
The Impact of Student Entrepreneurship Development Program on Student Entrepreneurial Interest

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ABSTRACT

The Indonesian government is currently making efforts to strengthen the economy by fostering entrepreneurial human resources through an entrepreneurship development program in universities. The main objective of this research is to determine the role of the student entrepreneurship development program (Program Pembinaan Wirausaha Mahasiswa/P2MW) and entrepreneurship courses on the campus ecosystem and entrepreneurial interest of students at the Institut Teknologi dan Bisnis Muhammadiyah Purbalingga. To achieve this objective, an empirical research approach was used, employing a survey method with a 5-point Likert scale to collect data. This study used quantitative insight and structural equation modeling (SEM) to test seven hypotheses regarding the relationships among P2MW, campus ecosystem, entrepreneurship courses, and entrepreneurial interest. The findings of this research indicate that P2MW, campus ecosystem, and entrepreneurship courses have a positive and significant influence, both simultaneously and partially, on the entrepreneurial interest of students at the Institut Teknologi dan Bisnis Muhammadiyah Purbalingga.

Keywords: Entrepreneurship Development Program, Campus Ecosystem, Entrepreneurial Interest

INTRODUCTION

The Student Entrepreneurship Development Program (Program Pembinaan Wirausaha Mahasiswa/P2MW) is a program from the Government of Indonesia that supports student enterprises, both those already undertaken and those that are yet to begin. The program aims

at entrepreneurship as the ability to create something new and different through creative thinking, being able to take risks to take opportunities, and being able to survive in uncertain conditions such as during the Covid-19 pandemic (Kusuma et al., 2021; Sari et al., 2021; Widodo et al., 2022). This, of course, enables P2MW to grow the entrepreneurial spirit of students because the campus is involved in the development of student entrepreneurship (Eesley & Lee, 2021; Handayani et al., 2023; Prasajo et al., 2022; Rodriguez & Lieber, 2020; Saefullah et al., 2022). The existence of P2MW is also not missed by the performance of students at the Institute of Technology and Business Muhammadiyah Purbalingga, where in 2022 as many as 2 groups of students succeeded in passing the P2MW, and then in 2023 as many as three groups of students succeeded (Kemendikbudristek, 2022, 2023).

Entrepreneurship is considered important in recent times, given that the competence of graduates in colleges is not comparable to the needs of the labor market. Thus, entrepreneurial education is essential for equipping students with skills (Harianti et al., 2020). Given the rapid development of technology and information, entrepreneurship will become a separate challenge, and entrepreneurship is considered important in education. Entrepreneurial education has a positive impact on student entrepreneurship intentions (Alfiyan et al., 2019; Colombelli et al., 2022; Harianti et al., 2020; Priambodo, 2023; Wardhani & Nastiti, 2023; Yanti, 2019). In entrepreneurship courses, synchronization between basic knowledge and entrepreneurial competence affects entrepreneur motivation (Romanto & Hidayah, 2020). In building entrepreneurship, not only the competence of business science but also other supporting competencies such as communication and marketing management, which is an important competence in the formation of an entrepreneur, are required (Sukardi, 2023). To support the development of entrepreneurial qualities, students need to be added not only to the basic theory but also to the entrepreneurship mindset and certain abilities such as creativity, financial literacy, and good planning (Colombelli et al., 2022). The campus plays an important role in the formation of entrepreneurial thinking and spirit through the application of curriculum and entrepreneurship-based learning and the development of lessons that are not only theoretical but also practical to create new ideas (Febriyantoro, 2019).

The development of entrepreneurship in the college scope refers not only to the aid of funding programmes and entrepreneurial courses but also to the campus environment that

supports entrepreneurship. The campus environment that supports entrepreneurship will increase student entrepreneurial interest (Chen et al., 2022; Fanea-Ivanovici & Baber, 2022; Firman & Putra, 2020; Haddad et al., 2021). Entrepreneurial activities on campus can include the creation of student activities in entrepreneurship, the presence of entrepreneurship training, student entrepreneurship innovation competition, and other activities that support entrepreneurship. With the rapid development of technology and information, the entrepreneurial environment can be derived from the use of social media, which is not solely intended for communication but can also serve as a platform for entrepreneurship (Firman & Putra, 2020). An entrepreneurial-supportive environment and quality entrepreneurship education will influence students' positive attitudes toward sustainable entrepreneurship (Fanea-Ivanovici & Baber, 2022). In the campus environment, there exists a relationship among the academic community, comprising professors, students, and staff, each with diverse mindsets. Diversity within the campus environment, which supports entrepreneurship, is influenced by students' subjective norms and behavioral control, and it impacts their entrepreneurial intentions (Haddad et al., 2021). Therefore, to support entrepreneurship, it is essential to create a campus environment that fosters and supports entrepreneurship.

Student entrepreneurial interest is an internal drive within them to create innovations, develop business ideas, and take risks to face competition. Students who participate in a campus environment that supports entrepreneurship experience have increased their academic potential and self-confidence in entrepreneurial pursuits (Burnette et al., 2020). A strong understanding of self-concept by each student can enhance their entrepreneurial interest. Student entrepreneurial interest can stem from several factors, including entrepreneurship insights, the environment, and motivation (Aqmala et al., 2020). Entrepreneurship insights can be formed through entrepreneurship courses taught at the university, and a campus environment that supports entrepreneurship can enhance entrepreneurial motivation on campus. Numerous factors contribute to student entrepreneurial interest. There is a need to develop additional variables related to student entrepreneurial interest because it involves not only motivational factors but also various other influencing elements (Andayanti & Harie, 2020). Thus, this article emphasizes the importance of a funding approach by the government, namely P2MW, and factors related to

the academic community, such as entrepreneurship courses, the campus ecosystem, and student entrepreneurial interest.

LITERATURE REVIEW

Student Entrepreneur Development Program

Student entrepreneurship refers to the practice of students starting and managing their own businesses while still pursuing education. The Ministry of Education, Culture, Research, and Technology of Indonesia is committed to strengthening the country's economy, aiming to realize a robust economy for Indonesia. They focus on nurturing human resources through entrepreneurship development programs in higher education institutions. Students are seen as valuable assets of the nation, with great potential to be encouraged to foster interest, talent, creativity, and innovation in the field of entrepreneurship (Ditjen Diktiristek, 2023). Student Entrepreneurship Development Program (Program Pembinaan Wirausaha Mahasiswa/P2MW) is an entrepreneurship ecosystem strengthening program in higher education institutions that includes mentoring, guidance, and business coaching for participating students. Students enrolled in P2MW have the opportunity to join the Merdeka Belajar Kampus Merdeka (MBKM) entrepreneurship program at their respective universities. This program holds significant importance for both universities and students as it helps cultivate entrepreneurial students and foster an entrepreneurial ecosystem within higher education institutions (Ditjen Diktiristek, 2023). Entrepreneurship development is strongly dependent on entrepreneurial self-efficacy, which is linked to people's competencies or their capacity to know, do, and their associated attitudes. This will serve as a model for their intent to start their own businesses (Porfírio et al., 2022). All of these factors are influenced by entrepreneurship education that business owners acquire as young people and are dependent on the personal traits of potential entrepreneurs. University students are the main focus of most studies on young entrepreneurship (António Porfírio et al., 2023).

Entrepreneurship Courses

Entrepreneurship education encompasses the broader process of equipping individuals with a versatile skill set applicable to various aspects of life, ultimately leading to greater personal, social, and economic benefits (Uaidullakzy et al., 2022). One of the crucial

components that aids students in understanding entrepreneurship, cultivating an entrepreneurial attitude, improving perceived behavioral control, and accepting entrepreneurship as a career option is the entrepreneurship education provided in colleges (Aga, 2023). The entrepreneur education technique, a conventional teaching pedagogy that does not include students in activities and projects, dominates education practice in entrepreneurial education. However, educators must consider the demand in contemporary culture and the economy when developing entrepreneurial courses and teaching pedagogies (Woraphiphat & Roopsuwankun, 2023). Regardless of the organizational structure used, entrepreneurship is the process of creating ideas and opportunities by creating and implementing an endeavor (Mets et al., 2022). Due to its numerous advantages for students' abilities, jobs, and society as a whole, entrepreneurship education, which is a collection of educational offers focused on educating students to recognize and act upon value-creating possibilities, is a hot topic in academic discussions and university practice. In reality, entrepreneurship education may build talents, such as creativity, problem-solving, extraversion, and conscientiousness, which are important in any vocation students will eventually pursue, in addition to training university students to establish enterprises, create new employment, and stimulate innovation (Cascavilla et al., 2022).

Campus Ecosystem in Entrepreneurship

Universities that promote entrepreneurship and teach entrepreneurship courses aid in the development of an entrepreneurial ecosystem, which in turn assists prospective graduates (final-year students) in developing perceived behavioral control, having entrepreneurial intentions, and starting their own businesses in the future (Aga, 2023). Universities and policymakers should encourage relationships between student entrepreneurs and other players in the entrepreneurial ecosystem to support entrepreneurship and technology transfer activities. To provide entrepreneurship education (such as events, workshops, business competitions, and hackathons) with the ultimate goal of fostering the entrepreneurial culture of students at universities, it might be interesting to analyze the impact of student entrepreneurial activity collaboration with other local actors, both inside and outside the university (Sansone et al., 2021). The phrase "entrepreneurial ecosystem" is used as a catch-all phrase to refer to the related elements of entrepreneurial universities, entrepreneurship education, university incubation, and stakeholder collaboration, with a focus on the

involvement of universities, business, government, and civil society in a quadruple helix system (Allahar & Sookram, 2019). Entrepreneurial ecosystems are constructed on the basis of eight distinct pillars: 1) market access, 2) adequate human resource capability, 3) proper funding from various sources, and 4) appropriate business strategies. 4) Support systems comprising advisers; 5) professional services, networking opportunities, and incubators or accelerators; 6) a setting that is conducive to business; 7) university-based entrepreneurship education and training that foster an entrepreneurial culture, idea generation, and graduates who are focused on starting their own businesses; and 8) an environment that values research, entrepreneurs, and innovation (Allahar & Sookram, 2019).

METHOD

In this study, a quantitative research design was employed to analyze the relationships between the variables P2MW, entrepreneurship courses, the campus environment, and student entrepreneurial interest at the Institute of Technology and Business Muhammadiyah Purbalingga. Data collection was conducted through a survey, targeting all 73 students, with a high level of diversity seen in the differences in their chosen study programs and residential environments.

The data collection method utilized for this research was a questionnaire distributed to the students through a 5-point Likert scale via Google Form. Several variables were analyzed, and their operational definitions are detailed in Table 1.

Tabel 1. Operational Definition of Variables and Indicators

Research Variables	Operational Definition	Indicator
Student Development Entrepreneur Program (P2MW)	The Indonesian government's program to support entrepreneurship development among students by providing business capital.	External funding sources, significant capital, capital barriers, business capital requirements (Purwanti, 2012).
Entrepreneurship Courses	The course aimed at developing the entrepreneurial potential of students.	Teaching capabilities, engaging learning, teaching methods, and motivational approach (Ramadhani & Nurnida, 2017).
Campus Ecosystem	Campus environment that supports student entrepreneurship	Campus support, facilities and infrastructure, entrepreneurship seminars, and entrepreneurship platform (Hapsari, 2018).
Student Interest in Entrepreneurship	Entrepreneurial interest is the drive or inclination for someone to engage in entrepreneurial activities, driven by an attraction to run a business.	Ability in entrepreneurship, desire to pursue a career as an entrepreneur, information needs in entrepreneurship, and the willingness to start a business (Cempaka Widyawati & Mujiati, 2021).

The analysis technique in this research utilizes a quantitative method, followed by data analysis using Structural Equation Modeling with the SmartPLS application. This approach was chosen as it combines theoretical foundations, empirical research from previous studies, and relevant analogies to establish relationships with other theories. Another consideration for using Partial Least Squares analysis is the relatively small sample size in this research study.

The analysis method using the Partial Least Squares (PLS) tool is carried out in three steps: the Measurement Model (Outer Model), the Evaluation of the Structural Model (Inner Model), and the acceptance or rejection of hypotheses. In the Outer Model, we observe how each indicator in a block is related to the latent variable of a particular concept and the research model, which cannot be directly tested in predicting relational and causal relationships. If it does not pass the purification stage, the measurement model is used to test the construct validity and instrument reliability (Abdillah & Hartono, 2015). The Outer Model is a measurement model that involves testing Convergent Validity, Discriminant Validity, and Composite Reliability. To assess Convergent Validity, we observe the loading factor values for each indicator of a construct, and these values should exceed 0.7 (Ghozali & Latan, 2017). In contrast, Discriminant Validity can be determined by comparing the average variance extracted (AVE) for each construct to the level of correlation between each construct in the model. The minimum requirement for each construct to state that it has met discriminant validity is greater than 0.5 (Abdillah & Hartono, 2015). Nilai Composite Reliability in this study was calculated using Composite Reliability and Cronbach's Alpha. If the Composite Reliability or Cronbach Alpha value is more than 0,70, the construction is declared to be reliable (Ghozali & Latan, 2017).

In contrast, the purpose of the Evaluasi Model Structural (Inner Model) is to determine the relationship between the latent variables and to test the hypotheses (Ghozali & Latan, 2017). When evaluating an inner model using bootstrapping, which entails comparing the t statistic to the t hitung, it is possible to conclude that the variable laten eksogen is more significant than the variable laten endogen if the t statistic is more than the t tabel and the tolerance is less than 5%. In addition, one method for determining whether a variable has pengaruh for a counterpart variable is to look at the P values, specifically if P values are more than 5. If this is the case, it may be assumed that the variable has pengaruh for the counterpart variable. The next step is to determine if a variable is being converted from an eksogen to an endogen using a variable indicator. This may be done in a manner that is similar to determining P values. As a last step in developing the inner model, it was also discussed how to account for the relative importance of eksogen and endogenous variables. By way of a straightforward presentation of the R Square (R²) number, the number in question indicates that, when used in tandem with the variable laten endogen, the variable laten eksogen conveys its significance (Ghozali & Latan, 2017).

The SmartPLS application's testing process ends with hypothesis testing, which is followed by bootstrapping-based results analysis. To estimate the standard errors, confidence intervals, and significance levels of the parameters in a structural equation model (SEM), bootstrapping is a resampling approach used in the context of SmartPLS. Bootstrapping is a non-parametric technique that creates several subsamples via repeated random sampling with replacement from the original dataset. We may look at the regression weights and compare them with the p-value at a significance level of 5% ($\alpha=5\%$) to test hypotheses in this research investigation. The outcome is deemed significant if the probability value (p-value) is 5%.

RESULT AND DISCUSSION

In structural models, there is a technique called structural equation modeling (SEM), which allows for both continuous and intermittent communication between related variables. According to Hair et al (2017), a direct relationship is a relationship between two variables indicated by an arrow ($\rightarrow$) in a SEM (Structural Equation Modeling) model. On the other hand, an indirect relationship occurs when the relationship between two variables happens through one or more mediator variables in a SEM model.

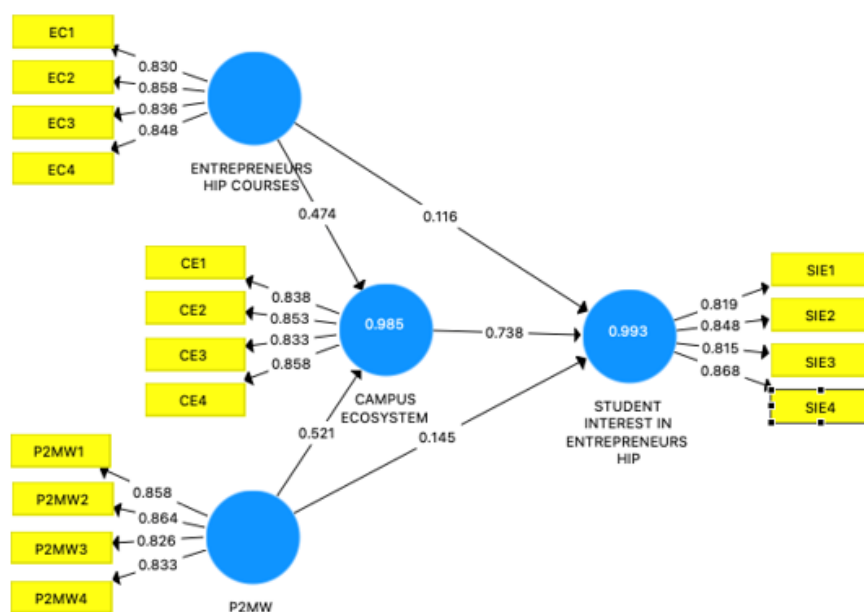


Figure 1. The analysis using SMARTPLS

Tabel 3. Model Indicator of Variables

Construct Variables	Loading	Cronbach's	CR	AVE
P2MW		0,873	0,913	0,725
Capital as an entrepreneurship requirement	0,858			
P2MW provides sufficient capital	0,864			
P2MW provides business capital opportunities	0,826			
Motivated because the students are recipients of P2MW	0,833			
Campus Ecosystem		0,872	0,913	0,723
Entrepreneurship institution or specialized unit	0,838			
Entrepreneurship seminars and training activities	0,853			
Entrepreneurship facilities and infrastructure	0,833			
Platform for student entrepreneurship activities	0,858			
Entrepreneurship Courses		0,870	0,911	0,720
Entrepreneurship instructor's ability or competence	0,830			
Entrepreneurship learning is interesting	0,858			
The use of appropriate teaching methods	0,836			
Providing entrepreneurship motivation	0,848			
Student Interest in Entrepreneurship		0,864	0,907	0,710
Entrepreneurial abilities or skill	0,819			
Desire to pursue a career as an entrepreneur	0,848			
The need for information about entrepreneurship	0,815			

Desire to start a business	0,868
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Tabel 4. Hypothesis testing of variables

		<i>Direct Effect</i>	
		β	<i>t-value</i>
H ₁	P2MW -> Campus Ecosystem**	0,439	0,001*
H ₂	P2MW -> Interest in Entrepreneurship***	0,318	0,002*
H ₃	Entrepreneurship Courses -> Campus Ecosystem **	0,543	0,000*
H ₄	Entrepreneurship Courses -> Interest in Entrepreneurship ***	0,677	0,000*
H ₅	Campus Ecosystem -> Interest in Entrepreneurship ****	0,314	0,002*
		<i>Indirect Effect</i>	
		β	<i>t-value</i>
H ₆	P2MW-> Campus Ecosystem -> Interest in Entrepreneurship	0,122	0,027*
H ₇	Entrepreneurship Courses -> Campus Ecosystem - > Interest in Entrepreneurship	0,109	0,038*

* $\alpha=5\%$ ** $R^2=0,985$ *** $R^2=0,993$

Meanwhile, the value of R-Square (R²) indicates that, together, the exogenous latent variables being studied explain their influence on the endogenous latent variables (Ghozali & Latan, 2017). Based on the regression calculation table, the R² value is 0.933, which means that the P2MW variable and entrepreneurship course variable together have a 98.5% influence on the campus environment variable, while the remaining 1.5% is influenced by other variables outside this research equation. Meanwhile, the R² value for the campus environment variable on entrepreneurial interest variable is 0.993, which means that the campus environment variable has a 99.3% influence on entrepreneurial interest variable, while the remaining 0.7% is influenced by other variables outside this research equation.

The evaluation of the structural model in this research is explained as follows:

The influence of P2MW on Campus Ecosystem

The coefficient parameter value for the variable P2MW on the Campus Environment is 0.439, which indicates a positive influence of P2MW on the Campus Ecosystem. A one-unit increase in P2MW will lead to a 0.439 increase in the Campus Ecosystem. Since the t-value is $0.001 < 0.05$, it means that the influence of P2MW on the Campus Ecosystem is statistically significant.

The Student Entrepreneurship Development Program has had a significant impact on the campus ecosystem of entrepreneurship. If students are expected to possess a robust entrepreneurial mindset, it becomes essential for the faculty to embrace the principles of entrepreneurship in both their personal lives and professional attitudes (Indrasari et al., 2018). It has created a supportive environment for aspiring student entrepreneurs, providing them with resources, mentorship, and networking opportunities. A campus with a development incubation program can enhance the overall campus ecosystem, fostering a conducive environment for growth and innovation (Barres et al., 2022). Additionally, the program has fostered a culture of innovation and risk-taking among students, encouraging them to pursue their entrepreneurial dreams and contribute to the overall growth of the campus ecosystem.

The influence of P2MW on Student Interest in Entrepreneurship

The coefficient parameter value for the variable P2MW on Entrepreneurial Interest is 0.318, which indicates a positive influence of P2MW on Entrepreneurial Interest. A one-unit increase in P2MW will lead to a 0.318 increase in Entrepreneurial Interest. Since the t-value is $0.002 < 0.05$, it means that the influence of P2MW on Entrepreneurial Interest is statistically significant.

The Student Entrepreneurship Development Program has had a significant influence on student interest in entrepreneurship. By showcasing success stories and connecting students with experienced entrepreneurs, the program has played a crucial role in shaping their mindset and fueling their passion for starting their own ventures (Latif, 2018). The university is regarded as the optimal environment for nurturing entrepreneurial skills through education, aiming to cultivate innovative and creative entrepreneurs who can contribute to addressing the persistent issue of unemployment by generating job opportunities (Arfany, 2022). As a result, more students are now actively seeking opportunities to develop their entrepreneurial skills and turn their ideas into reality.

The influence of Entrepreneurial Course on Campus Ecosystem

The coefficient parameter value for the variable Entrepreneurship Course on the Campus Ecosystem is 0.543, which indicates a positive influence of the Entrepreneurship Course on the Campus Ecosystem. A one-unit increase in the Entrepreneurship Course will lead to a 0,543 increase in the Campus Ecosystem. Since the t-value is $0.000 < 0.05$, it means that the influence of the Entrepreneurship Course on the Campus Ecosystem is statistically significant.

Entrepreneurial course influence on campus ecosystem entrepreneurship has been significant. The program has not only fostered a culture of innovation and risk-taking among students, but it has also created a supportive network of like-minded individuals who are eager to collaborate and support each other's ventures. Whether the intention for entrepreneurship education positively influences their inclination towards entrepreneurship (Shrivastava & Acharya, 2020). This has led to the emergence of various student-led startups and initiatives that are making a positive impact on the campus ecosystem. The greater the extent of entrepreneurship education received by students, the more robust their self-efficacy in making entrepreneurial decisions, leading to a strengthened entrepreneurial intention (Mei et al., 2020). Additionally, the program has attracted attention from external investors and industry professionals, providing students with valuable connections and resources to further develop their entrepreneurial endeavor.

The influence of Entrepreneurial Course on Student Interest in Entrepreneurship

The coefficient parameter value for the variable Entrepreneurship Course on Student Interest in Entrepreneurship is 0.667, which indicates a positive influence of the Entrepreneurship Course on Student Interest in Entrepreneurship. A one-unit increase in the Entrepreneurship Course will lead to a 0.667 increase in Student Interest in Entrepreneurship. Since the t-value is $0.000 < 0.05$, it means that the influence of the Entrepreneurship Course on Entrepreneurial Interest is statistically significant.

The influence of Entrepreneurial Course on Student Interest in Entrepreneurship extends beyond the classroom. Students demonstrating elevated interest levels were invited to engage in interviews for a detailed discussion regarding their interests in entrepreneurship (Call et al., 2017). Many students who initially had no interest in entrepreneurship have been inspired by the course and have gone on to pursue their own ventures. This has resulted in a significant increase in the overall interest and engagement

in entrepreneurship among the student body. The students, drawing from their academic background, demonstrated a strong interest in social entrepreneurship and starting businesses (Castro & Zermeño, 2021). The course has also fostered a culture of innovation and creativity on campus, with students constantly brainstorming and collaborating on new business ideas.

The influence of Campus Ecosystem on Student Interest in Entrepreneurship

The coefficient parameter value for the variable Campus Ecosystem on Student Interest in Entrepreneurial is 0.314, which indicates a positive influence of the Campus Ecosystem on Student Interest in Entrepreneurial. A one-unit increase in the Campus Ecosystem will lead to a 31.4% increase in Student Interest in Entrepreneurial. Since the t-value is $0.002 < 0.05$, it means that the influence of the Campus Ecosystem on Student Interest in Entrepreneurial is statistically significant.

The influence of Campus Ecosystem on Student Interest in Entrepreneurship is significant because it not only impacts individual students but also has a ripple effect on the entire campus community. The students benefited more from engaging with the campus ecosystem through activities and exhibitions than their courses and projects, enabling entrepreneurial interest cultivation and applied learning (Rabaani & Dayri, 2022). As students navigate entrepreneurial ecosystems and make use of social networks while creating their own ventures, the phenomenon of such student-focused ecosystems remains understudied, underscoring the need for more profound insights into how these ecosystems can be better supported to empower student entrepreneurs (Longva, 2021). The presence of a supportive and encouraging environment for entrepreneurship can inspire more students to explore their own entrepreneurial potential and contribute to the growth and success of the campus ecosystem.

The influence of P2MW on Student Entrepreneurial Interest through the Campus Ecosystem

The coefficient parameter value for the variable P2MW on Student Interest in Entrepreneurial through the Campus Ecosystem is 0.122, which indicates a positive influence of P2MW on Student Interest in Entrepreneurial through the Campus Ecosystem. A one-unit increase in P2MW will lead to a 12.2% increase in Student Interest in Entrepreneurial through the Campus Ecosystem. Since the t-value is $0.027 < 0.05$, it means

that the influence of P2MW on Student Interest in Entrepreneurial through the Campus Ecosystem is statistically significant.

Influence of P2MW on Student Interest in Entrepreneurial through the Campus Ecosystem is statistically significant, as evidenced by the positive correlation between the implementation of P2MW programs and the number of students actively engaging in entrepreneurial activities. The presence of an interconnected network of preaccelerators, accelerators, entrepreneurs, investors and other support actors facilitates the development of an entrepreneurial ecosystem that enables student startups to emerge and thrive by providing the necessary resources, training, mentorship and funding (Ainamo et al., 2021). By fostering an entrepreneurial ecosystem that provides stimulation and mentorship, new entrepreneurs can be nurtured and developed (Nate et al., 2022). This highlights the importance of creating a supportive and nurturing environment that encourages students to pursue their entrepreneurial aspirations, ultimately benefiting both the individual students and the overall campus community.

The influence on Entrepreneurship Course on Student Interest in Entrepreneurship through the Campus Ecosystem

The coefficient parameter value for the variable Entrepreneurship Course on Student Interest in Entrepreneurship through the Campus Ecosystem is 0.109, which indicates a positive influence of the Entrepreneurship Course on Student Interest in Entrepreneurship through the Campus Ecosystem. A one-unit increase in the Entrepreneurship Course will lead to a 10.9% increase in Student Interest in Entrepreneurship through the Campus Ecosystem. Since the t-value is $0.038 < 0.05$, it means that the influence of the Entrepreneurship Course on Student Interest in Entrepreneurship through the Campus Ecosystem is statistically significant.

Entrepreneurship Course on Student Interest in Entrepreneurship through the Campus Ecosystem is statistically significant, indicating that the presence of an entrepreneurship course can have a positive impact on students' interest in entrepreneurship. The campus ecosystem nurtures student interest and passion through diverse academic programs, vibrant student life, and a supportive community for learning and growth (Jie et al., 2022). The campus ecosystem sparks student interest in entrepreneurship through various programs, however more research is needed on optimizing allocated resources to effectively cultivate an entrepreneurial spirit (Cai & Zhang, 2020). This suggests that

providing students with educational opportunities and resources specifically tailored to entrepreneurship can effectively foster their entrepreneurial spirit and drive.

The findings of this study are in line with the research conducted by Alfiyan et al. (2019), Colombelli et al. (2022), Harianti et al. (2020), Wardhani & Nastiti (2023), dan Yanti (2019), states that entrepreneurship education has a positive influence on students' entrepreneurial intentions. To create new young entrepreneurs, it requires an improvement in the quality of entrepreneurship education at the university level, structured and focused entrepreneurship curriculum design, the use of appropriate methods, selection of competent instructors in the field of entrepreneurship, creating an environment that supports entrepreneurial spirit, and designing a gradual and continuous learning process (Rifa'i & Nugraha, 2019). Chen et al. (2022), Fanea-Ivanovici & Baber (2022), Firman & Putra (2020) dan Haddad et al. (2021) states that a campus environment that supports entrepreneurship will increase students' entrepreneurial interest. Support for the campus ecosystem can come in the form of support from lecturers who provide entrepreneurship motivation, both formally and informally (Firman & Putra, 2020). A diverse learning environment is a crucial external factor in developing entrepreneurial competence among university students. In this context, knowledge transfer, self-efficacy, and cognitive flexibility can mediate the relationship between the campus environment and students' entrepreneurial interest (Chen et al., 2022).

CONCLUSION

The results of this study indicate that the Student Entrepreneurship Development Program (P2MW) directly and significantly influences campus environment and student entrepreneurial interest. Moreover, P2MW indirectly has a positive and significant impact on student entrepreneurial interest in the campus environment. Similarly, entrepreneurship courses directly and significantly influence the campus environment and student entrepreneurial interest, while indirectly having a positive and significant effect on student entrepreneurial interest through the campus environment. Furthermore, the campus environment had a positive and significant influence on students' entrepreneurial interest. In summary, the Student Entrepreneurship Development Program and entrepreneurship courses foster students' entrepreneurial interest both directly and indirectly by improving

the campus environment. The creation of an entrepreneurial campus culture is an essential driver of students' entrepreneurial intentions. These results highlight the importance of structured programs and curricula in shaping the university environment that motivates students to pursue entrepreneurship. Further research could explore additional factors that mediate the relationship between university initiatives and student entrepreneurial interest. This study advances our understanding of how educational institutions can effectively cultivate an entrepreneurial spirit in their student bodies.

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