

The Influence of Entrepreneurship Education and the Utilization of E-commerce on Interest Entrepreneurship Student Bina Karya College of Economics

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ABSTRACT

This study aims to analyze the influence of entrepreneurial education and the utilization of e-commerce on students' entrepreneurial interest at the School of Economics (STIE) Bina Karya. The background of this research stems from the rising number of educated unemployment and the low entrepreneurial interest among students, particularly in the face of rapid digital developments. A quantitative approach was employed using multiple linear regression analysis. The sample consisted of 56 students selected through proportional random sampling. The results indicate that entrepreneurial education has a positive and significant effect on students' entrepreneurial interest. In contrast, the utilization of e-commerce does not have a significant partial effect. However, simultaneously, both variables significantly influence entrepreneurial interest, with a contribution of 29.9%, while the remaining 70.1% is influenced by other factors beyond this study. These findings highlight the importance of improving the quality of entrepreneurial curricula integrated with digital-based training to better prepare students for independent entrepreneurial ventures.

INTRODUCTION

Improvement amount unemployment educated become problem serious in Indonesia, This is happen along with the more the amount graduate of college high entering the job market, but field available jobs No comparable with amount power Work educated As a result, the level of unemployment among graduate of college tall Keep going increase every year. Data from the Central Statistics Agency (BPS) shows that level unemployment open (TPT) for university graduates increase from 4.8 % in 2022 to 5.18% in 2023 (Azelia & Azzahra, 2024). This matter to signify that field available jobs No capable absorb all over power Work educated people there are. (Saleh et al., 2024) state that unemployment in Indonesia is almost half of it contributed by graduates college height which is very large in number.

One of expected solution can overcome problem This is with grow interest entrepreneurship among students. According to (Novita, 2024) interest entrepreneurship hold role important in progress economy a country. When many individual in a nation own high interest For entrepreneurship, things This can push a number of aspect important in economy, among others creation field work, improvement income, and welfare. The more Lots public entrepreneurship, then economy in a the area also becomes more good and sturdy Because source Power local, workers local, and financing local can absorbed and utilized optimally. (Dwinov et al., 2024)

However, even though potential entrepreneurship is very big, there are still enthusiasts in Indonesia classified as low. According to the Central Statistics Agency (BPS) in 2023, the number of entrepreneurs in Indonesia achieve more of 56 million people, but amount the only by 3.47 percent of the total population of Indonesia (Asmini et al., 2024). Besides That, the results of the observation initial (pre-survey) conducted on 30 students Bina Karya College of Economics show that 62% of respondents Not yet own interest For start business, and 60% more choose work in an agency government or company private. Students tend become consumer in digital ecosystem compared become perpetrator effort. This

is due to lack of knowledge entrepreneurship as well as lack of utilization digital technologies such as *e-commerce* in development business .

Based on results observation beginning (*pre- survey*) so can be concluded that at Bina Karya College of Economics , interest student in entrepreneurship not optimal . Many students are still think that a brighter future Good only Can achieved with work in an agency or company , without consider opportunities offered by digital entrepreneurship .

Interest entrepreneurship student can influenced by various factors , one of which is is education entrepreneurship and utilization *e-commerce* . Research Reza Rizki et al., (2023) show that existence influence positive and significant between education entrepreneurship to interest entrepreneurship . Study Gultom et al., (2021)also shows education entrepreneurship influential positive to interest entrepreneurship student . Entrepreneurship education Alone aiming For give understanding , skills and motivation to students to be able to identify as well as utilise opportunity business . Entrepreneurship education refers to understanding about role entrepreneur as well as entrepreneurship That Alone as means For create opportunity suitable career and job in the future (Ramdhani et al., 2021). According to (Gusti & Anasrulloh, 2022) education entrepreneurship is a process in equip student with the skills and knowledge needed for them to can utilise opportunity business optimally .

On the other hand , development digital technology has push emergence various *e-commerce* platforms that simplify the selling process buy online .(Utomo, Mahmud, Hafid, & Juanna, 2025) explain that *e-commerce* is business that uses device electronics via the internet for every transaction business conducted , including financial transfers , purchases and sales goods , promotions , and electronic data interchange . Research (Putri & Subiyantoro, 2024) show that education entrepreneurship influential positive to interest entrepreneurship students . Besides that , utilization *e-commerce* is also becoming factors that can 3 increase interest businessman student Because give more access wide on markets and business capital . With Thus , research This aiming For analyze How influence education entrepreneurship and utilization *e-commerce* to interest entrepreneurship student Bina Karya College of Economics .

Entrepreneurship education is a program designed For equip individual with skills and insights needed For become entrepreneur . According to (Asih et al., 2020) education entrepreneurship own role important in to form pattern think innovative , improving skills managerial , and strengthening attitude positive to risk business . Entrepreneurship education also plays a role in build motivation and courage student in start business Alone (Zed et al., 2024).

Temporary that , utilization *e-commerce* the more become factor important in push success businessman . Study previously carried out by Cantika Deva Ningrum (2023) show that in a way partial , education entrepreneurship and utilization *e-commerce* each has its own influence to interest digital entrepreneurship . Study Sari & Rahayu, (2020) also shows education entrepreneurship , and the use of *e-commerce* has influence positive significant to interest entrepreneurship FEB UPI YAI students Besides That research conducted Putri & Dwijayanti, (2024)also shows that in a way partial , good education entrepreneurship and utilization of *e-commerce* platforms influential to interest entrepreneurship . In simultaneous , both variable it also has an effect significant to interest entrepreneurship student .

According to (Aminah et al., n.d.) *e-commerce* allow entrepreneur For expand market reach with more costs low compared to business conventional . Besides that , the use of digital technology can increase efficiency operational and provide more access big to customer potential . Research conducted by(Setiawan & Sugiharti, 2024) show that active students use *e-commerce* in his business tend own level interest more entrepreneurship high . This is due to convenience transactions , flexibility time , and potential more benefits big compared to offline business . Findings from study previously also showed importance readiness individual in facing the business (Sianipar, 2022)world emphasize that orientation entrepreneurship and the environment business is factor important in to form readiness individual For entrepreneurship .

Expectations from study This is give more insight deep about factors that can increase interest entrepreneurship students . Research This expected can give benefit for institution education in to design curriculum more entrepreneurship effective as well as push utilization *e-commerce* as a business strategy for interested students in the world of entrepreneurship .

Based on description background back on top so obtained hypothesis in study This as following .

H1: There is influence education entrepreneurship to interest entrepreneurship student Bina Karya College of Economics

H2: The existence of influence utilization *e-commerce* to interest entrepreneurship student Bina Karya College of Economics

H3: The existence of influence between education entrepreneurship and utilization *e-commerce* to interest entrepreneurship student Bina Karya College of Economics .

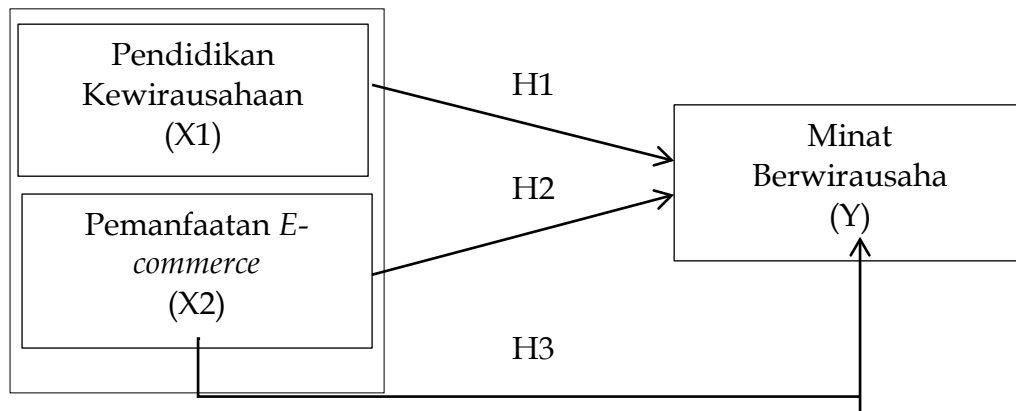


Figure 1. Framework model conceptual study
Source Research Data Processing 2024

METHODOLOGY

Study This use approach quantitative For test influence education entrepreneurship and the use of e-commerce for interest entrepreneurship STIE Bina Karya students . According to (Sugiyono (2018) approach This intended For researching population or sample certain , with data collection through structured and analyzed instruments in a way statistics . Population study totaling 128 students , and the sample as many as 56 respondents determined use formula Slovin with level 10% error . The sampling technique used is proportional random sampling.

Instrument study in the form of questionnaire closed five- point Likert scale , where respondents choose one from alternative the answer that has been provided .(Sugiyono (2018) mention that questionnaire closed effective used in study quantitative Because allow data measurement objective and standardized . Data analysis was carried out with SPSS version 25 assistance , includes validity tests , reliability tests , assumption tests classical , multiple linear regression , t-test, F-test, and coefficients determination .

RESULTS AND DISCUSSION

Instrument Test

Validity test used For ensure to what extent the items in instrument can represent the construct being measured . According to (Subhaktiyasa, 2024), validity instrument covers validity content , construct , and criteria , all of which ensure that instrument relevant , theoretical , and appropriate with size comparator

a. Validity Test

In study this , validity tested use Pearson product moment correlation with amount Respondent as many as 30 people. With level 5% significance and degree freedom (df) = 28, obtained r table value of 0.361. Furthermore , each r value count from each grain statement compared to with r table The comparison results between r count and r table shown in Table 1.1 below :

Table 1. Validity Test Results
Variable Y (Interest) Entrepreneurship)

Statement	r _{count}	r _{table}	Validity
1	0.985	0.361	Valid
2	0.955	0.361	Valid
3	0.955	0.361	Valid
4	0.985	0.361	Valid
5	0.846	0.361	Valid
Variable X1 (Entrepreneurship Education)			
Statement	r _{count}	r _{table}	Validity
1	0.841	0.361	Valid
2	0.846	0.361	Valid
3	0.895	0.361	Valid
4	0.842	0.361	Valid
5	0.762	0.361	Valid
Variable X2 (Utilization of E-Commerce)			
Statement	r _{count}	r _{table}	Validity
1	0.877	0.361	Valid
2	0.814	0.361	Valid
3	0.896	0.361	Valid
4	0.778	0.361	Valid
5	0.785	0.361	Valid

Based on results said , all items in instrument study show higher calculated r value big from r table . With Thus , all grain statements on variables Y, X1, and X2 can declared valid and fulfil condition eligibility as tool measuring in study This .

b. Reliability Test

Reliability test done For know to what extent the instrument study capable produce stable and consistent data . In approach quantitative , testing This done through Cronbach's Alpha calculation , which is used For evaluate level relatedness between items in One variable . According to (Subhaktiyasa, 2024), instrument it is said reliable if Cronbach's Alpha value exceeds 0.60, which indicates that instrument the worthy used as tool measuring in study .

Table 2. Reliability Test Results

Variables	Cronbach <i>Alpha</i>	Constants	Reliability
Variables Interest Entrepreneurship (Y)	0.680	0.6	Reliable
Variables Entrepreneurship Education (X1)	0.775	0.6	Reliable
Variables Utilization of E- Commerce (X2)	0.697	0.6	Reliable

Based on results testing reliability with Cronbach's Alpha method , all variable in study This to obtain value above the minimum limit of 0.60. This result show that instruments used own adequate internal consistency . Therefore that , all statement items stated reliable and can used For measure variables studied in a way consistent .

C. Assumption Test Classic

Normality Test

One of necessary assumptions filled in analysis classical linear regression is that the residual has normal distribution . For test matter mentioned , used The One-Sample Kolmogorov-Smirnov method , which compares residual distribution with normal distribution theoretical . (Ghozali, 2018)states that If mark significance from this test more big from 0.05, then the residual can be considered normally distributed .

Table 3. One Sample Kolmogorov Smirnov Test
One-Sample Kolmogorov-Smirnov Test

		Unstandardize d Residual	
Based results test shown Table ,	N	56	
	Normal Parameters ^{a,b}	Mean	.0000000
		Std. Deviation	1.92609559
	Most Extreme Differences	Absolute	.069
		Positive	.051
		Negative	-.069
	Test Statistics		.069
	Asymp . Sig. (2-tailed)		.200 ^{c,d}
	Monte Carlo Sig. (2-tailed)	Sig.	.893 ^e
		99% Confidence Interval	
		Lower Bound	.786
		Upper Bound	.999

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

e. Based on 56 sampled tables with starting seed 299883525.

obtained mark significance of 0.893, which is more big from level significance 0.05. Therefore that , can concluded that the residual data is normally distributed and has been fulfill one of assumption test conditions classic .

Multicollinearity Test

This test aiming For know existence linear relationship between variable independent . Based on Table 4 second Tolerance value variable of 0.301 and VIF of 3.319. Because Tolerance > 0.10 and VIF < 10, it can be concluded that No happen multicollinearity in the regression model .

Table 4. Multicollinearity Test Results

Coefficients ^a		Collinearity Statistics	
Model		Tolerance	VIF
1	(Constant)		

ENTREPRENEURSHIP EDUCATION	.301	3.319
UTILIZATION OF E-COMMERCE	.301	3.319

a. Dependent Variable: INTEREST IN ENTREPRENEURSHIP

Based on multicollinearity test results , Tolerance value on the Entrepreneurship Education variable (X1) and the variable The utilization of E-Commerce (X2) is 0.301 each . This value more big from threshold of 0.10, so that show No existence correlation tall between variable free . Besides that is , the VIF value of second variable the of 3,319 , which is below upper limit value 10. With Thus , it can concluded that the regression model This No experience problem multicollinearity , and all variable independent can used in analysis regression in a way simultaneous without each other influence in a way excessive .

Heteroscedasticity Test

Heteroscedasticity test done For know what is the regression model experience difference residual variance between observation . Good model marked with No existence symptom heteroscedasticity or nature homoscedasticity . One of the method the test used is the Glejser test . Based on results data processing , testing heteroscedasticity shown in the Table following .

Table 5. Glejser test

		Coefficients ^a		Standardized Coefficients Beta	t	Sig.
Model		Unstandardized Coefficients B	Std. Error			
1	(Constant)	-2,630	.852		-3.088	.003
	ENTREPRENEURSHIP EDUCATION	.123	.074	.332	1,670	.101
	UTILIZATION OF E-COMMERCE	.086	.057	.301	1,513	.136

a. Dependent Variable: ABS_RES

Glejser test results show that mark significance (Sig.) for Entrepreneurship Education variable (X1) is 0.101 and the variable Utilization of E-Commerce (X2) is 0.136. Because all mark significance more big from 0.05, then can concluded that No happen heteroscedasticity in the regression model This means that the residual variance is constant so that the model has fulfil assumption classic .

Table 6. Multiple Linear Regression Results

		Coefficients ^a		Standardized Coefficients Beta
Model		Unstandardized Coefficients B	Std. Error	
1	(Constant)	12,661	1,783	
	ENTREPRENEURSHIP EDUCATION	.406	.154	.542
	UTILIZATION OF E-COMMERCE	.019	.118	.033

a. Dependent Variable: INTEREST IN ENTREPRENEURSHIP

Source : Processed data from Appendix 4 (2024)

$$Y = 12.661 + 0.406X_1 + 0.019X_2 + \varepsilon$$

Based on Table 6 is obtained equality regression $Y = 12.661 + 0.406X_1 + 0.019X_2 + \varepsilon$. Constant value of 12,661 shows that when education entrepreneurship and the use of e-commerce are not contribute , then interest entrepreneurship be on the numbers The X_1 coefficient of 0.406 indicates that education entrepreneurship own influence positive to interest entrepreneurship . While that , the X_2 coefficient of 0.019 also shows direction positive influence from utilization of e-commerce, but his contribution relatively small compared to X_1 . The difference mark coefficient the show that each variable give influence that is not The same to interest entrepreneurship student .

Table 7. Coefficients Determination

Coefficient Determination (R^2)

Model Summary ^b			
Model	R	R Square	Adjusted R Square
1	.570 ^a	.325	.299

a. Predictors: (Constant), UTILIZATION OF E-COMMERCE, ENTREPRENEURSHIP EDUCATION

c. Dependent Variable: INTEREST IN ENTREPRENEURSHIP

Source : Processed data from Appendix 4 (2024)

Based on Table 7 R value of 0.570 shows sufficient relationship strong between education entrepreneurship and the use of e-commerce for interest entrepreneurship . The R Square value of 0.325 means 32.5% variation interest entrepreneurship explained by the model, whereas The adjusted R square value of 0.299 indicates that 29.9% of the variation the explained after adjusted . The rest influenced by other factors outside the model, such as motivation personal , environment family , and support institution education .

t-test (Partial)

t -statistic test is also called the individual significance test . This test show how much Far influence variable independent in a way partial to variable dependent . In study this , hypothesis test partial done on every variable independent as in the Table 8 following This :

Table 8. Partial Test (t)

Coefficients ^a

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
	B	Std. Error			
1 (Constant)	12,661	1,783		7.101	.000
ENTREPRENEURSHIP EDUCATION	.406	.154	.542	2,636	.011
UTILIZATION OF E-COMMERCE	.019	.118	.033	.161	.873

a. Dependent Variable: INTEREST IN ENTREPRENEURSHIP

Based on Table 8, variables education entrepreneurship own mark count of 2,636 with significance of 0.011. At the level of 5% significance and degree free (df) of 53, obtained mark table of 2.006. Because the calculated t (2.636) is greater big from table (2.006) and value significance more small from 0.05, then can concluded that education entrepreneurship influential significant to interest entrepreneurship student .

Temporary that , variable the use of e-commerce has mark count of 0.161 with significance 0.873. Because tcount more small from ttable (0.161 < 2.006) and the value significance more big from 0.05, then can concluded that utilization of e-commerce is not influential significant to interest entrepreneurship in a way partial .

F Test (Simultaneous)

This test is basically show whether all variable independent entered in this model have influence in a way together to variable dependent . The results of the F test can seen in table 9 below :

Table 9. Simultaneous Test Results (F)

		ANOVA ^a				
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	98.173	2	49,086	12,750	.000 ^b
	Residual	204,041	53	3,850		
	Total	302,214	55			

a. Dependent Variable: INTEREST IN ENTREPRENEURSHIP

b. Predictors: (Constant), UTILIZATION OF E-COMMERCE, ENTREPRENEURSHIP EDUCATION

Based on Table 9, values Fcount obtained is 12,750 with mark significance of 0,000. While that , value Ftable at level 5% significance with df1 = 2 and df2 = 53 is of 3.165. Because Fcount (12.750) > Ftable (3.165) and significance < 0.05, then can concluded that in a way simultaneous , education entrepreneurship and the use of e-commerce have an impact significant to interest entrepreneurship student .

1. The Influence of Entrepreneurship Education to Interest Entrepreneurship

The results of the t-test analysis show that education entrepreneurship own influence significant to interest student in entrepreneurship . This is shown with mark count by 2,636 which is more big from table of 2,004, and mark significance by 0.011 which is more small of 0.05. Findings This indicates that the more Good education entrepreneurship gained students , then the more big push too they For involved in activity business .

Entrepreneurship education No only equip student with knowledge theoretical , but also encouraging formation pattern think creative and ability in recognize opportunity business . Findings This in line with study (Rizki et al., 2023), which confirms that the educational process in entrepreneurship play a role big in grow Spirit entrepreneurship (Zed et al., 2024) also explained that education This prepare student For face risk business in a way more mature and achievement oriented business independent .

2. Influence Utilization of E-Commerce for Interest Entrepreneurship

Based on testing conducted, the use of e-commerce is not show influence significant to interest entrepreneurship, shown by thitung of $0.161 < t_{table} (1.996)$ and significance of $0.873 > 0.05$. This means that the utilization of e-commerce technology by students Not yet become factor dominant driving force they For jump in the world of entrepreneurship.

There is a possibility that student Not yet own sufficient ability For operate an e-commerce platform optimally, or Not yet see e-commerce as a profitable strategy. This is contrast with findings (Utomo et al., 2025) that state that the use of e-commerce is able increase opportunity business through convenience online promotions and transactions. Then from that, integration learning entrepreneurship with digital training such as the use of e-commerce becomes important thing For developed to front.

3. The Influence of Entrepreneurship Education and E-Commerce on Simultan to Interest Entrepreneurship

The results of the F test show that in a way together, education entrepreneurship and the use of e-commerce have an impact significant to interest entrepreneurship students, with mark Fcount of 12,750 $> F_{table} (3.13)$ and significance of $0.000 < 0.05$. This is means that combination second variable free the in a way collective capable push improvement desire student For start business.

Findings This support results study (V. R. Putri & Dwijayanti, 2024) that state that education and technology, if developed in a way synergistic, can to form more students ready and enthusiastic in pioneer business digital based. With so, campus need play a role active in strengthen second aspect so that the results are maximum.

4. Coefficient Determination (R^2)

Coefficient determination in this model show that 29.9% change in the variable interest entrepreneurship explained by education entrepreneurship and utilization of e-commerce. The rest 70.1 % was influenced by other factors that were not analyzed in study this, like efficacy self, influence social, support family, and conditions economy student.

This result in line with (Gultom et al., 2021c) which states that interest entrepreneurship is also greatly influenced by factors psychological and environmental around. Therefore that, development program interest businessman should also involve a holistic approach multidimensional so that it can accommodate various factor Supporter other.

CONCLUSION

Based on results research conducted to STIE Bina Karya students can concluded that education entrepreneurship influential significant to interest entrepreneurship. This education play a role in to form pattern think innovative, improving motivation, and equip student with ability in recognize and manage opportunity business. The more Good education entrepreneurship is accepted, increasingly high motivation For jump to the business world.

Furthermore, the use of e-commerce is not show influence significant in a way partial to interest entrepreneurship students. Although digital technology is increasingly developing, students Not yet fully optimizing e-commerce as means strategic in pioneer effort. This is possibility due to limitations skills technical or lack of experience in regular use of e-commerce platforms direct.

However, when analyzed in a way simultaneous, education entrepreneurship and e-commerce utilization together influential significant to interest entrepreneurship. Combination second variable This show that integration between learning entrepreneurship and utilization technology can strengthen readiness and interest student in face challenge business, especially in the digital era.

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