



Edutama Education Journal

Volumes 11 Numbers 2 July 2024

P-ISSN: 2339-2258 | E-ISSN: 2548-821X

IKIP PGRI Bojonegoro

Analysis of the Role of Sustainable Entrepreneurship Education to Increase Interest in Entrepreneurship in the Digital Era Through Literature Review Analysis

Amatulloh Mufida¹, Eko Budi Utomo², Dinda Dwi Lukita Sukamto³, Almas Zerlina Benita⁴, Siti Sri Wulandari⁵, Susanti⁶

^{1,2,3,4,5,6}FEB, Universitas Negeri Surabaya

¹amatulloh.23006@mhs.unesa.ac.id; ²eko.23008@mhs.unesa.ac.id ³dinda.23007@mhs.unesa.ac.id

⁴almas.23013@mhs.unesa.ac.id; ⁵sitiwulandari@unesa.ac.id; ⁶waspodotjipto@unesa.ac.id

Keywords

Sustainable Entrepreneurship Education, Interest In Entrepreneurship, Digital Era, Systematic Literature Review (SLR)

Abstract

This research aims to describe the results of research regarding the analysis of the role of sustainable entrepreneurship education in increasing interest in entrepreneurship in the digital era. This research method is a qualitative study with a Systematic Literature Review (SLR). In this research, SLR is important to reduce sampling by providing differences/relationships between one piece of literature and another. The research sample is articles indexed by Scopus, Google Scholar, and Sinta. The keywords used in searches using Google were "sustainable AND entrepreneurship AND education: AND entrepreneurial AND interest" from 2015 - 2024. A total of 56 articles were gotten through look on Scopus, Google Researcher, and Sinta. The research results show that sustainable entrepreneurship education plays an important role in building and developing entrepreneurship. The main role of sustainable entrepreneurship education includes education about, through, and for companies. The strategy to foster an entrepreneurial spirit in schools involves preparing educated staff and educators who have an entrepreneurial spirit. Educational institutions are playing a greater role in fostering the entrepreneurial spirit.

This is an open-access article under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.



Introduction

Entrepreneurship education has emerged as an important force in shaping the skills, mindset and competencies necessary for individuals to thrive in the rapidly evolving global business landscape. The term business has become well-known and currently business ventures have penetrated all fields, including the field of education. Business ventures have been coordinated into educational plans in schools and colleges. Entrepreneurship education

is an effort to integrate the spirit and mentality of entrepreneurship both through educational institutions and other institutions such as training institutions, courses and many other institutions (Pangesti, 2018). Meanwhile, sustainable entrepreneurship education is an approach to teaching and learning about entrepreneurship that emphasizes the principles of sustainability. Principles of sustainability, including environmental, social and economic aspects that need to be considered when running a business. In recent years, the importance of entrepreneurial education has been undermined by its potential to drive innovation, stimulate economic growth, and nurture a new generation that is dynamic and sensible. Along with the contents of the ever-changing business world, entrepreneurial education stands at the intersection between academics and practical applications, offering a unique lens that can be used by any individual to navigate the complexities of modern entrepreneurship (Haryanto et al, 2017).

In an age of globalization and increasing competition, the ability to pioneer is an essential skill that is the absolute necessity of every individual. Preparing the younger generation with the skills and understanding of the world of business is a crucial step towards facing the challenges of the future that have been mixed up in Industry 4.0 and following the rise of the digital society 5.0 (Rosmadi et al, 2019). The Industry 4.0 revolution, also known as the Digital Age, has brought major changes in many aspects of human life, including the world of business. In this era, digital technology and increasingly sophisticated connectivity have fundamentally changed the business landscape (Mardiyanti et al, 2023). For entrepreneurs, it brings new challenges but also unlimited opportunities, some of the things to consider when doing business in the digital age.

Flexibility and adaptability of rapid technological change in the digital age demands entrepreneurs to be flexible and adaptive. They need to be able to adapt to changing markets, consumer trends, and emerging new technologies. This includes the ability to continuously learn, innovate, and make the necessary changes in their business to remain relevant and competitive. Data exploitation becomes a valuable resource in the digital age. Entrepreneurs must use data wisely to understand consumer behaviour, analyze market trends, and make decisions based on accurate information. Through data analytics and a deep understanding of data usage, entrepreneurs can optimize their business strategies and generate competitive advantages (Siregar et al, 2020).

Entrepreneurship is the ability to be self-sufficient in meeting the needs of life as well as solving life's problems, advancing enterprises or creating new enterprises with the power that is in you. As for the factors that drive the interest of entrepreneurs are as follows. 1) Personal factors, referring to personality aspects; 2) Environmental factors, related to the physical environment; 3) Sociological factors, relating to the social environment. According to Akmal, the factors that influence entrepreneurial interest are as follows. 1) Family environment; 2) Education; 3) Value; 4) Age; 5) Education history. Alma mentions that the indicators of entrepreneurial interest are: 1) Self-confidence; 2) task- and results-oriented; 3) courageousness to take risks; 4) spirit of leadership; 5) originality; 6) future orientation (Akmal et al, 2020).

Cultivating entrepreneurial interest has many benefits, namely, can develop an attitude of self-reliance, innovation, and creativity in the face of various challenges in the business world. Through entrepreneurial education they learn to think strategically, take controlled risks, and generate effective solutions in the face of rapid change. To that goal, it is important for schools to create an environment that supports the development of entrepreneurial interests. This can be done through enhanced curricula that integrate entrepreneurial learning, provision of entrepreneurship skills training, and collaboration with the business world in the form of internships or project collaborations (Herlina et al, 2021).

The influence of education on the development of one's soul (including the entrepreneurial soul) is actually different from other external influences. In general, environmental influences (physical and social) are passive, in the sense that environmental explanation does not impose a coercion on the individual. The environment only provides opportunities or opportunities. How the individual takes the opportunity or the opportunity depends on the person concerned. So is the case with education, especially those directly related to entrepreneurship. Education is carried out with full consciousness, has a specific purpose, objective, and objective and is given systematically to develop potential there is. Education also serves to shape one's personality to become stronger and more impact-resistant. Strong personality is one of the core assets of an entrepreneur. Just bear in mind that it takes a long time to form the desired human resource quality element, even the concept of lifelong education requires the participation of various parties, not just schools (Wibowo, 2011).

Based on this background, the problem formula taken in this study is: 1) How does sustainable entrepreneurship education play a role in enhancing entrepreneurial interests in the digital age? 2) How is sustainable enterprise education trends in increasing enterprise interest in the Digital Age?

Method

The research method used in this study is the Systematic Literature Review (SLR) report. In this study, SLR is essential to reduce cracks by providing contrast or correlation between one writing and another, giving a comprehensive overview of the structure of a particular topic, and can give a new title or thought to follow properly. The important rules that must be met in a SLR are smooth, clear, attractive, and uniform. Research is conducted to identify relevant literature, collecting data for final reports on relevant factors related to sustainable entrepreneurship education, entrepreneurial interests in the digital age related to research issues. This methodology ensures that the survey will be comprehensive, verifiable, and replicable, while providing answers to research. The stages in this study can be described in the table below:

Table 1. Process of Data Collection and Analysis

Fase	Step	Description
Exploration	Step 1	Formulating the Problem Study
	Step 2	Look for Appropriate Literature
	Step 3	Critical Appraisal of the Study The selected
	Step 4	Search and Sorting Literature
Interpretation	Step 5	Report Findings and Recommendations
Communication	Langkah 6	Presentation Report

The first stage, formulating research problems, includes 1) How do the results of the analysis of the role of sustainable entrepreneurship education increase interest in entrepreneurship in the digital era? 2) What are the trends in sustainable Entrepreneurship Education research in increasing interest in entrepreneurship in the digital era through literature analysis reviews?. Second stage, look for literature that matches the selected sub-theme, namely sustainable entrepreneurship education, with the topic of increasing interest in entrepreneurship in the digital era. The third stage, develop options and determine thematic assessment ideas through critical evaluation. The aim is to find topics that can awaken a vision of the future and increase interest in entrepreneurship in the digital era. In the SLR method thematic research, it was decided that "Analysis of the Role of Sustainable Entrepreneurship Education to Increase Interest in Entrepreneurship in the Digital Era".

Fourth Stage, Search and sorting literature. Searches for scientific articles were carried out using Google and taken from the academic databases Scopus, Google Scholar and Sinta. The keywords used in Google searches are "sustainable AND entrepreneurship AND education: AND entrepreneurial AND interest" from 2015 - 2024 (last 10 years). Search results on February 1 2024 display the 11 most relevant literature from the Scopus academic database, the 18 most relevant literature from the Google Scholar academic database and the 27 most relevant literature from the Scopus academic database academic Sinta.

Next, group them to create an overview of scientific work literature that is suitable to be grouped and then grouped based on the similarity of research focus (thematic focus). Fifth stage, reporting findings and recommendations. This stage is an explanation of the findings of the Systematic Literature Review (SLR) and then provides recommendations. The sixth

stage is, communicating and completing the Systematic Literature Review (SLR) study report.

Results and Discussion

Results

Based on search efforts that had been determined through keywords, various related journals were found which were then critically reviewed to see whether the related journals matched the theme and the author produced around 56 articles for in-depth analysis. This aims to pay attention to the details of the problem in this research, especially sustainable entrepreneurship education in increasing interest in business in the future. The classification is carried out based on year and is explained in Figure 1 below:

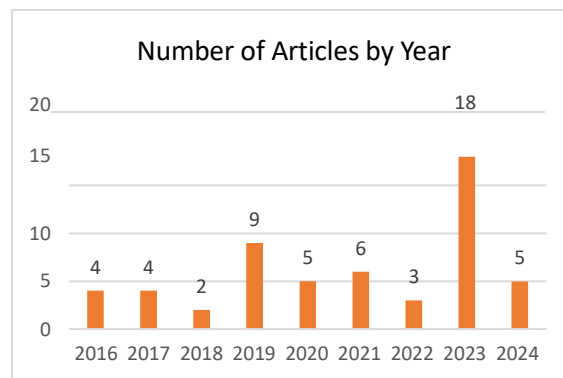


Figure 1. Number of Articles by Year

Based on Figure 1, it can be explained that during the last 10 years (2015-2024) research on Sustainable Entrepreneurship Education to Increase Interest in Entrepreneurship in the Digital Era did not occur in 2015. The highest research was in 2023 as evidenced by the existence of 18 research studies. Research related to sustainable entrepreneurship education to increase interest in entrepreneurship in the digital era tends to increase and decrease every year.

Data on Author's Country of Origin

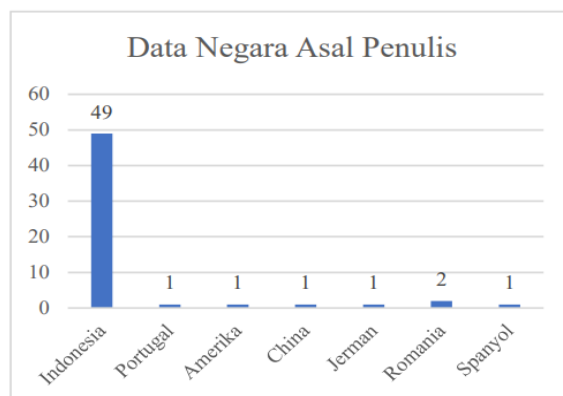


Figure 2. Data on Author's Country of Origin

The dominance of research writers related to the role of sustainable entrepreneurship education in increasing interest in entrepreneurship in the digital era is dominated by writers

from Indonesia, namely 49 articles. Next in second place is the country Romania with 2 articles. The third position is occupied by writers from Portugal, America, China, Germany and Spain with 1 article each. It can be concluded that throughout 2016-2024 research was carried out in 7 countries. Furthermore, article data based on the journal index is presented in the image below.

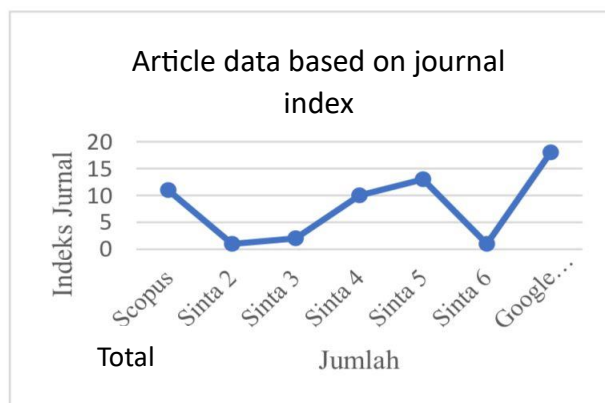


Figure 3. Article data based on journal index

From Figure 3. It is known that articles on the topic of sustainable entrepreneurship education to increase interest in entrepreneurship in the digital era were published most frequently in Google Scholar indexed journals as evidenced by eighteen articles.

Meanwhile, it was published at least in the indexed journals Sinta 2, Sinta 6, and Sinta 3. Eleven articles were found in the Scopus journal index. In the Sinta 2 journal index, one article was found. In the Sinta 3 journal index two articles were found. In the Sinta 4 journal index ten articles were found. Thirteen articles were found in the Sinta 5 journal index. In the Sinta 6 journal index, one article was found. However, in the 2016-2024 period there have been no articles published in Sinta 1. Therefore, it would be good if it could be used as food for thought for other researchers so that they can complete the in-depth study of the materials regarding education on business practices and business interests published in Sinta 1. Furthermore, there are several focuses of the literature review in this research, namely related to sustainable entrepreneurship education to increase interest in entrepreneurship in the digital era which will be explained in the image below:

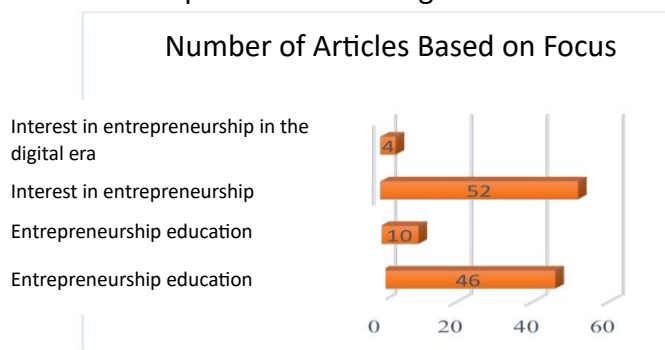


Figure 4. Number of Articles Based on Focus

Figure 4 provides an explanation regarding the years 2016-2024 for research related to entrepreneurship education totaling forty-six articles. Furthermore, there are ten articles that focus on sustainable entrepreneurship education. Meanwhile, there are fifty-two articles on interest in entrepreneurship. And there are three articles about interest in entrepreneurship in the digital era. Next is the article data based on the research method used which is depicted in Figure 5. Below:

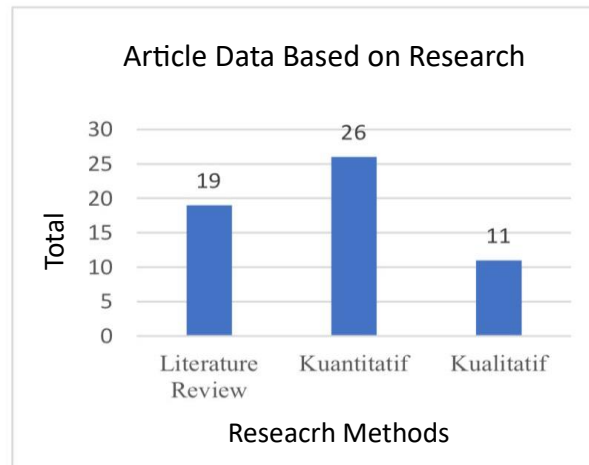


Figure 5. Article Data Based on Research Methods

Based on article data reviewed from research methods, it shows that articles related to sustainable entrepreneurship education to increase interest in entrepreneurship in this era. The most digital ones used quantitative research methods, namely 26 articles. Meanwhile, in second place, 19 articles used the literature review method. The last place is occupied by qualitative research methods. From the article data based on this research method, it turns out that during the period 2015 - 2024, no one has used development research or action research methods to see the role of sustainable entrepreneurship education in increasing interest in entrepreneurship in the digital era. This can certainly be the development of ideas for further research. Table 2. Shows the focus of the article along with the name of the author.

No	Focus Study	Writers
1.	Entrepreneurship Education	(Shofwan et al., 2023), (Nájera-Sánchez et al., 2023), (Hestiningtyas et al., 2023), (Walidayni et al., 2023), (Popescu et al., 2016), (Diepolder et al., 2024), (Cai et al., 2022), (Baber et al., 2024), (Krishnawati et al., 2023), (Rădulescu et al., 2020), (Rosário & Raimundo, 2024).
2.	Sustainable Entrepreneurship Education	(Meyanti et al., 2024), (Farwati & Santosa, 2023), (Darmawan, 2021), (Rembulan & Fensi, 2018), (Agus Susanti, S.E.M.M, 2021), (Anand & Meftahudin, 2020), (Daniel & Handoyo, 2021), (Syafiya Fathiyannida1, 2021),

		(Latifah et al., 2023), (Farhan & Setiaji, 2023), (Wardhani & Nastiti, 2023), (Bharata, 2019),(Arief Yanto Rukmana et al., 2021), (Supandiet al., 2024), (Nurikasarl, 2016), (Nengseh & Kurniawan, 2021), (Yanti, 2019), (Vernia, 2019), (Sumarno & Gimin, 2019), (Atmaja & Margunani, 2016), (Purwaningsih, 2019), (Dorahman & Sa'odah, 2020), (Meyanti et al., 2024),(Sintya, 2019),(Siregar et al., 2023), (Hudaya et al., 2023), (Syaifudin, 2017), (Putri, 2017), (Yayang, 2022), (Melliani & Defri, 2023), (Permatasari, 2018), (Susanto, 2017), (Mulyati, 2023), (Rusmana, 2020), (Nurdina et al., 2019), (Zulfikri & Rijal, 2023), (Uma & Anasrulloh, 2023), (Imaniar, 2017), (Budi & Fensi, 2018), (Zulatsari & Soesatyo, 2018), (Nainggolan & Harny, 2020),(Wahyuningsih, 2020), (Harisandi et al., 2023)
3.	Interest in Entrepreneurship	(Meyanti et al., 2024), (Farwati & Santosa, 2023), (Darmawan, 2021), (Rembulan & Fensi, 2018), (Agus Susanti, S.E.M.M, 2021), (Anand & Meftahudin, 2020), (Daniel & Handoyo, 2021), (Syafiya Fathiyannida ¹ , 2021), (Latifah et al., 2023), (Farhan & Setiaji, 2023), (Wardhani & Nastiti, 2023), (Bharata, 2019), (Arief Yanto Rukmana et al., 2021), (Supandiet al., 2024), (Nurikasarl, 2016), (Nengseh & Kurniawan, 2021), (Yanti, 2019), (Vernia, 2019), (Sumarno & Gimin, 2019), (Atmaja & Margunani, 2016), (Purwaningsih, 2019), (Dorahman & Sa'odah, 2020),(Meyanti et al., 2024),(Sintya, 2019),(Siregar et al., 2023), (Hudaya et al., 2023), (Syaifudin, 2017), (Putri, 2017), (Yayang, 2022), (Melliani & Defri, 2023), (Permatasari, 2018), (Susanto, 2017), (Mulyati, 2023), (Rusmana, 2020), (Nurdina et al., 2019), (Zulfikri & Rijal, 2023), (Uma & Anasrulloh, 2023), (Imaniar, 2017), (Budi & Fensi, 2018), (Zulatsari & Soesatyo, 2018), (Nainggolan & Harny, 2020),(Wahyuningsih, 2020), (Harisandi et al., 2023)
4.	Interest in Digital Era Entrepreneurship	(Sumarno & Gimin, 2019), (Arief Yanto Rukmana et al., 2021),(Bharata, 2019), (Nurdina et al., 2019)

After taking action by organizing articles based on the exploration centers listed in table 2, it will be easier for researchers to took the next step, namely reviewing and analyzing the 56 articles that had been reviewed. It was found that all articles generally talked about one center according to the research focus in table 2 above.

Discussion

Analysis of the Role of Sustainable Entrepreneurship Education in Increasing Entrepreneurial Interest in the Digital Era

After analyzing ten articles on how sustainable entrepreneurship education can increase interest in entrepreneurship in the digital era, researchers found that sustainable entrepreneurship education also has an influence in increasing interest in entrepreneurship in the digital era. This is in line with research conducted by (Rosário & Raimundo, 2024) which states that Sustainable entrepreneurship education encourages students to adopt a systems thinking perspective, which involves understanding how entrepreneurial activities interplay with ecosystems, communities, and supply chains. This places an emphasis on teaching students to recognize their social and environmental responsibilities while growing their businesses.

Synonymous with research conducted by (Baber et al., 2024) which also states that sustainable entrepreneurship education has an influence in increasing interest in entrepreneurship in the digital era with several factors, namely social norms. This research shows that social norms play an important role in influencing entrepreneurial interest and developing the culture and ethos of start-up education in society. The continuous development of entrepreneurship education in colleges and universities is influenced by various complex factors while entrepreneurship education has a time lag effect and requires feedback from long-term serial observations. Research conducted by (Cai et al., 2022) also states that sustainable entrepreneurship education has an influence in increasing interest in entrepreneurship in the digital era by several factors. This research states that the sustainable development of entrepreneurship education in urban colleges and universities is influenced by various complex factors while entrepreneurship education has a time lag and requires feedback from long-term serial observations.

This also applies to research conducted by (Diepolder et al., 2024) that role models are a common pedagogical instrument in educational settings, such as in higher education institutions, where sustainable entrepreneurship is integrated into the curriculum to improve learning outcomes. So that sustainable entrepreneurship education also has an influence in increasing interest in entrepreneurship in the digital era with several factors. This sustainable entrepreneurship education is used as a course that is integrated into the curriculum to improve learning outcomes. This policy can help students increase their interest in entrepreneurship in the current digital era. Validly sourced material and knowledge based on this curriculum provides mature material in the process. This makes students have entrepreneurial skills that enable them to increase their interest in entrepreneurship in the digital era.

Trends in Sustainable Entrepreneurship Education in Increasing Entrepreneurial Interest in the Digital Era

After analyzing several of the articles above, researchers found that the trend of sustainable entrepreneurship education in increasing interest in entrepreneurship in the digital era is quite significant. Based on data obtained from more than fifty articles discussing this trend. in line with research conducted by (Farwati & Santosa, 2023) related to fostering an entrepreneurial spirit through entrepreneurship education which results in entrepreneurship education programs being able to reduce unemployment and form competitive individuals. Entrepreneurship education involves building character, understanding and skills as an entrepreneur. Entrepreneurship education plays an important role in building and developing entrepreneurship. The main role of entrepreneurship education includes education about, through, and for companies. The strategy to foster an entrepreneurial spirit in schools involves preparing educated staff and educators who have an entrepreneurial spirit. Entrepreneurship has an important role in reforming the education system to encourage creativity and innovation in the younger generation. Educational institutions play a greater role in fostering the entrepreneurial spirit.

This is also supported by research conducted (Sintya, 2019) which provides confirmation that the entrepreneurship education variable has a positive and significant effect on the interest in entrepreneurship of students in the Accounting Department, Mahasaraswati University Denpasar, while income expectations have no effect on the interest in entrepreneurship of students in the Accounting Department, Mahasaraswati University Denpasar. According to (Sintya, 2019) He believes that with entrepreneurship education, it will be easier for a student to enter the business world because they already know how to strategy entrepreneurship. So that the entrepreneurship education that they have will further increase students' interest in entrepreneurship. Several studies in line also reveal that the trend of sustainable entrepreneurship education in increasing interest in entrepreneurship in the digital era is significant, as in research conducted by (Purwaningsih, 2019). The direction of the positive relationship between entrepreneurship education and interest in entrepreneurship shows that the higher the entrepreneurship education, the higher the interest entrepreneurship. This is confirmed by a correlation value of 0.66, which means that entrepreneurship education has a moderate positive influence on interest in entrepreneurship. The percentage of influence of entrepreneurship education on interest in entrepreneurship is 23.10%; This means that entrepreneurship education contributes 23.10% to interest in entrepreneurship. So it can be said that the trend of sustainable entrepreneurship education in increasing interest in entrepreneurship in the digital era is quite popular among today. This researcher's opinion is also strengthened by the research conducted (Meyanti et al., 2024) which states that providing valuable insights for policy makers and educational practitioners in increasing the effectiveness of entrepreneurship education in shaping entrepreneurial interest and competence in society is very beneficial. Apart from that, this research can also contribute to the development of educational policies

that are more oriented towards entrepreneurship development and increasing public awareness and participation in the field of entrepreneurship.

Conclusion

Based on the results and discussion, the conclusions are outlined as follows (1) After analyzing 10 articles on sustainable entrepreneurship education that can increase interest in entrepreneurship in the digital era, sustainable entrepreneurship education also has an influence in increasing interest in entrepreneurship in the digital era. As research from the four research literatures taken, sustainable entrepreneurship education encourages students to adopt a systems thinking perspective, entrepreneurial activities interplay with ecosystems, communities and supply chains. Sustainable entrepreneurship education also has an influence in increasing interest in entrepreneurship in the digital era with several factors, namely social norms. The sustainable development of entrepreneurship education in urban colleges and universities is influenced by a variety of complex factors. (2) The trend of sustainable entrepreneurship education in increasing entrepreneurial interest in the digital era is quite significant. Several articles that have been analyzed present a diverse collection of insightful contributions in addressing various aspects of sustainable entrepreneurship education and its role in entrepreneurial interest in today's digital era. The authors who have been analyzed in this research share their original analysis relating to sustainable entrepreneurship education in increasing interest in entrepreneurship. The entrepreneurship education provided will provide knowledge and motivation to increase interest in entrepreneurship in the current digital era.

References

- Anand, F., & Meftahudin, M. (2020). Pengaruh Lingkungan Keluarga, Pendidikan Kewirausahaan, Efikasi Diri Dan Motivasi Terhadap Minat Berwirausaha Mahasiswa. *Journal Of Economic, Business And Engineering (JEBE)*, 2(1), 88–97. <https://doi.org/10.32500/Jebe.V2i1.1461>
- Arief Yanto Rukmana, Budi Harto, & Hendra Gunawan. (2021). Analisis Analisis Urgensi Kewirausahaan Berbasis Teknologi (Technopreneurship) Dan Peranan Society 5.0 Dalam Perspektif Ilmu Pendidikan Kewirausahaan. *JSMA (Jurnal Sains Manajemen Dan Akuntansi)*, 13(1), 8–23. <https://doi.org/10.37151/Jsma.V13i1.65>
- Atmaja, T. A., & Margunani. (2016). Economic Education Analysis Journal Pengaruh Pendidikan Kewirausahaan Dan Aktivitas Wirausaha Terhadap Minat Berwirausaha Mahasiswa Universitas Negeri Semarang Info Artikel. *Economic Education Analysis Journal*, 5(3), 774–787. <http://journal.unnes.ac.id/sju/index.php/eeaj>
- Baber, H., Fanea-Ivanovici, M., & SarangoLalangui, P. (2024). The Influence Of Sustainability Education On Students' Entrepreneurial Intentions. *International Journal Of*

- Sustainability In Higher Education, 25(2), 390–415. <https://doi.org/10.1108/IJSHE-11-2022-0369>
- Bharata, W. (2019). Pengaruh Pendidikan Kewirausahaan Dan Motivasi Usaha Terhadap Minat Berwirausaha (Studi Pada Mahasiswa Fakultas Ekonomi Universitas Muhammadiyah Ponorogo). *Capital: Jurnal Ekonomi Dan Manajemen*, 2(2), 98. <https://doi.org/10.25273/Capital.V2i2.3985>
- Budi, B., & Fensi, F. (2018). Pengaruh Pendidikan Kewirausahaan Dalam Menumbuhkan Minat Berwirausaha. *Jurnal Pengabdian Dan Kewirausahaan*, 2(1). <https://doi.org/10.30813/Jpk.V2i1.1128>
- Cai, X., Zhao, L., Bai, X., Yang, Z., Jiang, Y., Wang, P., & Huang, Z. (2022). Comprehensive Evaluation Of Sustainable Development Of Entrepreneurship Education In Chinese Universities Using Entropy–TOPSIS Method. *Sustainability (Switzerland)*, 14(22). <https://doi.org/10.3390/Su142214772>
- Daniel, D., & Handoyo, S. E. (2021). Pengaruh Pendidikan Kewirausahaan, Lingkungan, Dan Motivasi Berwirausaha Terhadap Intensi Berwirausaha Mahasiswa. *Jurnal Manajerial Dan Kewirausahaan*, 3(4), 944. <https://doi.org/10.24912/Jmk.V3i4.13436>
- Darmawan, I. (2021). Menumbuhkan Minat Berwirausaha Mahasiswa Melalui Pendidikan Kewirausahaan Berbasis Caring Economics. *Jurnal Ekonomi Dan Pendidikan*, 18(1), 9–16. <https://doi.org/10.21831/Jep.V18i1.40035>
- Diepolder, C. S., Weitzel, H., & Huwer, J. (2024). Exploring The Impact Of Sustainable Entrepreneurial Role Models On Students' Opportunity Recognition For Sustainable Development In Sustainable Entrepreneurship Education. *Sustainability*, 16(4), 1484. <https://doi.org/10.3390/Su16041484>
- Dorahman, B., & Sa'odah, S. (2020). Pengaruh Efikasi Diri Dan Pendidikan Kewirausahaan Terhadap Minat Berwirausaha Mahasiswa Pada Fakultas Keguruan Ilmu Pendidikan Di Universitas Muhammadiyah Tangerang. *Indonesian Journal Of Elementary Education (IJOEE)*, 1(1), 42–55. <https://doi.org/10.31000/Ijoe.V1i1.2566>
- Farhan, N. M., & Setiaji, B. (2023). Indonesian Journal Of Computer Science. *Indonesian Journal Of Computer Science*, 12(2), 284–301. <http://ijcs.stmikindonesia.ac.id/ijcs/index.php/ijcs/article/view/3135>
- Farwati, S., & Santosa, S. (2023). Menumbuhkan Jiwa Berwirausaha Melalui Pendidikan Kewirausahaan Bagi Generasi Muda. ... -*Jurnal Pendidikan Kewirausahaan ...*, 61–71.
- Harisandi, P., Rabiatul Hariroh, F. M., & Zed, E. Z. (2023). Media Sosial, Pendidikan Kewirausahaan Berdampak Terhadap Minat Berusaha Dimensi Oleh Inovasi Mahasiswa Di Cikarang. *Jurnal Pendidikan Dan Kewirausahaan*, 11(3), 784–802. <https://doi.org/10.47668/Pkwu.V11i3.852>
- Hestingtyas, W., Sunyono, Haenilah, E. Y., Hariri, H., Wardani, Nurzafira, I., & Maris, H. (2023). How To Fostering Students' Entrepreneurial Intention? A Systematic Review

- Based On Entrepreneurship Education. *WSEAS Transactions On Environment And Development*, 19, 551–557. <https://doi.org/10.37394/232015.2023.19.53>
- Hudaya, A., Noviani, L., & Sangka, K. B. (2023). Pengaruh Lingkungan Keluarga Dan Pendidikan Kewirausahaan. *Jurnal Pendidikan Ekonomi*, 11(2), 11–(2).
- Imaniar, D. (2017). Pemberdayaan Masyarakat Pesisir (Perempuan Nelayan) Melalui Pemanfaatan Pengolahan Limbah Laut Dan Cangkang Kerang. *Humaniora*, 14(2), 62–66.
- Krishnawati, N., Nurihsan, J., Budimansyah, D., & Nurdin, E. S. (2023). The Role Of Entrepreneurship Education In Shaping Students' Emotional And Cognitive Competencies For Entrepreneurship. *International Journal Of Learning, Teaching And Educational Research*, 22(2), 262–280. <https://doi.org/10.26803/ijlter.22.2.15>
- Latifah, W., Khusaini, K., & Wahab, A. Y. L. (2023). Determinasi Pendidikan Kewirausahaan, Penggunaan Media Sosial, Dan Lingkungan Keluarga Dalam Meningkatkan Minat Berwirausaha. *Jurnal Inovasi Pendidikan Ekonomi (JIPE)*, 13(1), 40. <https://doi.org/10.24036/011228550>
- Melliani, M., & Defri, T. (2023). Aktualisasi Pendidikan Kewirausahaan: Ruang Bekal Mahasiswa Dengan Keterampilan Bisnis. *Jurnal Ilmiah Dan Karya Mahasiswa*, 2(1), 25–34.
- Meyanti, I. G. A. S., Sutajaya, I. M., & Sudiarta, I. G. P. (2024). Implikasi Pendidikan Kewirausahaan Dalam Membentuk Minat Dan Kompetensi Wirausaha. *Bisma: Jurnal Manajemen*, 9(3), 292–299. <https://doi.org/10.23887/bjm.v9i3.63536>
- Mulyati, S. (2023). Pengaruh Pendidikan Kewirausahaan Dan Digital Literacy Terhadap Minat Berwirausaha Mahasiswa Dengan Efikasi Diri Sebagai Mediator. *Jurnal Pendidikan Ekonomi (JUPE)*, 11(2), 222–230. <https://doi.org/10.26740/jupe.v11n2.p222-230>
- Nainggolan, R., & Harny, D. (2020). Pengaruh Pendidikan Entrepreneurship Dan Lingkungan Sosial Terhadap Minat Berwirausaha (Studi Di Universitas Ciputra). *Jurnal Ekonomi Pendidikan Dan Kewirausahaan*, 8(2), 183. <https://doi.org/10.26740/jepk.v8n2.p183-198>
- Nájera-Sánchez, J. J., Pérez-Pérez, C., & González-Torres, T. (2023). Exploring The Knowledge Structure Of Entrepreneurship Education And Entrepreneurial Intention. In *International Entrepreneurship And Management Journal* (Vol. 19, Issue 2). Springer US. <https://doi.org/10.1007/s11365-022-00814-5>
- Nengseh, R. R., & Kurniawan, R. Y. (2021). Efikasi Diri Sebagai Mediasi Pengaruh Pendidikan Kewirausahaan Dan Motivasi Berwirausaha Terhadap Minat Berwirausaha Mahasiswa. *Edunomic Jurnal Pendidikan Ekonomi*, 9(2), 156. <https://doi.org/10.33603/ejpe.v9i2.5157>
- Nurdina, H., Martono, T., & Sangka, K. B. (2019). Tantangan Dan Peluang Sekolah Menengah Kejuruan Melalui Pendidikan Kewirausahaan Dalam Menghadapi Era Digital. *Surya*

Edunomics, 3(1), 22–34.
<https://Sia.Umpwr.Ac.Id/Ejournal2/Index.Php/Suryaedunomics/Article/View/5635>

- Nurikasari, F. (2016). Pengaruh Pendidikan Kewirausahaan, Kreativitas, Dan Motivasi Berwirausaha Terhadap Minat Berwirausaha Pada Mahasiswa Pendidikan Ekonomi Universitas Kanjuruhan Malang.
- Permatasari, A. (2018). Pengaruh Pendidikan Kewirausahaan Dan Efikasi Diri Terhadap Minat Berwirausaha Mahasiswa UIN Syarif Hidayatullah Jakarta. In *Occupational Medicine* (Vol. 53, Issue 4). https://Dspace.Uc.Ac.Id/Handle/1234_56789/1288
- Popescu, C. C., Bostan, I., Robu, I. B., Maxim, A., & Diaconu (Maxim), L. (2016). An Analysis Of The Determinants Of Entrepreneurial Intentions Among Students: A Romanian Case Study. *Sustainability* (Switzerland), 8(8), 1–22. <https://Doi.Org/10.3390/Su8080771>
- Purwaningsih, N. (2019a). Pengaruh Pola Pikir Kewirausahaan Adversity Quotient Dan Pendidikan Kewirausahaan Terhadap Minat Berwirausaha Mahasiswa Di Kota Tangerang. *Jurnal Ilmu Manajemen Dan Akuntansi Terapan (JIMAT)*, 10(2), 134–148. <http://Jurnal.Stietotalwin.Ac.Id/Index.Php/Jimat/Article/View/196>
- Purwaningsih, N. (2019b). Pengaruh Pola Pikir Kewirausahaan Adversity Quotient Dan Pendidikan Kewirausahaan Terhadap Minat Berwirausaha Mahasiswa Di Kota Tangerang. *Jurnal Ilmu Manajemen Dan Akuntansi Terapan (JIMAT)*, 10(2), 134–148.
- Putri, N. L. W. W. (2017). Pengaruh Pendidikan Kewirausahaan Terhadap Minat Mahasiswa Untuk Berwirausaha Pada Mahasiswa Pendidikan Ekonomi Universitas Pendidikan Ganesha. *Jurnal Pendidikan Ekonomi Undiksha*, 9(1), 137. https://Doi.Org/10.23887/Jjpe.V9i1.1_9998
- Rădulescu, C. V., Burlacu, S., Bodislav, D. A., & Bran, F. (2020). Entrepreneurial Education In The Context Of The Imperative Development Of Sustainable Business. *European Journal Of Sustainable Development*, 9(4), 93–99. <https://Doi.Org/10.14207/Ejsd.2020.V9n4p93>
- Rembulan, G. D., & Fensi, F. (2018). Pengaruh Pendidikan Kewirausahaan Terhadap Minat Berwirausaha. *Jurnal Pengabdian Dan Kewirausahaan*, 1(1), 65–73. https://Doi.Org/10.30813/Jpk.V1i1.10_07
- Rosário, A. T., & Raimundo, R. (2024). Sustainable Entrepreneurship Education: A Systematic Bibliometric Literature Review. *Sustainability* (Switzerland), 16(2). <https://Doi.Org/10.3390/Su16020784>
- Rusmana, D. (2020). Pengaruh Keterampilan Digital Abad 21 Pada Pendidikan Kewirausahaan Untuk Meningkatkan Kompetensi Kewirausahaan Peserta Didik Smk. *Jurnal Ekonomi Pendidikan Dan Kewirausahaan*, 8(1), 17. <https://Doi.Org/10.26740/Jepk.V8n1.P17-32>
- Shofwan, I., Sunardi, S., Gunarhadi, G., & Rahman, A. (2023). Entrepreneurship Education: Encouraging Entrepreneurial Intentions For Equality Education Students In Semarang.

- International Journal Of Learning, Teaching And Educational Research, 22(6), 175–194.
<https://doi.org/10.26803/ijlter.22.6.10>
- Sintya, N. M. (2019a). Pengaruh Motivasi, Efikasi Diri, Ekspektasi Pendapatan, Lingkungan Keluarga, Dan Pendidikan Kewirausahaan Terhadap Minat Berwirausaha Mahasiswa Jurusan Akuntansi Di Universitas Mahasaraswati Denpasar. *Jurnal Sains, Akuntansi Dan Manajemen*, 1(1), 337– 380. <http://journals.segce.com/index.php/JSAM/article/view/31/32>
- Sintya, N. M. (2019b). Pengaruh Motivasi, Efikasi Diri, Ekspektasi Pendapatan, Lingkungan Keluarga, Dan Pendidikan Kewirausahaan Terhadap Minat Berwirausaha Mahasiswa Jurusan Akuntansi Di Universitas Mahasaraswati Denpasar. *Jurnal Sains, Akuntansi Dan Manajemen*, 1(1), 337– 380.
- Siregar, P. P., Julmasita, R., Ananda, S., & Nurbaiti, N. (2023). Pentingnya Pendidikan Kewirausahaan Di Perguruan Tinggi. *Asatiza: Jurnal Pendidikan*, 4(1), 43–50.
<https://doi.org/10.46963/asatiza.v4i1.805>
- Sumarno, S., & Gimin, G. (2019). Analisis Konseptual Teoretik Pendidikan Kewirausahaan Sebagai Solusi Dampak Era Industri 4.0 Di Indonesia. *Jurnal Pendidikan Ekonomi: Jurnal Ilmiah Ilmu Pendidikan, Ilmu Ekonomi Dan Ilmu Sosial*, 13(2), 1.
<https://doi.org/10.19184/jpe.v13i2.12557>
- Supandi, A., Berwirausaha, M., Berwirausaha, I., & Wirausaha, P. K. (2024). Peran Pendidikan Kewirausahaan Dalam Meningkatkan Motivasi Dan Inovasi Berwirausaha Pada Siswa Smk. 7, 89–92.
- Susanti, Agus. (2021). Pengaruh Pendidikan Kewirausahaan, Motivasi Berwirausaha Dan Lingkungan Keluarga Terhadap Minat Berwirausaha Mahasiswa (Pada Akademi Kesejahteraan Sosial Ibu Kartini). *E-Bisnis : Jurnal Ilmiah Ekonomi Dan Bisnis*, 14(2), 80–88. <https://doi.org/10.51903/ebisnis.v14i2.465>
- Susanto, Samuel C. (2017). View Of Pengaruh Lingkungan Keluarga, Pendidikan Kewirausahaan, Dan Efikasi Diri Terhadap Minat Berwirausaha Mahasiswa.Pdf.
- Syafiya Fathiyannida1, T. E. (2021). Pengaruh Pendidikan Kewirausahaan, Motivasi Berwirausaha, Lingkungan Keluarga Dan Ekspektasi Pendapatan Terhadap Minat Berwirausaha Mahasiswa Akuntansi (Studi Kasus Pada Mahasiswa Aktif Dan Alumni Prodi Akuntansi Fakultas Ekonomi Universitas Sarjanawiyata. *Физиология Человека*, 47(4), 124– 134. <https://doi.org/10.31857/S013116462104007x>
- Syaifudin, A. (2017). Pengaruh Kepribadian, Lingkungan Keluarga Dan Berwirausaha Mahasiswa Akutansi. *Jurnal Profita Edisi 8, 3, 1– 18*.
<http://journal.student.uny.ac.id/ojs/index.php/profita/article/view/9958/9559>
- Uma, S. R., & Anasrulloh, M. (2023). Pengaruh Pendidikan Kewirausahaan Dan Efikasi Diri Terhadap Minat Berwirausaha Mahasiswa. *Jurnal Economina*, 2(9), 2346–2360.
<https://doi.org/10.55681/economina.v2i9.815>

- Vernia, D. M. (2019). Peranan Lingkungan Sosial Dan Pendidikan Kewirausahaan Terhadap Minat Berwirausaha Siswa Kelas Xi Smk Cahaya Prima Jakarta. *Jurnal Dimensi Pendidikan Dan Pembelajaran*, 7(1), 30–36. <https://doi.org/10.24269/Dpp.V7i1.1.057>
- Wahyuningsih, R. (2020). Pengaruh Pendidikan Kewirausahaan Dan Lingkungan Keluarga Terhadap Minat Berwirausaha Mahasiswa STKIP PGRI Jombang. *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran*, 6(3), 512. <https://doi.org/10.33394/Jk.V6i3.2874>
- Walidayni, C. T., Dellyana, D., & Chaldun, E. R. (2023). Towards Sdgs 4 And 8: How Value Co-Creation Affecting Entrepreneurship Education's Quality And Students' Entrepreneurial Intention. *Sustainability (Switzerland)*, 15(5). <https://doi.org/10.3390/Su15054458>
- Wardhani, P. S. N., & Nastiti, D. (2023). Implementasi Pendidikan Kewirausahaan Dalam Menumbuhkan Minat Berwirausaha Mahasiswa. *Prima Magistra: Jurnal Ilmiah Kependidikan*, 4(2), 177–191. <https://doi.org/10.37478/Jpm.V4i2.2.622>
- Yanti, A. (2019). Pengaruh Pendidikan Kewirausahaan, Self Efficacy, Locus Of Control Dan Karakter Wirausaha Terhadap Minat Berwirausaha. *Maneggio: Jurnal Ilmiah Magister Manajemen*, 2(2), 268–283. <https://doi.org/10.30596/Maneggio.V2i2.3774>
- Yayang, A. N. (2022). Peran Pendidikan Dalam Pembentukan Jiwa Wirausaha: Pendidikan Kewirausahaan. *Jurnal Ilmu Pendidikan (ILPEN)*, 1, 38–53.
- Zulatsari, M. R., & Soesatyo, Y. (2018). Pengaruh Literasi Ekonomi Dan Pendidikan Kewirausahaan Terhadap Minat Berwirausaha Pada Mahasiswa Jurusan Pendidikan Ekonomi Fakultas Ekonomi Universitas Negeri Surabaya Angkatan 2015. *Jurnal Pendidikan Ekonomi (JUPE)*, 6(3), 157–160.
- Zulfikri, A., & Rijal, S. (2023). Pendidikan Kewirausahaan Dalam Sorotan Bibliometrik : Analisis. *Jurnal Pendidikan West Science*, 01(09), 570– 582.