

The Influence of Entrepreneurship Education, Social Support, and Motivation on Students' Entrepreneurial Intention in Madiun City

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Abstrak

Penelitian ini bertujuan untuk menganalisis pengaruh Pendidikan Kewirausahaan, Dukungan Sosial, dan Motivasi terhadap minat berwirausaha mahasiswa di Kota Madiun. Populasi dalam penelitian ini adalah mahasiswa yang ada di Kota Madiun. Jumlah responden sebanyak 384 orang ditentukan dengan menggunakan rumus Lemeshow, karena jumlah pasti mahasiswa di Kota Madiun tidak diketahui. Metode penelitian yang digunakan adalah kuantitatif, dengan teknik pengambilan sampel purposive sampling. Data dikumpulkan melalui kuesioner yang disebarluaskan secara online menggunakan Google Forms. Analisis data dilakukan dengan bantuan program SPSS versi 25. Analisis mencakup uji instrumen penelitian, meliputi uji validitas dan reliabilitas, uji asumsi klasik (normalitas, multikolinearitas, heteroskedastisitas, dan regresi linier berganda), serta pengujian hipotesis menggunakan uji t, uji simultan (uji F), dan koefisien determinasi (R^2). Hasil penelitian menunjukkan bahwa Pendidikan Kewirausahaan, Dukungan Sosial, dan Motivasi berpengaruh signifikan terhadap Minat Berwirausaha mahasiswa.

Kata Kunci: Pendidikan Kewirausahaan, Dukungan Sosial, Motivasi, dan Minat Berwirausaha pada Mahasiswa.

Abstract

This study aims to analyze the influence of Entrepreneurship Education, Social Support, and Motivation on entrepreneurial intention among students in Madiun City. The population in this study consists of university students in Madiun City. A total of 384 respondents were selected using the Lemeshow formula, as the exact number of students in Madiun City is unknown. The research method employed is quantitative, with purposive sampling as the sampling technique. Data were collected through questionnaires distributed online via Google Forms. Data analysis was conducted using SPSS version 25. The analysis involved research instrument tests, including validity and reliability tests, classical assumption tests (normality, multicollinearity, heteroscedasticity, and multiple linear regression), as well as hypothesis testing using t-tests, simultaneous tests (F-tests), and the coefficient of determination (R^2). The results of the study indicate that Entrepreneurship Education, Social Support, and Motivation have a significant influence on students' Entrepreneurial Intention.

Keywords: Entrepreneurship Education, Social Support, Motivation, and Entrepreneurial Intention among University Students.

A. INTRODUCTION

The quality of a country's human resources (HR) is a key factor in driving its economic success. A country that produces highly skilled and innovative HR not only gains a competitive edge in the global market, but also attracts foreign investment and supports sustainable economic growth. At the regional level, the main strategy to accelerate economic growth is to provide jobs that match the expertise and potential of the local community. Because Indonesia is known as an archipelago with the fourth-largest population in the world, according to a recent statement by the Ministry of Home Affairs (Kemendagri) as reported by Kompas (2021), entrepreneurship has become a popular and sought-after option for its many people. Indonesia's population increases every year: around 275,773.8 thousand people in 2022, 278,696.2 thousand in 2023, and 281,603.8 thousand in 2024.

It is undeniable that Indonesia's high population will lead to various social problems, such as poverty, unemployment, and other social issues. Several factors make people hesitant to start a business, including financial problems, a lack of support from close circles like parents, friends, and family, and a lack of innovative and creative business ideas. Entrepreneurship can help to minimize unemployment and poverty in Indonesia. One way to reduce these problems is to start a business.

The emergence of these various issues has led to increasingly fierce competition for jobs, especially for recent college graduates (Anastacia et al. 2021). To create and increase the number of social entrepreneurs in society, the most appropriate direction is to have the intention or intention to be a social entrepreneur, especially for university students. The recent phenomenon shows that the intention to become an entrepreneur is growing, especially in the franchise business, which has increased by 5% from the previous month. According to a recent statement from the Ministry of Trade of the Republic of Indonesia (Kemendag), as of last May, 151 Franchise

Registration Certificates (STPW) were recorded. This number indicates that business actors in Indonesia are quite high and have great potential.

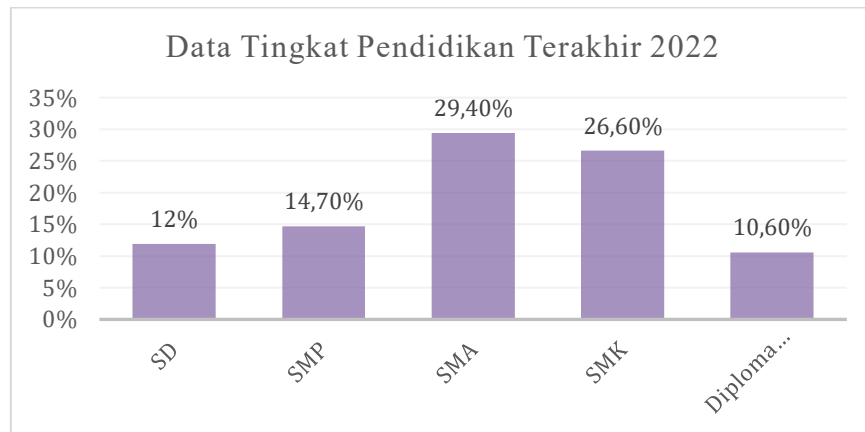
This study focuses on Entrepreneurial Intention in Madiun City, which has a population of 201,854 people (Madiun City Statistics, 2025). Madiun was chosen as the research location because of its specific context, which may differ from other regions. This choice also serves as a limitation and ensures time efficiency for the research. The number of entrepreneurs and types of businesses in Madiun City are as follows.

Table 1 Number of Entrepreneurs and Types of Businesses in Madiun City

Jumlah UMKM Per Sektor/ Lapangan Usaha			
Elemen Data	2020	2021	2022
UMKM per Sektor/Lapangan Usaha			
Pertanian	1.554	1.554	1.554
Pertambangan dan Penggalian	26	26	26
Industri Pengolahan	1.238	1.288	1.342
Listrik, Gas dan Air	0	0	0
Konstruksi	42	42	42
Perdagangan, Hotel dan Restoran	14.654	14.677	14.677
Transportasi	2.111	2.111	2.111
Keuangan	98	98	98
Jasa-Jasa	3.822	3.822	3.822
TOTAL	23.545	23.618	23.672

Source: Madiun City Government, data processed in 2025

The number of entrepreneurs by last educational level in Madiun City is shown in Figure 1.2 below:



Source: Central Statistics Agency of Madiun City, data processed in 2025

Based on the figure above, it shows that in 2022, the majority of entrepreneurs in Madiun City were high school graduates. In contrast, entrepreneurs with a final education of DI/II/III and Bachelor's degrees accounted for only 10.60%, the smallest proportion among the groups.

Therefore, one effort to increase the entrepreneurship ratio is to foster Entrepreneurial Intention among the younger generation. Entrepreneurial intention is a key factor in driving the growth of entrepreneurship in a country (Deko et al., 2023). This means that fostering entrepreneurial intention is crucial for young people, especially university students, to develop an entrepreneurial spirit to minimize unemployment and poverty in Indonesia.

THEORETICAL REVIEW AND HYPOTHESIS DEVELOPMENT

Entrepreneurial Intention

Entrepreneurial intention is a psychological condition that allows someone to concentrate and start a business in a positive emotional state, which is beneficial for them. This interest arises from participating in learning experiences and seeking information about entrepreneurship, followed by the desire to focus on the experiences gained (Salwa et al., 2024). According to Oktiena & Dewi (2021), entrepreneurial interest can be understood as an impulse that fosters an awareness to run a business to fulfill a desire or need. According to Salwa et al. (2024), the factors are: Self-Efficacy, Social Inclusion, Entrepreneurship Education, Gender, Mentoring and Social Support Indicators

of Entrepreneurial Interest According to Putra & Sakti (2023), the indicators are: Entrepreneurial Interest, Internet Usage, Entrepreneurial Motivation, Intrinsic Motivation, Extrinsic Motivation

Entrepreneurship Education

According to Putra & Sakti (2023), entrepreneurship education involves a series of activities aimed at improving the mindset, attitudes, and skills needed in the business world. This includes the process of idea generation, innovation, and concept development for starting a business. Wijaya William (2022) states that entrepreneurship education is a series of activities intended to enhance an individual's understanding of the preparation and significance of entrepreneurship, and to shift their mindset to be more focused on starting a business. Factors Influencing Entrepreneurship Education According to Wijaya William (2022), the factors that influence entrepreneurship education are Curriculum Quality with teaching methods Environmental Support, Social Support, Self-efficacy, Motivation Experience and Empathy. Indicators of Entrepreneurship Education According to Putra & Sakti (2023), the indicators are Mindset Change, Entrepreneurial Attitudes, Technical and Managerial Skills, Ideas, Entrepreneurial Intention

Social support.

According to Hockerts (2020), social support provides the belief that everyone needs help from others, especially from family and friends. Factors Influencing Social Support According to Labyta & Nuringsih (2024), the influencing factors are Social environment Quality of relationships, Individual perception of support, Individual characteristics. Indicators of Social Support According to Tanumihardja & Slamet (2023), the indicators of social support are Availability of Emotional Support, Availability of Informational Support, Availability of Instrumental/Material Support, Availability of Appraisal/Self-Esteem Support, Positive Perception of the Entrepreneurial Environment

Motivation.

Motivation is the primary driver that influences an entrepreneur's behavior. This drive is located within the individual, pushing them to take actions that align with their inner desires. According

to Baum (2007) in Suebuddin (2021), motivation in entrepreneurship is aimed at achieving entrepreneurial goals, implementing plans, and capitalizing on available business opportunities. The drive to develop a new business comes not only from a belief in one's ability to succeed but also from access to information about entrepreneurial opportunities. factors that can Influence an Individual's Motivation According to Oktiena & Dewi (2021), the factors are Increased knowledge and skills, Mindset development, Increased entrepreneurial self-efficacy, Exposure to role models, Indicators of Motivation According to Oktiena & Dewi (2021), the indicators are Strong desire to be an entrepreneur, Initiative and proactiveness, Perseverance and tenacity, Optimism and self-confidence, Information seeking and learning, A passion for creating value, Responsiveness to opportunities

Hypothesis Developments

Based on the theoretical review, the research hypotheses are formulated as follows:

H1: Entrepreneurship Education has a positive effect on the entrepreneurial interest of students in Madiun City.

H2: Social Support has a positive effect on the entrepreneurial interest of students in Madiun City

H3: Motivation has a positive effect on the entrepreneurial interest of students in Madiun City.

B. REASEARCH METHOD

This study employed a quantitative method using primary data collected through Google Forms. The sampling technique used was purposive sampling, with a total sample of 384 respondents. The research instrument was a questionnaire utilizing a Likert scale. Data processing in this study was carried out using SPSS version 25.

C. RESULTS AND DISCUSSIONS

Normality test

One-Sample Kolmogorov-Smirnov Test

Unstandardized Residual

N		384
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	1.32610112
Most Extreme Differences	Absolute	.037
	Positive	.037
	Negative	-.024
Test Statistic		.037
Asymp. Sig. (2-tailed)		.200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Source: Data Processed with SPSS 25 (2025)

Based on the results in the table, the normality test result shows an Asymp. Sig (2-tailed) value of 0.200. This significance value is greater than 0.05, which leads to the conclusion that the residual data in this study is normally distributed.

Multicollinearity Test

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	2.799	.624		4.488	.000		

Pendidikan Kewirausahaan	.265	.048	.309	5.468	.000	.539	1.855
Dukungan Sosial	.116	.043	.150	2.720	.007	.569	1.758
Motivasi	.262	.052	.245	5.017	.000	.720	1.388

a. Dependent Variable: Minat Berwirausaha

Source: Data Processed with SPSS 25 (2025)

Based on the results in the table, it shows that variable (X1) has a tolerance value of 0.539 > 0.10 and a VIF value of 1.855 < 10, variable (X2) has a tolerance value of 0.569 > 0.10 and a VIF value of 1.758 < 10, and variable (X3) has a tolerance value of 0.720 > 0.10 and a VIF value of 1.388 < 10. Therefore, it can be stated that the data does not have multicollinearity, making it suitable for analysis.

Multiple Linear Regression Test

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	2.799	.624		4.488	.000		

Pendidikan Kewirausahaan	.265	.048	.309	5.468	.000	.539	1.855
Dukungan Sosial	.116	.043	.150	2.720	.007	.569	1.758
Motivasi	.262	.052	.245	5.017	.000	.720	1.388

a. Dependent Variable: Minat Berwirausaha

Source: Data Processed with SPSS 25 (2025)

Based on the regression results, the following linear equation can be created: $Y = 3.799 + 0.265 X_1 + (0.116) X_2 + 0.262 X_3 + e$.

This linear equation can be interpreted as follows: Source: Data Processed with SPSS 25 (2025)

1. If the values of Entrepreneurship Education (X1), Social Support (X2), and Motivation (X3) are 0, then Entrepreneurial Interest (Y) is 2.799.
2. If Entrepreneurship Education (X1) increases by 1 score, Entrepreneurial Interest (Y) will increase by 0.265, assuming other variables are constant.
3. If Social Support (X2) increases by 1 score, Entrepreneurial Interest (Y) will increase by 0.116, assuming other variables are constant.
4. If Motivation (X3) increases by 1 score, Entrepreneurial Interest (Y) will increase by 0.262, assuming other variables are constant.

Heteroscedasticity Test

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	.973	.314		3.095	.002
Pendidikan Kewirausahaan	-.008	.014	-.033	-.586	.558
Dukungan Sosial	-.008	.017	-.030	-.499	.618
Motivasi	.032	.021	.092	1.533	.126

a. Dependent Variable: Minat Berwirausaha

Source: Data Processed with SPSS 25 (2025)

Based on the results in the table, it shows that the Entrepreneurship Education variable (X1) has a significance value of 0.558, Social Support (X2) has a significance value of 0.618, and Motivation (X3) has a significance value of 0.126. All these variables have a significance value greater than 0.05, which indicates that the data is free from heteroscedasticity.

Partial t-Test (t-Test)

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.

		B	Std. Error	Beta		
1	(Constant)	2.799	.624		4.488	.00
	Pendidikan Kewirausahaan	.265	.048	.309	5.468	.000
	Dukungan Sosial	.116	.043	.150	2.720	.007
	Motivasi	.262	.052	.245	5.017	.000

a. Dependent Variable: Minat Berwirausaha

Source: Data Processed with SPSS 25 (2025)

a. The result for variable (X1) shows a t-statistic of 5.468, which is greater than the t-table value of 1.649, with a significance of 0.000, which is less than 0.05. This means that H₀ is rejected and H_a is accepted. It indicates that, partially, variable (X1) has a positive and significant effect on Y, so the first hypothesis is accepted. This suggests that the better X1 is, the more Y will also increase.

b. For variable (X2), the t-statistic is 2.720, which is greater than the t-table value of 1.649, with a significance of 0.000, which is less than 0.05. This means H₀ is rejected and H_a is accepted. It indicates that, partially, variable (X2) has a positive and significant effect on Z, so the second hypothesis is accepted. This suggests that the better X2 is, the more Z will also increase.

c. For variable (Y), the t-statistic is 5.017, which is greater than the t-table value of 1.649, with a significance of 0.000, which is less than 0.05. This means H₀ is rejected and H_a is accepted. It indicates that, partially, variable (Y) has a positive and significant effect on Y, so the third hypothesis is accepted.

Partial F

		ANOVA ^a				
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	766.924	3	255.641	66.948	.000 ^b
	Residual	1451.035	380	3.819		
	Total	2217.958	383			

a. Dependent Variable: Minat Berwirausaha

b. Predictors: (Constant), Motivasi, Dukungan Sosial, Pendidikan Kewirausahaan

Source: Data Processed with SPSS 25 (2025)

Based on the table above, it can be seen that the **F-statistic** is 66.948, which is greater than the **F-table value** of 2.630, with a significance level of $F = 0.000$, which is less than $\alpha = 0.05$. This indicates that, simultaneously, the variables X1, X2, and X3 have a positive and significant effect on Y. Therefore, the fourth hypothesis is accepted. This shows that the better X1, X2, and X3 are, the more Y will also increase.

Coefficient of Determination Test.

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.777 ^a	.604	.601	3.26289

a. Predictors: (Constant), Motivasi, Pendidikan Kewirausahaan, Dukungan Sosial

b. Dependent Variable: Minat Berwirausaha

Source: Data Processed with SPSS 25 (2025)

Based on the table above, the coefficient of determination or R-squared value is 0.604, which is equal to 60.4%. This indicates that the dependent variable, **Visiting Decisions (Y)**, is influenced by the independent variables X1, X2, and X3 by 60.4%, while the remaining 39.6% is influenced by other variables outside of this study.

D. CONCLUSION

Based on the results of data processing and hypothesis testing conducted to examine the three hypotheses in this study, which include the effects of entrepreneurship education, social support, and motivation on entrepreneurial interest, it can be concluded that Entrepreneurship education has a positive and significant effect on the entrepreneurial interest of students in Madiun City. Social support has a positive and significant effect on the entrepreneurial interest of students in Madiun City. Motivation has a positive and significant effect on the entrepreneurial interest of students in Madiun City.

E. SUGGESTIONS

Students need to pay attention to entrepreneurship education, social support, and motivation to increase their entrepreneurial interest. Entrepreneurship education, social support, and motivation interact with each other to shape students' entrepreneurial interest. This study can serve as a reference for future research on the entrepreneurial interest of students in Madiun City.

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