable: Entrepreneurial Interest Y

The results contained in the table show that the significance value for the variables Entrepreneurship Learning (X1) and Entrepreneurial Character (X2) on Entrepreneurial Interest (Y) is 0.000, which is statistically significant because the value is less than the predetermined significance level, which is 0.05. Thus, the conclusion is that the variables of Entrepreneurial Learning (X1) and Entrepreneurial Character (X2) have a significant influence on the variable of Entrepreneurial Interest (Y). Therefore, the hypothesis can be strongly accepted because of its low significance value, showing that entrepreneurial learning variables and entrepreneurial character have an influence in increasing entrepreneurial interest in Makassar City. Based on table 6 from the results of the normality calculation tested using the SPSS program, it is obtained that the Kolmogorov-Smirnov test value is 0.00 and significantly at 0.000 both values are greater than 0.05, which means that the residual data is normally distributed. The regression coefficient for the variables Entrepreneurial Learning (X1) 0.19 and Entrepreneurial Character (X2) 0.283 for Entrepreneurial Interest (Y) is 8.184 and for the constant value is 4.924. from this information it can be formed: $Y = 4.924 + 8.184 X$.

The correlation coefficient value (R) of 0.968 means that the level of relationship between Entrepreneurial Learning and Entrepreneurial Character (X1) and Entrepreneurial Character (X2) to Entrepreneurial Interest (Y) is positive and strong. The determinant

coefficient R^2 (R Square) of 0.218 means that entrepreneurial attitude (Y) is influenced by entrepreneurial learning (X) of 0.106 (10.6%). While the remaining 89.4% percent was influenced by other variables outside the study. Based on data management, it was shown that the variables of entrepreneurship learning (X_1) and Entrepreneurial Character (X_2) that the value of T_{hitung} (4,924) > T_{table} (1.66571) had a positive and significant effect and sig (0.000) < 0.5, then H_0 was rejected. This means that it can be assumed that entrepreneurship learning and entrepreneurial character have a role in increasing entrepreneurial interest in Makassar City.

Entrepreneurship learning is a compulsory course taken by students of Entrepreneurship in Makassar City. This course is very important in increasing knowledge and experience for students. This learning process forms a strong desire for entrepreneurship, which has a positive impact on individuals and institutions. UNM's vision of integrating education and entrepreneurship has been reflected in policies and curricula that support the development of entrepreneurial attitudes. Overall, entrepreneurship education in higher education contributes to the creation of creative and innovative young entrepreneurs (Syam et al., 2018).

The results of the study show that it can be assumed that entrepreneurship learning and entrepreneurial character have a role in increasing entrepreneurial interest in Makassar City. This is evidenced by the statistical results of the t-test which have a significant value smaller than the alpha value and the t-calculated value is greater than the t-value of the table and the regression coefficient obtained is also positive. It means that H_a is accepted and H_0 is rejected. Thus, the first hypothesis, namely entrepreneurship learning in a holistic manner on the entrepreneurial attitude of students in Makassar City, has a significant positive effect on acceptance. Entrepreneurship learning has a very important role in shaping students' entrepreneurial attitudes, which can further increase their interest in entering the business world. Various studies show that entrepreneurship education not only provides theoretical knowledge, but also contributes greatly in developing the attitude necessary to become a successful entrepreneur.

Other research conducted by Borasi & Finnigan (2010), It also supports this finding by showing that the identification of entrepreneurial attitudes and behaviors is very influential on the success of entrepreneurship learning. In this context, they emphasized the importance of having a positive entrepreneurial attitude, such as initiative, courage to face risks, and the ability to lead and adapt to change. Entrepreneurship learning that focuses on developing this attitude will have a greater impact, because in addition to providing knowledge, students are also trained to internalize entrepreneurial attitudes in their daily actions (Borasi & Finnigan, 2010).

In this study, it is explained that entrepreneurial learning has an important role in encouraging new business growth. Based on the constructivist paradigm, entrepreneurial learning places students as active learners who build their understanding through hands-on experience. This is in line with the findings (Lee & Wong, 2011) which emphasizes that entrepreneurship education not only provides an understanding of the basic concepts of business but also encourages the development of innovative ideas that can be applied in establishing a new business (Lee & Wong, 2011).

Entrepreneurship education has an important role in shaping students' attitudes and skills in managing a business. Various approaches in entrepreneurship education research can be analyzed using a scientific paradigm, which includes positivism, interpretivism, and criticality. Each of these paradigms provides a different perspective on how entrepreneurship

education can prepare students for business challenges in the modern era. The positivism approach focuses on objective measurement and quantitative data-based evaluation. In the context of entrepreneurship education, this approach assesses the effectiveness of learning methods such as business simulations and entrepreneurial projects by using surveys and experiments (Delvia et al., 2023). Learning evaluation based on the assessment of performance, products, and profits from sales results is also included in this paradigm, because it emphasizes the use of empirical data in measuring the success of an educational program (Mahfud, 2013)

On the other hand, the interpretivist approach emphasizes more on the subjective understanding of students and teachers towards their experiences in entrepreneurial learning. Through in-depth case study and interview methods, research can explore how students interpret their experiences in entrepreneurial projects and hands-on practice, as well as how character-based and digital approaches shape their entrepreneurial attitudes (A. Lestari & Riadin, 2023). Meanwhile, the critical paradigm highlights the social and structural aspects that affect the effectiveness of entrepreneurship education. In this paradigm, the research can examine the obstacles faced in the implementation of entrepreneurship education, such as limitations in human resources, facilities, and time (A. Lestari & Riadin, 2023). Using policy analysis, this approach seeks to identify solutions to improve the effectiveness of entrepreneurship programs in vocational schools. This research shows that effective entrepreneurship education must combine a practical approach, digital technology, and character building. Business simulations and production units in schools are proven to improve students' technical and managerial skills (Mahfud, 2013). The integration of technology in learning allows students to be more adaptive to contemporary business challenges (lin Nurbudiyani et al., 2023). However, various challenges such as limited resources are still an obstacle in optimal implementation.

By understanding various scientific paradigms in entrepreneurship education research, a more comprehensive approach can be applied to improve learning effectiveness. The positivist approach aids in the quantitative measurement of program success, interpretivism allows for the exploration of students' subjective experiences, and the critical paradigm provides insight into structural challenges and their solutions. Thus, the combination of these three paradigms can provide a strong foundation in the development of entrepreneurship education that is more inclusive and adaptive to changing times. Entrepreneurship learning at campuses in Makassar plays an important role in equipping students with skills that are not only relevant to local economic development, but also global. Through an educational approach that integrates theory and practice, students in Makassar can develop the ability to design and manage businesses independently.

Campuses as educational institutions have a responsibility to provide an environment that supports creativity and innovation, which is very important for students in facing increasingly dynamic economic challenges. Entrepreneurship in the city of Makassar makes a significant contribution to the local economic ecosystem by encouraging students to create business solutions that can address the needs of the surrounding community. Along with the growth of the creative industry and digital sector, campuses in Makassar are expected to become centers for entrepreneurial development that can produce graduates who are not only ready to compete locally, but also have competitiveness in the global market. The involvement of students in the development of technology-based businesses and creativity will strengthen the economy of the city of Makassar and its surroundings. In addition, entrepreneurship education

in Makassar has a positive impact in creating new jobs. Students who get structured, value-based entrepreneurship learning will be more likely to become job creators than just looking for a job. Through entrepreneurship programs on campus, such as business incubators or business idea competitions, students can develop creative ideas that can be implemented in the real world, contributing to the reduction of the unemployment rate in Makassar.

Campuses in Makassar also have an important role in equipping students with the ability to adapt to rapid changes in the business world. Entrepreneurship education based on technology and global market trends is very relevant for students in Makassar who are now in the era of digitalization. With the support of the campus, students in Makassar can take advantage of various digital platforms to develop their businesses and take advantage of opportunities arising from globalization, such as e-commerce, fintech, and other digital sectors.

Overall, entrepreneurship learning at Makassar campuses not only forms highly competitive students at the local and global levels, but also makes a significant contribution to strengthening the economy and the welfare of the surrounding community. Therefore, it is important for the university and the local government to continue to strengthen synergy in formulating entrepreneurship education policies that can optimize student potential and support more inclusive economic development in the city of Makassar.

Conclusion

Based on the results of the study, it can be concluded that Entrepreneurial Learning (X_1) and Entrepreneurial Character (X_2) have a significant influence on Entrepreneurial Interest (Y) in Makassar City. This is indicated by a very low significance value, which is 0.000, which means that it is less than the set significance limit (0.05), so that the hypothesis proposed can be accepted. Therefore, it can be concluded that these two variables play a role in increasing interest in entrepreneurship. The normality test of the data showed that the normal distribution, and the regression coefficients for entrepreneurship learning and entrepreneurial character on entrepreneurial interest were 0.19 and 0.283, respectively. A high correlation coefficient (R), which is 0.968, indicates a strong and positive relationship between the two variables and entrepreneurial interest. In addition, a coefficient of determination (R^2) of 0.218 indicates that entrepreneurial learning and entrepreneurial character account for only 10.6% of the variation in entrepreneurial interest, while other factors influence the rest. Overall, entrepreneurship learning has proven to be effective in improving the entrepreneurial attitude of students in Makassar City. This entrepreneurial attitude, which includes confidence, initiative, leadership, and the ability to take risks, is an important indicator in fostering an interest in entrepreneurship. Therefore, it is recommended that entrepreneurship education continue to be strengthened in universities, especially in Makassar City, to encourage students to develop their entrepreneurial competencies and interests.

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