

# The Effect of Entrepreneurship Courses, Self-Efficacy and Income Expectations on Student Entrepreneurial Interest

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## ABSTRACT

This study aims to evaluate: 1) the effect of entrepreneurship courses on student entrepreneurial interest; 2) the effect of self-efficacy on student entrepreneurial interest; 3) the effect of income expectations on student entrepreneurial interest; and 4) the combined effect of entrepreneurship courses, self-efficacy, and income expectations on student entrepreneurial interest. The method used was a quantitative approach involving 65 students as samples. The respondents filled out a questionnaire distributed via g-form by the researcher. The research findings show that entrepreneurship courses, self-efficacy, and income expectations all have an influence on students' entrepreneurial interest, with a significance value of  $0.000 < 0.05$  and an R Square value of 0.669 or 66.9%, which indicates a significant influence.

**Keywords:** Entrepreneurship Course, Self-Efficacy, Income Expectation, Entrepreneurial Interest

## INTRODUCTION

Self-efficacy or a person's belief in their ability to use information technology and the ability to motivate themselves to complete certain tasks, is one of the internal factors that affect satisfaction and performance (Tanjung et al., 2020). The

level of effort made and the way a person survives when facing challenges and traumatic events is determined by the self-efficacy that exists in that person. Perceived self-efficacy affects how active and determined a person is in making efforts. The person has serious concerns about his or her ability to reduce his or her efforts or give up completely when faced with challenges. However, people with strong feelings of effectiveness exert more effort to overcome obstacles.

Self-efficacy is a seriousness that one can perform certain behaviours that impact one's life. A person's feelings, thoughts, motivation and behaviour affect self-efficacy. Four main processes of cognitive, motivational, affective and selection processes contribute to the development of self-efficacy (Kristiyani, 2016). Everyone's level of self-efficacy varies, and this level is usually broken down into two categories including general self-efficacy and specific self-efficacy. General self-efficacy is the belief that a person will succeed in achieving his or her life goals. While specific self-efficacy varies greatly, it usually depends on the specific task and how people process information before the business is developed (Amir, 2016).

Self-efficacy is each individual's evaluation of his or her confidence in his or her capacity to carry out tasks and obtain expected results (Lodjo, 2013). Self-efficacy

is one of the variables that acts as a mediator or intermediary in the relationship between environmental variables and behaviour.

Self-efficacy is the belief that a person can carry out and complete the work that has become their responsibility. A person's ability to complete a task successfully or not is measured based on the level of efficacy in himself (Fitriyah et al., 2019). Aspiration and efficacy are not the same thing because efficacy refers to an evaluation of one's ability, while aspiration refers to the ideals that must be achieved. Performance accomplishment, vicarious experience, social persuasion and emotional physiological states through one or a combination of these four sources, self-efficacy can be obtained, modified, increased or decreased (Alwisol, 2009).

Adolescents need self-efficacy to overcome obstacles such as completing coursework, working, pursuing a career, and finding and developing a positive relationship with a partner. Adolescents who successfully solve the problems they face one after another will feel satisfied and more confident to face and handle future problems. Self-efficacy will become more prevalent as one gains experience with success in solving problems. According to their capacity, an individual will choose how alternative problem solving and goal achievement (Sandra & Djalali, 2013). People who doubt themselves tend to have low levels of commitment and aspiration.

Self-efficacy in each individual develops over time according to their stage of development. Each individual is given the responsibility to develop gradually according to their stage of development, the higher the stage, the more difficult it will be. Therefore, a person's self-efficacy is not static so it can change depending on how people see the various stages of life that have been lived (Widyaninggar, 2014). Efficacy is an essential personal characteristic that, when combined with specific goals and knowledge of success, will result in essential future behaviour.

Efficacy is very important in everyday life because when supported by self-efficacy, it allows a person to reach their full potential. The single most important aspect of daily life that is altered by self-efficacy is achievement (Rustika, 2012).

Income is money or goods that a person earns after doing work. Through entrepreneurship, a person can generate income to meet their needs. Interest in entrepreneurship can be triggered by the desire to earn income (Pamungkas & Mustikawati, 2017). A person's expectation to receive compensation for his hard work is expressed through his income expectations (Septianti, 2018). An entrepreneur has high income expectations for the business or business he runs to meet his needs and develop it.

The desire for significant and unlimited earnings is known as earnings expectations. A person will be forced to start their own business if they expect to earn a significant income (Fathiyannida & Erawati, 2021). Someone who wants to earn a high income usually looks for ways to do so, one of which is entrepreneurship. A person who expects a higher income from being an entrepreneur is a person who has a higher income goal than working as an employee. As a result, a person will base their behavioural choices on these expectations. Someone who decides to start their own business and has high income expectations will strive to achieve these goals (Fathiyannida & Erawati, 2021).

Entrepreneurial interest is a tendency that develops in a person to plan, organise, manage, take risks, and develop the business they create in order to achieve goals. Its characteristics include the desire and courage to start a new business with original, creative, and innovative ideas, as well as the ability to manage existing opportunities effectively (Fathiyannida & Erawati, 2021).

An entrepreneur is someone who has the confidence to take opportunities when starting a business by utilising the many opportunities available (Pamungkas &

Mustikawati, 2017). An entrepreneur or entrepreneur is a person who carries out entrepreneurial activities. An entrepreneur is someone who has high motivation, innovation ability and risk-taking courage, so entrepreneurs are one of the most important supporting factors for a country's economy.

Lack of job opportunities is one of the problems of Indonesia's growing population. This is because there are more job seekers than open positions, which makes it difficult for many people to find work. The economy will be affected by how many people lack jobs. The Open Unemployment Rate (TPT) in August 2022 was 5.86 per cent, down 0.63 per cent from August 2021 (BPS, 2022).

Most college graduates would rather find jobs than create them. Instead of preparing for jobs in entrepreneurship, college graduates spend more time learning how to participate in the hiring process of new employees in public and private companies. In order for students to be prepared to create their own jobs or start their own businesses, they need to be guided and supported in addition to being instructed on how to find a job. Fostering an entrepreneurial spirit in students so that they are expected to be able to create jobs or open their own businesses after graduating from college is one way to reduce unemployment.

Entrepreneurship courses are part of the curriculum of the Economics Education Study Programme, Faculty of Economics and Business, Universitas Nusantara PGRI Kediri. Entrepreneurship theory and entrepreneurship practice have been discussed in lecture activities. The Economic Education Study Programme, Faculty of Economics and Business, Universitas Nusantara PGRI Kediri regularly organises entrepreneurship seminars in addition to entrepreneurship lectures. The goal is to increase the number of entrepreneurs and minimise unemployment. So it is important for students to have an entrepreneurial mindset and be encouraged to pursue their dreams of

starting their own business starting from now or after graduating from college. This study aims to determine the effect of self-efficacy and income expectations on student entrepreneurial interest.

## LITERATURE REVIEW

### 1. Entrepreneurship Course

In the era of industrial revolution 4.0, entrepreneurship courses are very important. The essence of this course is expected to awaken the entrepreneurial spirit in students, encourage them to be more eager to pursue careers as entrepreneurs, thus it is hoped that they can contribute to improving the welfare of society in an increasingly complex and global context in the era of the industrial revolution 4.0 (Munir & Yuangga, 2020). Entrepreneurship courses consist of a series of learning materials designed to shape the attitudes and behaviours required in the world of work, as well as to develop basic knowledge and relevant practical skills (Harahap & Nawawi, 2022). Entrepreneurship courses play a role in shaping the entrepreneurial spirit of students by instilling an attitude of never giving up, the courage to take risks, perseverance, and the ability to face and learn from failure (Bayti, 2023). The purpose of entrepreneurship learning is to transform the entrepreneurial spirit, attitude, and behaviour in individuals, so that they can become an example and foundation in developing entrepreneurial environments in various sectors, such as academic, government, and social (Siregar et al., 2023).

Entrepreneurship is a course designed to give students an in-depth understanding of the fundamentals of the business world as well as the practical skills needed to start and manage their own business. In this course, students learn about business planning, innovation, market analysis, and risk management through theory as well as practical applications such as case studies and hands-on projects. In addition, they also have the opportunity to interact with

successful entrepreneurs and industry professionals, which provides valuable insights into the challenges and opportunities in entrepreneurship. With a holistic approach, this course not only equips students with technical knowledge, but also builds confidence and motivation to enter the business world.

## **2. Self-efficacy**

Self-efficacy is a person's belief in their ability to overcome certain situations and achieve positive and beneficial results (Hadyastiti et al., 2020). Self-efficacy is one of the internal factors that affect satisfaction and performance, which involves individual beliefs in motivating themselves to complete certain tasks, this includes not only general considerations of self-efficacy but also beliefs in the use of information technology (Tanjung et al., 2020). Self-efficacy is a person's belief in their ability to control themselves and influence the events around them (Putri, 2021). The self-efficacy of each individual can vary from one another, based on three main dimensions, namely the level dimension, the strength dimension, and the generalisation dimension (generality) (Dewantoro et al., 2020).

Self-efficacy is a psychological concept that describes a person's belief in their ability to succeed in completing a task or achieving a particular goal. It includes the belief that an individual has the necessary skills and resources to face challenges and overcome obstacles that may arise. High self-efficacy makes a person feel more confident and motivated to face difficult situations, take risks and try harder. Conversely, low self-efficacy can lead to doubt, anxiety and an inability to deal effectively with challenges. In the context of entrepreneurship, self-efficacy plays an important role in determining the extent to which a person feels capable of starting and managing a venture, influencing their courage to pursue business opportunities and persevere in the face of adversity.

## **3. Revenue Expectation**

Income expectations refer to the expectation of obtaining a higher level of income, the greater one's expectation of achieving higher income through entrepreneurship, the stronger the impetus to start a business. These expectations can motivate individuals to take steps towards entrepreneurship with the belief that their efforts will result in significant financial rewards (Setiawan et al., 2021). Income expectation is a person's hope of obtaining financial rewards as a result of the effort that has been made (Siompo et al., 2023). Income expectation is a person's expectation of the level of income that will be obtained from the business activities or work he does (Putra et al., 2021). Income expectation is a person's desire or hope to earn a high and unlimited income (Fathiyannida & Erawati, 2021).

Income expectation is a person's projection or expectation regarding the potential profit that can be obtained from a business or investment. This concept reflects how much individuals estimate the financial rewards they will get as a result of their business or work activities. Income expectations can be influenced by a variety of factors, including market analyses, personal experience and industry information. Realistic and informed expectations about potential earnings can motivate individuals to pursue business opportunities more seriously, while unrealistic or overly optimistic expectations can lead to disappointment or financial risk. In the world of entrepreneurship, income expectations play an important role in influencing investment decisions, business planning, and motivation to continue growing the venture.

## **4. Interest in Entrepreneurship**

Interest refers to preferred and desired self-involvement in an activity (Setiawan et al., 2021). Entrepreneurial interest is the desire, interest, and willingness to work hard or commit to fulfilling life needs without fear of facing risks. It also includes the readiness to learn from experienced failures as well as the ability to develop the

business that has been created (Prasetio, 2020). Entrepreneurial interest is an internal drive to develop and utilise one's potential to create a business that can meet needs, achieve independence, and dare to take risks (Nursita, 2021). Entrepreneurial interest is influenced by various factors that can cause low student interest in entrepreneurship, such as prestige, lack of self-confidence, laziness, limited capital, difficulty in dividing time, and fear of failure based on other people's experiences (Septiawati & Puspitasari, 2023). Entrepreneurial interest is a person's internal tendency to plan, organise, manage, bear risks, and develop the business he creates to achieve goals, and requires foresight in setting up a business, involving the desire and courage to create a business field through creative and innovative ideas, as well as the ability to manage existing opportunities by working hard and high spirits (Fathiyannida & Erawati, 2021).

Entrepreneurial interest refers to a person's drive or interest in starting and managing their own business, fuelled by a desire to create business opportunities and achieve financial freedom. It includes a sense of enthusiasm and commitment to exploring new ideas, taking risks and innovating in the business world. Entrepreneurial interest is often influenced by factors such as the potential for financial gain, the desire to overcome challenges and the desire to control one's own career trajectory. Individuals with entrepreneurial interests are usually highly motivated to learn about aspects of business, such as planning and management, and are willing to face the uncertainties and risks associated with running a business. This desire reflects aspirations to become opportunity creators and leaders in a dynamic business environment.

## **MATERIALS & METHODS**

The method used is quantitative method, in quantitative research the existence of a number is its characteristic, this is because it is used to calculate and analyse data, while the form of calculation can also be in the form of statistical calculations (Sugiyono, 2017). This research was conducted on students of the Economics Education Study Programme totalling 94 students, but students who filled out the questionnaire were 65 students or 68% of the total number of students. Furthermore, the sampling technique is to use saturated sampling, with the hope that all members of the population can be used to become members of the research population (Sugiyono, 2017). Questionnaires submitted to students in the form of an electronic list using google form submitted to students through the academic group of the Economics Education Study Programme.

Multiple regression analysis is a technique used in this study to evaluate the effect of two or more independent variables on the dependent variable. By using multiple regression analysis, it can be analysed whether there is an influence between the variables used in the study (Riduwan, 2010). The purpose of using regression analysis is to find whether there is an influence between self-efficacy and income expectations on student entrepreneurial interest. Furthermore, to facilitate the analysis also uses the help of SPSS software, where with the SPSS software the data will be faster and easier to draw conclusions.

## **RESULT**

From the research that has been done, various results are obtained regarding the effect of entrepreneurship courses, self-efficacy, and income expectations on student entrepreneurial interest. The following are the results of the calculation:

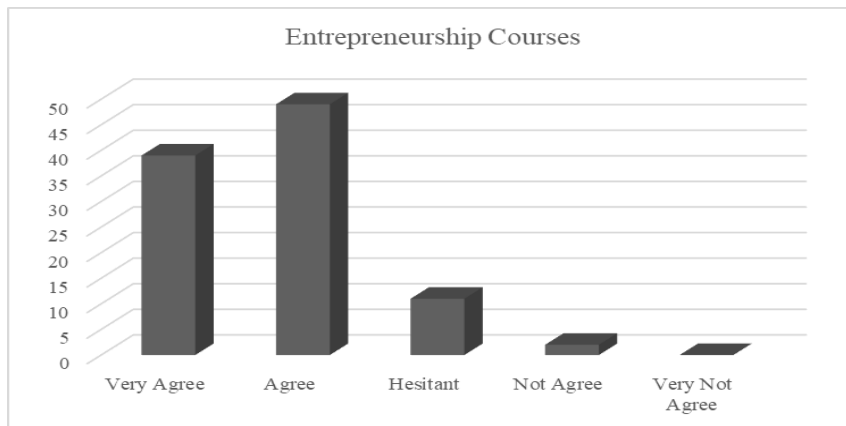


Figure 1: Entrepreneurship Course

From the figure shown above, it shows that in the entrepreneurship course variable there are 7 students who choose strongly agree to all the questionnaire questions given, 9 students who choose to agree to all the

questionnaire questions given, 2 students who choose to hesitate to all the questionnaire questions given, and 1 student who chooses to disagree to all the questionnaire questions given.

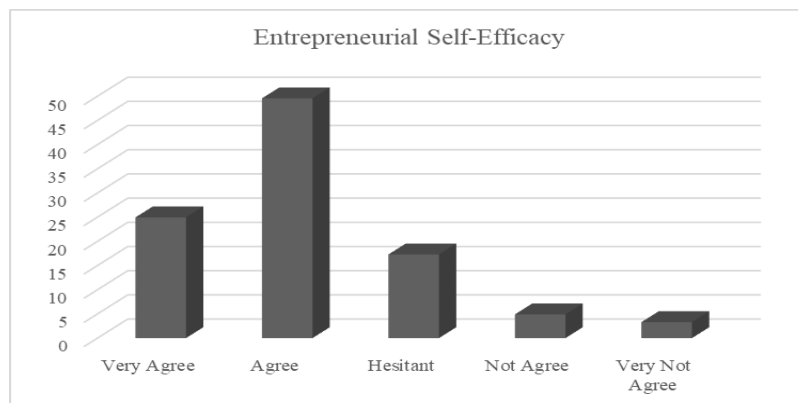


Figure 2. Entrepreneurial Self-Efficacy

From the figure shown above, it shows that in the entrepreneurial self-efficacy variable there are 16 students who choose strongly agree to all the questionnaire questions given, 33 students who choose to agree to all the questionnaire questions given, 11

students who choose to doubt all the questionnaire questions given, 3 students who choose to disagree to all the questionnaire questions given, and 2 students who choose strongly disagree to all the questionnaire questions given.

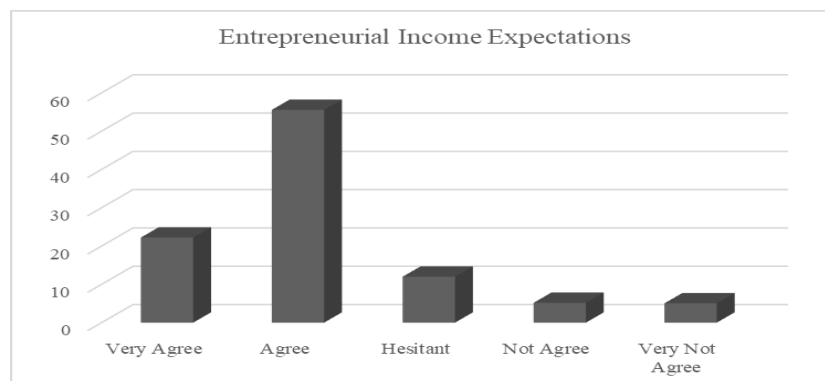


Figure 3. Entrepreneurial Income Expectations

From the figure shown above, it shows that in the entrepreneurial income expectation variable, there are 15 students who choose strongly agree to all the questionnaire questions given, 37 students who choose to agree to all the questionnaire questions

given, 8 students who choose to hesitate to all the questionnaire questions given, 3 students who choose to disagree to all the questionnaire questions given, and 3 students who choose strongly disagree to all the questionnaire questions given.

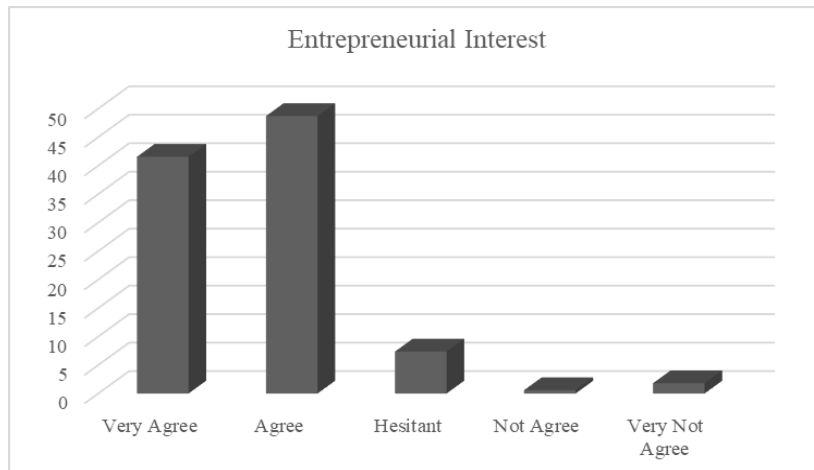


Figure 4. Entrepreneurial Interest

From the figure shown above, it shows that in the student entrepreneurial interest variable there are 27 students who choose strongly agree to all the questionnaire questions given, 32 students who choose to agree to all the questionnaire questions given, 5 students who choose undecided to all the questionnaire questions given, 0 or no students who choose to disagree to all the

questionnaire questions given, and 1 student who chooses strongly disagree to all the questionnaire questions given. Furthermore, to further clarify the results of the data that has been examined, the help of SPSS software using linear regression analysis is used. From the following figure, it can be seen whether the data has a normal distribution or not.

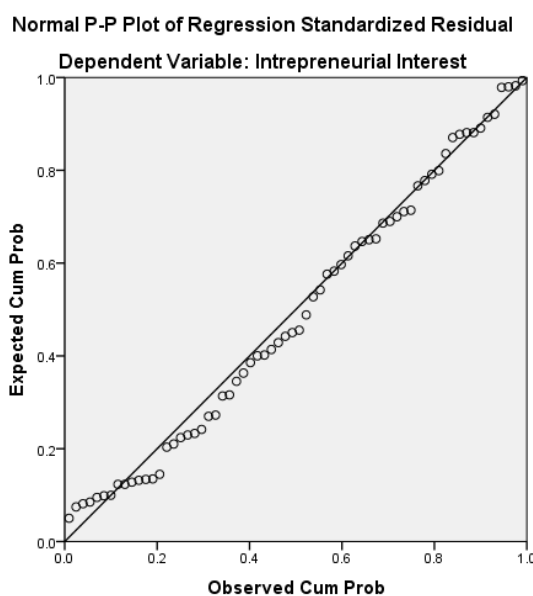


Figure 4. Normal P-Plot of Regression Standardized Residual

From the figure shown above, it can be concluded that the data under study follows a normal distribution. This can be seen from the spread of points that are evenly distributed along the diagonal line, and tend to approach the line. This normal

distribution shows that the data is spread with a symmetrical pattern around the average, which is an indication that the data meets the normality assumptions required for further statistical analysis.

**Table 1. Partial Test**

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.684	8.305		-.082	.935
	Self Efficacy	.714	.161	.423	4.441	.000
	Income Expectations	.941	.187	.478	5.022	.000

a. Dependent Variable: Entrepreneurial Interest

From the table above, we can analyze the partial effect of self-efficacy variables and income expectations on student entrepreneurial interest. The table shows that the significance level for the self-efficacy variable is 0.000, while for the income expectation variable it is also 0.000. Since both significance values are below the

0.05 threshold, this indicates that each independent variable has an individually significant effect on student entrepreneurial interest. In other words, both self-efficacy and income expectations separately have a strong impact on students' interest in entrepreneurship.

**Table 2. Simultaneous Test**

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6035.831	2	3017.915	63.745	.000 <sup>b</sup>
	Residual	2982.654	63	47.344		
	Total	9018.485	65			

a. Dependent Variable: Entrepreneurial Interest  
b. Predictors: (Constant), Income Expectations, Self Efficacy

From the table displayed above, it can be seen that the simultaneous or overall influence between the variables of self-efficacy and income expectations on student entrepreneurial interest. The table shows the calculated F value of 63.745 with a significance level of 0.000. Because the significance value (Sig.) 0.000 is smaller

than 0.05, this indicates that simultaneously there is a significant influence of self-efficacy and income expectations on student entrepreneurial interest. In other words, both variables simultaneously have a strong impact on student interest in entrepreneurship.

**Table 3. Determination Test**

Model Summary <sup>b</sup>						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson	
1	.818 <sup>a</sup>	.669	.659	6.881	2.176	

a. Predictors: (Constant), Income Expectations, Self-Efficacy  
b. Dependent Variable: Entrepreneurial Interest

From the table shown above, it can be concluded that the contribution of the

variables studied in explaining the variability of the observed data. The table



shows an R Square result of 0.669, which is equivalent to 66.9%. This value indicates that about 66.9% of the variation in the dependent variable can be explained by the independent variables used in this study. In other words, the model applied has a fairly high explanatory power, indicating that the variables studied have a significant influence in determining the observed results. This strong level of determination reflects that most of the changes in the results can be attributed to the factors analyzed, giving confidence that the model is relevant and effective in describing the relationship between the variables tested.

## DISCUSSION

### 1. Effect of Entrepreneurship Course on Entrepreneurial Interest

From the analysis obtained from figure 1, it can be seen that for the entrepreneurship course variable, there are various responses from students to the questionnaire questions presented. A total of 7 students strongly agreed with all questions asked, indicating strong support for the materials and approaches taught in the course. In addition, 9 students chose the agree option, indicating that they generally felt positive and supportive of the aspects offered by the course. On the other hand, 2 students chose undecided, indicating doubt or uncertainty regarding the effectiveness or relevance of the questions asked. Finally, 1 student indicated disagreement with all the questionnaire questions, which may reflect dissatisfaction or a different view of the entrepreneurship course.

Entrepreneurship courses often have a significant impact on students' entrepreneurial interest. In the learning process, students are introduced to various basic concepts of entrepreneurship, such as identification of business opportunities, market analysis, business planning, and management strategies. The material taught provides a deeper understanding of the dynamics of the business world and the challenges it faces. With this understanding, students can see entrepreneurship not only

as a career choice, but as a systematic and measurable process. Awareness of the potential benefits and personal satisfaction that can be gained from entrepreneurship often motivates students to pursue their dreams in the business world.

Entrepreneurship courses also often involve various practical learning methods, such as case studies, business simulations and hands-on projects. These experiences allow students to apply theory in real-life situations, hone practical skills, and build their confidence in running a business. Through interactions with successful entrepreneurs, networking, and project assessments, students can gain inspiration and direction that strengthens their interest in entrepreneurship. Thus, the entrepreneurship course not only equips students with theoretical knowledge, but also facilitates them to develop the interest and practical abilities needed to succeed as entrepreneurs.

Students' interest in entrepreneurship is triggered by the existence of entrepreneurship courses, which provide opportunities for students to gain practical experience from business actors through the material presented in the course (Nursita, 2021). Providing entrepreneurship courses to students has a real and positive influence on their entrepreneurial interest. The teaching-learning process in this course has an impact on increasing students' knowledge and skills (soft skills) about entrepreneurship, thus strengthening their interest in entrepreneurship (Bayti, 2023). This research is also in line with previous studies conducted, which show similar results regarding the effect of entrepreneurship courses on students' entrepreneurial interest (Dhira et al., 2021) which show that entrepreneurship courses have a positive and significant effect on entrepreneurial interest.

### 2. Effect of Self-Efficacy on Entrepreneurial Interest

The results of research conducted using a partial test or t test showed a significance value of 0.000. This value is far below the

0.05 threshold generally accepted in statistical testing, which indicates that self-efficacy has a highly significant influence on entrepreneurial interest. In other words, the data shows that individuals' belief in their own abilities substantially influences their level of interest in pursuing entrepreneurship. This finding confirms the importance of self-efficacy as a powerful factor in motivating an individual to start and run a business, and supports the relevance and strength of the relationship between the two variables.

Self-efficacy, or a person's belief in their ability to achieve goals, plays an important role in influencing entrepreneurial interest. Individuals with high levels of self-efficacy tend to believe that they are capable of facing challenges, taking risks and overcoming obstacles that may arise in entrepreneurship. This belief not only increases their motivation to start a business, but also helps them stay committed despite difficulties. With a strong sense of confidence, people are more likely to explore business opportunities, innovate and take the necessary steps to realize their business vision.

Conversely, low self-efficacy can decrease interest in entrepreneurship as individuals feel insufficiently capable or fear failure. When people doubt their ability to succeed, they may feel reluctant to take risks and invest in new ventures. These feelings of inadequacy can inhibit them from pursuing opportunities and developing business ideas. In this context, it is important to improve self-efficacy through education, training and practical experience so that individuals can build the confidence needed to start and manage their ventures. Thus, improving self-efficacy not only helps individuals feel more prepared for entrepreneurship but also strengthens their interest in entering the business world. This research is also in line with research (Retnowati & Putra, 2021) where there is a positive relationship between self-efficacy and entrepreneurial intention of students. In addition, research conducted by (Hadyastiti et al., 2020) also

has research results that self-efficacy has a positive effect on entrepreneurial interest.

### **3. Effect of Income Expectation on Entrepreneurial Interest**

Based on the results of the analysis using a partial test or t test, obtained a significance value of 0.000, which is statistically smaller than the alpha level of 0.05. These results indicate that self-efficacy has a significant effect on entrepreneurial interest. In other words, there is a strong and significant relationship between individuals' belief in their abilities and their tendency to be interested in entrepreneurship. This finding indicates that an increase in self-efficacy, which includes the belief in the ability to face challenges and achieve goals, can substantially influence and increase an individual's interest in starting and managing a business. This study confirms the importance of self-efficacy as a significant predictive factor in the context of entrepreneurial interest, highlighting the need to pay attention to this psychological aspect in entrepreneurship development efforts.

Income expectations are often a key determinant in a person's interest in entrepreneurship. The expectation of potentially significant gains can be a strong motivation for individuals to start their own business. When individuals believe that entrepreneurship can provide greater financial rewards compared to conventional employment, they tend to feel more compelled to pursue business opportunities. This belief can encourage them to invest time, effort and resources in designing and running a venture, with the expectation that the venture will generate sufficient income or even exceed their expectations.

However, if income expectations are perceived as unrealistic or too low, interest in entrepreneurship may wane. Individuals may feel that the risks taken are not worth the potential gains, which may decrease their motivation to engage in business. In addition, low income expectations can also lead to pessimism and concerns about the success of the venture. Therefore, it is

important for aspiring entrepreneurs to have realistic and informed expectations about the income they are likely to earn, and to consider other aspects of entrepreneurship that may support their decision, such as personal satisfaction and work flexibility. With clear and realistic income expectations, individuals can be better prepared to face challenges and achieve success in their entrepreneurial journey.

#### **4. The Effect of Entrepreneurship Courses, Self-Efficacy, and Income Expectations on Entrepreneurial Interest**

From table 2 listed above, we can assess the simultaneous or overall effect between the variables of self-efficacy and income expectations on student entrepreneurial interest. Table 2 shows that the calculated F value is 63.745 with a significance level of 0.000, which is smaller than 0.05. These results indicate that self-efficacy and income expectations simultaneously have a significant influence on student entrepreneurial interest. This finding confirms that both variables together significantly influence entrepreneurial interest, suggesting that the combination of personal beliefs and income expectations plays an important role in motivating students to pursue entrepreneurial opportunities. Table 3 shows the R Square value of 0.669 which means 66.9%. This value indicates that the proportion of variability in the data that can be explained by the variables studied is in the strong category. In other words, the model used is able to explain more than two-thirds of the variability in the data, indicating that the variables have a significant influence on the results studied.

The influence of entrepreneurship courses, self-efficacy, and income expectations on entrepreneurial interest is complex but interconnected. Entrepreneurship courses provide the knowledge base and practical skills needed to start and run a business. With an understanding of basic business principles and real case studies, students can build confidence and readiness to enter the

world of entrepreneurship. This education not only enhances knowledge but also contributes to the development of self-efficacy, which is an individual's belief in his or her ability to succeed in running a business. As self-efficacy increases due to the knowledge and skills acquired, students become more confident to face challenges and take risks associated with entrepreneurship.

On the other hand, income expectations play an important role in influencing entrepreneurial interest by providing an idea of the potential gains that can be made. If individuals believe that entrepreneurship will provide significant financial rewards, they will feel more motivated to pursue business opportunities, strengthening their interest in starting a venture. The combination of knowledge gained from entrepreneurship courses, increased self-efficacy, and realistic income expectations creates a strong synergy in building entrepreneurial interest. These three factors complement each other and contribute to an individual's decision to pursue entrepreneurship as a potential career, armed with knowledge, confidence and high expectations of financial success.

This research is in line with research (Septiawati & Puspitasari, 2023) these results show that income expectations have a significant influence on entrepreneurial interest. Entrepreneurship is challenging and requires perseverance; however, if successful, high or even unlimited income can be obtained from entrepreneurship, compared to the income of an employee who is usually fixed. This is inseparable from the fact that people often consider earning potential when choosing a job, with the aim of making ends meet.

#### **CONCLUSION**

This study reveals that the influence of entrepreneurship courses, self-efficacy, and income expectations on entrepreneurial interest is complex but interconnected. Entrepreneurship courses serve as a foundation of knowledge and skills that

support individuals in starting and managing a business. The knowledge and skills gained from these courses contribute to an increase in self-efficacy, which is an individual's belief in his or her ability to face entrepreneurial challenges. As self-efficacy increases, students feel more confident and prepared to face the risks associated with entrepreneurship.

Income expectations also play an important role by providing an idea of the potential financial gains that can be made. The belief in significant financial rewards strengthens individuals' motivation to pursue business opportunities and increases their interest in entrepreneurship. The synergy between knowledge from entrepreneurship courses, increased self-efficacy, and realistic income expectations creates a strong impetus for entrepreneurial interest, with individuals feeling more prepared and motivated to venture into entrepreneurship.

This study uses a questionnaire method which may affect the accuracy of the data, especially if the respondents are not completely honest or do not understand the questions well. The results of the study may not be generalizable to a wider population if the sample used is not representative of various backgrounds or regions. Research may have time constraints that limit the depth of analysis or duration of observation which may affect the findings and conclusions drawn. Self-efficacy and income expectations are often subjective, and individuals' interpretations of related questions may vary which may affect the results of the study.

#### **Declaration by Authors**

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