

THE INFLUENCE OF ENTREPRENEURSHIP EDUCATION, DIGITAL ENTREPRENEURSHIP AND GENDER ON ENTREPRENEURIAL INTEREST

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ABSTRACT

This study focuses on the Influence of Entrepreneurship Education, Digital Entrepreneurship and gender on students' interest in entrepreneurship at the Geology and Mining Polytechnic "AGP" Bandung. Based on the employment challenges faced by diploma III graduates, especially in terms of unemployment, and the important role of entrepreneurship as a solution to create new jobs. The purpose of this study was to determine the influence of entrepreneurship education, digital entrepreneurship and gender on entrepreneurial interest. The theory used is the Theory of Planned Behavior from Ajzen, 1991. The population was 207 students, the sample used was 136 students of the Geology and Mining Polytechnic "AGP" Bandung. Data were collected through Questionnaires and analysis using PLS-SEM. The results showed that entrepreneurship education did not have a significant effect on students' interest in entrepreneurship; digital entrepreneurship has a positive and significant effect on students' interest in entrepreneurship; and gender does not have a significant effect on students' interest in entrepreneurship. It is recommended that entrepreneurship education be developed from the learning process and entrepreneurial skills taught in order to build and strengthen students' interest in entrepreneurship to become successful entrepreneurs in the digital era.

Keywords: *Entrepreneurship education, digital entrepreneurship, entrepreneurial interest, gender*

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INTRODUCTION

One of the employment problems is the rapid increase in the workforce, while inadequate job opportunities cause unemployment (Munthe & Nawawi, 2023). According to BPS, West Java Province has an open unemployment rate of 6.91% with a figure of 6.25% for diploma graduates. This shows the mismatch between graduate

skills and job market needs and emphasizes the need for a comprehensive approach such as Entrepreneurship Education to reduce unemployment. One sector that contributes significantly to reducing unemployment is entrepreneurship (Naini & Kamalia, 2023). With entrepreneurship education integrated with digital technology, it is hoped that graduates will not only be ready to work, but will also be able to create new jobs.

The purpose of this research is to determine the influence of entrepreneurship education, digital entrepreneurship and gender on entrepreneurial interest on students of AGP Bandung Polytechnic of Geology and Mining. It is expected that this study will provide information on how to create better education policies and programs to encourage diploma students to become entrepreneurs.

Universities have an important role in providing knowledge, skills, mindsets and entrepreneurial attitudes that will attract students to become entrepreneurs (Kardila & Puspitowati, 2022). Entrepreneurship education is a type of education that aims to encourage students to develop knowledge, skills, attitudes and thoughts about entrepreneurial careers (Wahyuningsih, 2020). Entrepreneurship education is important to motivate students to see entrepreneurship as a potential career and foster interest in entrepreneurship, especially in future economic conditions.

Students' interest in entrepreneurship is influenced by intrinsic motivation. If graduates who have not yet found work do not have intrinsic motivation, they tend to have low interest in entrepreneurship (Prasetio, 2020). Every individual has potential that needs support to develop. Interest in entrepreneurship grows from knowledge about businesses that can be developed independently. Support in learning entrepreneurship encourages the desire to become entrepreneurs, generating new inspiration, ideas, creativity and innovation (Aini & Oktafani, 2020).

Theory of planned behavior (TPB), developed by Icek Ajzen (1991) is a social psychology theory intended to predict and understand human behavior in certain situations. Ajzen (2022) emphasizes attitudes, subjective norms, and behavioral control as a framework for designing effective educational programs in developing entrepreneurial interests and abilities. Applying the theory of planned behavior (TPB) helps prepare graduates to become successful entrepreneurs in the digital era. Theoretical and empirical studies Van Gelderen et al. (2008) show that the theory of planned behavior can explain well the relationship between entrepreneurial interests.

Cognitive factors such as personality, environment, social, education, contextual influence entrepreneurial interest (Maheshwari et al., 2022). According to this study, entrepreneurship education has a positive and significant effect on the desire to become an entrepreneur, although there is a gap in the results related to digital entrepreneurship (Fatonnah et al., 2022). Entrepreneurship education can increase the desire to start your own business because of the exchange process or sharing of knowledge about the world of entrepreneurship (Abror et al., 2016). Entrepreneurship education has a strong influence on increasing students' interest in starting their own business (Susanti, 2021). Although the impact of

entrepreneurship training on entrepreneurial interest is positive, it is not enough to be considered real, because the teaching method is more focused on theory. (Kusmintarti et al., 2017). Therefore, the researcher puts forward the following hypothesis.

H₁: Entrepreneurship education positive influence on entrepreneurial interest.

In the era of rapid digitalization, digital entrepreneurship or digipreneurship is becoming increasingly relevant and important to face business challenges and reach global markets effectively and efficiently. Digital skills are very important in the era of digitalization because technological advances create many new jobs and increase competitiveness in the world of work (Dzikrullah & Abdullah, 2024). Digital entrepreneurship explaining the development of entrepreneurship through digital transformation by integrating technology into business (Sartono, 2021).

As Antoniazzi & Smuts put it, digitalization of entrepreneurship means integrating digital technologies, while digital transformation involves redesigning business practices with digital technologies (Sartono, 2021). Research Abaddi (2024) and Mamun et al. (2017) indicates that digital entrepreneurship has the potential to positively and significantly influence entrepreneurial interest. Previous research Li et al. (2024) shows the importance of learning management in encouraging entrepreneurial interest with digital entrepreneurship. Understanding and implementing digital entrepreneurship is important to increase efficiency, create innovation and expand market reach, researchers put forward the following hypothesis.

H₂: Digital entrepreneurship positive influence on entrepreneurial interest.

Gender differences in entrepreneurship are important in the study of gender equality. Although men tend to be more dominant, awareness of gender equality is increasing, providing equal opportunities to contribute to economic growth. Worldwide, interest in entrepreneurship has a gender difference as the degree of economic development increases and is also more convincing for men than women. (Escobedo et al., 2014).

Research shows significant differences in work motivation between the two genders, where women tend to be more committed to entrepreneurial actions (Lopentus & Slamet, 2019). Research shows that women are more motivated to develop themselves and gain external validation in entrepreneurship than men (Jesslyn, 2023). Entrepreneurial motivation from a gender perspective shows different motivations and opportunities between men and women. (Ayuningtias & Ekawati, 2017). This shows the urgency to understand and overcome these differences so that both genders can be empowered equally in the world of entrepreneurship. Therefore, the researcher puts forward the following hypothesis.

H₃: Gender has a positive influence on interest in entrepreneurship.

Study will explore the influence of entrepreneurship education, digital entrepreneurship and gender on students' entrepreneurial interest. Figure 1 shows the structure of this research model:

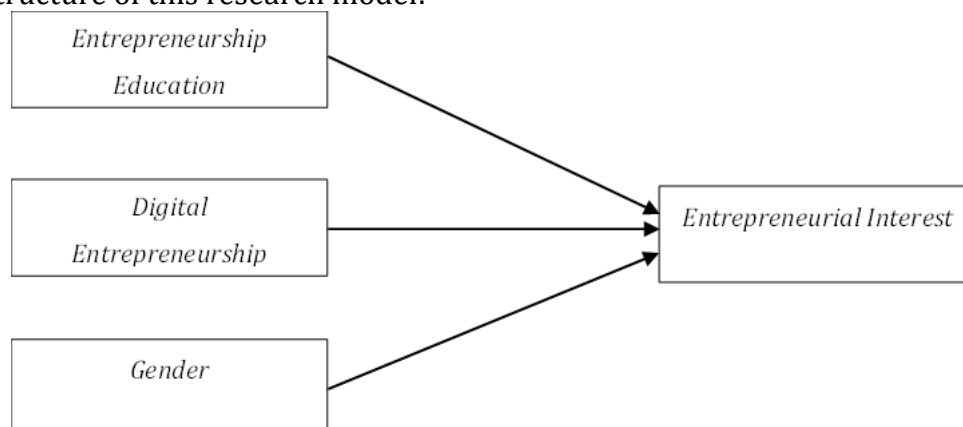


Figure 1.
Research Model

RESEARCH METHOD

This study applies a quantitative approach: descriptive to describe the characteristics of the population, correlation to identify relationships between variables and surveys to collect data from large samples. The population consists of active students of the AGP Bandung Geology and Mining Polytechnic who take entrepreneurship courses. This study uses purposive sampling, selecting respondents based on specific criteria to understand the study phenomenon (Creswell, 2015). All students can be samples, but only those who meet the criteria are selected. The population is 207 students and using the Slovin formula with a margin of error of 5% (Suryadi, Kusnendi & Mulyadi, 2020), the sample of this study is 136 respondents.

This study uses three independent variables and one dependent variable. In the distribution closed questionnaire, then in testing the validity & reliability of the instrument using SPSS Statistic 26 software to 30 respondents of AGP Bandung Geology and Mining Polytechnic students.

One of the independent variables, namely entrepreneurship education (Linan, 2004), has 8 indicators, including entrepreneurial desire $0.614 > 0.361$ declared valid, business insight $0.774 > 0.361$ declared valid, entrepreneurial participation $0.789 > 0.361$ declared valid, establishing a business $0.760 > 0.361$ declared valid, benefits of entrepreneurship $0.494 > 0.361$ declared valid, economic value $0.616 > 0.361$ declared valid, entrepreneurial ability $0.710 > 0.361$ is declared valid, continuing the business $0.800 > 0.361$ is declared valid. Then digital entrepreneurship (Cornet et al., 2023) has 7 indicators including opportunity perception $0.725 > 0.361$ is declared valid, start-up conditions $0.823 > 0.361$ is

declared valid, process innovation $0.722 > 0.361$ is declared valid, business services $0.809 > 0.361$ is declared valid, technology adoption $0.606 > 0.361$ is declared valid, start-up opportunities $0.796 > 0.361$ is declared valid and non-conventional financing $0.515 > 0.361$ is declared valid. And gender has indicators including men and women. In this study, entrepreneurial interest is the dependent variable (Vemmy, 2013) which consists of 8 indicators including becoming a successful entrepreneur $0.490 > 0.361$ stated valid, interest in entrepreneurship on campus $0.585 > 0.361$ stated valid, the best choice of entrepreneurship $0.700 > 0.361$ stated valid, imagination in successful entrepreneurship $0.721 > 0.361$ stated valid, having a long-term plan $0.652 > 0.361$ stated valid, enthusiastic about taking entrepreneurship courses $0.811 > 0.361$ stated valid, taking risks $0.762 > 0.361$ stated valid and creating jobs $0.521 > 0.361$ stated valid. The results of the calculation of the validity test of the instrument to 30 respondents with a total of 23 item statements, can be seen in table 1 that $r_{\text{count}} > r_{\text{table}}$ (0.361), stated valid and significant because < 0.050 . The calculation of the reliability test of the research instrument on 30 respondents with a total of 23 item statements, showed a Cronbach's Alpha result of $0.949 > 0.70$ which was declared reliable (Suryadi, Kusnendi & Mulyadi, 2020).

Next, Technical data analysis with SmartPLS version 3.0 application. Researchers chose the SmartPLS approach because it is appropriate in predictive analysis, does not require normality assumptions and is able to handle complex models with many variables and small samples, and accommodates formative and reflective constructs. Model evaluation in testing Measurement model and Structure model are two stages of PLS-SEM. External model evaluation (Measurement model), consists of Loading Factor, Cross Loading, Fornell-Larcker Criterion, Average Variance Extraction, Chronbach Alpha Test, and Composite Reliability Test. In this study, Evaluation of the inner model (structure model) consists of R-Square Test F-square Test, F-Square Test, Model Suitability Test, Path Coefficient Test.

RESULTS AND DISCUSSION

Characteristics respondent profile reviewed from gender is shown in table 1 below.

Table 1.
Gender Respondent Characteristics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Woman	45	33.1	33.1	33.1
	Man	91	66.9	66.9	100.0
	Total	136	100.0	100.0	

Source: Processed Data (2024)

Of the 136 respondents, 45 were female (33.1%) and 91 were male (66.9%) indicating male dominance in this study. This affects the results of the study, especially if entrepreneurial interests differ between genders. Male dominance in Polytechnics provides insight into designing more inclusive entrepreneurship programs. If gender influences entrepreneurial interests, programs and policies to increase female participation need to be developed.

The SEM model that will be used is in the form of the following image.

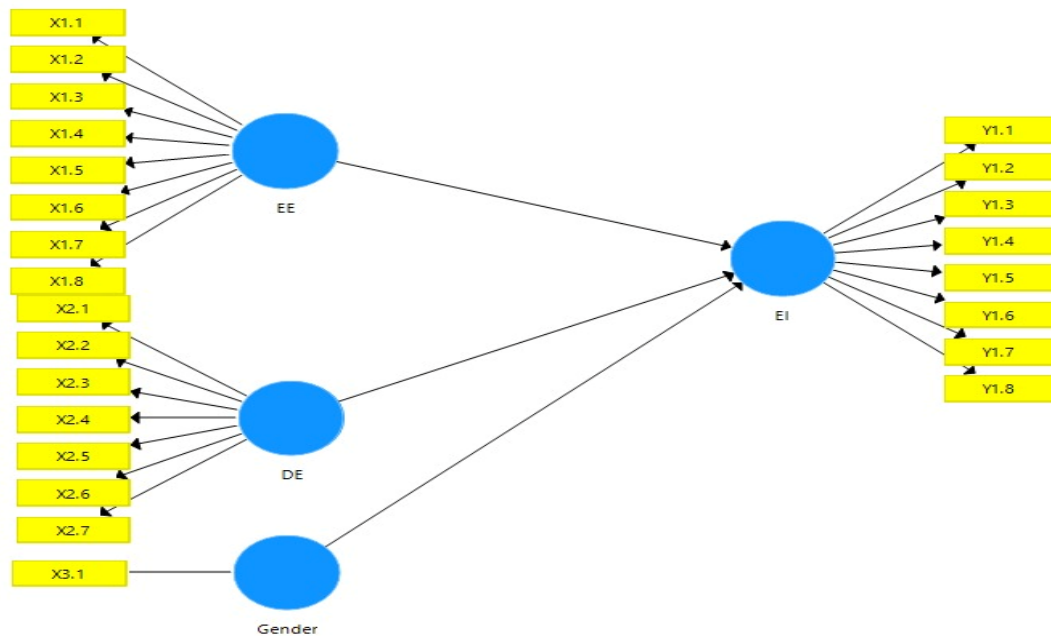


Figure 2.
SEM Research Model

Validity and reliability tests determine whether the variables are valid and reliable. Indicators are considered adequate if the factor loading value is 0.5 to 0.60 for the development stage model (Ghozali, 2014). Researchers use a value of 0.60 to assess the validity & reliability of the indicator. The first test was the outlier loadings test, there was one indicator in the independent variable Entrepreneurship Education namely the entrepreneurial desire indicator (X1.1) of $0.597 < 0.60$ is declared invalid. Next, there are two indicators in the independent variable Digital Entrepreneurship namely the process innovation indicator (X2.3) of $0.588 < 0.60$ and non-conventional financing (X2.7) of $0.592 < 0.60$, the two indicators are declared invalid. So the three indicators that are not used only leave 21 items out of 24 items. Retesting was carried out with 21 items, the following figure shows the results of the outlier loading that was carried out again.

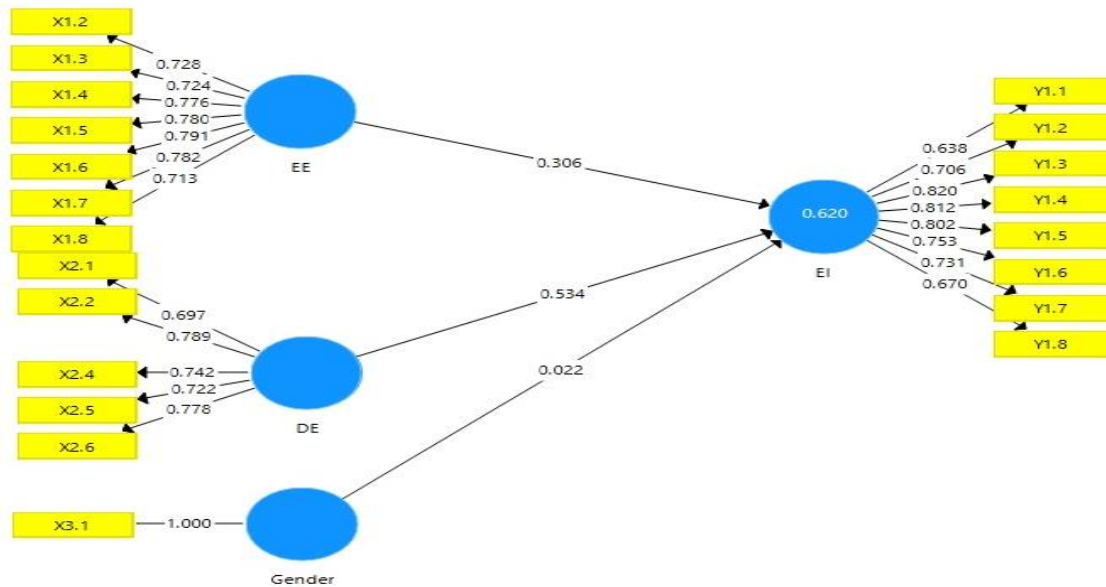


Figure 3.
Outlier Loading Results

Figure 3 shows all 21 indicators have a factor loading value above 0.60 and are declared valid. Furthermore, adjustments were made to the 21 indicators with an AVE value of more than 0.6, as shown in the Fornier Lacker table.

Table 2.
Fornell-Lacker Results

	DE	EE	EI	Gender
DE	0.746			
EE	0.735	0.757		
EI	0.760	0.698	0.744	
Gender	0.065	0.024	0.064	1,000

Source: Processed Data (2024)

In table 2 shows that DE (Digital Entrepreneurship), EE (Entrepreneurship Education), EI (Entrepreneurial Interest) and Gender meet the Fornell-lacker criteria with a root AVE value > from the relationship between construct. Table 5 shows the Composite Reliability and Cronbach's Alpha values above 0.60 indicating good reliability (Sugiyono, 2013).

Table 3.
Reliability Analysis Results

	Cronbach's Alpha	Composite Reliability
Digital Entrepreneurship	0.802	0.863
Entrepreneurship Education	0.875	0.904
Entrepreneurial Interest	0.883	0.908
Gender	1,000	1,000

Source: Processed Data (2024)

Based on table 3 which shows the results of the reliability analysis, the variables studied have Cronbach's Alpha value is greater than 0.60, including Digital Entrepreneurship of 0.802; Entrepreneurship Education of 0.875; Interest in Entrepreneurship of 0.883; and Gender 1,000. Furthermore, the Composite Reliability value on the variables is greater than 0.60, including Digital Entrepreneurship of 0.863; Entrepreneurship Education of 0.904; Interest in Entrepreneurship of 0.908; and Gender 1,000.

R-Square (R^2) measures how much influence the independent variable has on the dependent variable in a structural model. The value R^2 0.75 (Strong); 0.50 (Moderate); or 0.25 (Weak) (Hair et al., 2011), here are the results R^2 .

Table 4.
Results R^2

	R square	Adjusted R Square
Entrepreneurial Interest	0.620	0.612

Source: Processed Data (2024)

Table 4 shows the values R^2 of 0.620, which means that entrepreneurship education, digital entrepreneurship and gender have a significant influence of 62% on students' interest in entrepreneurship. The value 0.620 indicates that about 62% of Variables X_1 , X_2 , and X_3 can be responsible for the variation in the variable of interest in entrepreneurship, other factors not examined in the study represent 38%. Adjusted R^2 of 0.612 indicates the influence of entrepreneurship education, digital entrepreneurship and gender on interest in entrepreneurship is included in the moderate category.

F-Square Effect Size measures the magnitude of influence between variables based on changes in R^2 endogenous variables, with categories of 0.02 (Small), 0.15 (Medium) and 0.35 (Large) (Hair et al., 2017). The following table shows the results of the F-Square Effect Size test (f^2).

Table 5.
F-Square Effect Size Test Results

	Digital Entrepreneurship	Entrepreneurship Education	Entrepreneurial Interest	Gender
Digital Entrepreneurship			0.344	
Entrepreneurship Education			0.113	
Entrepreneurial Interest				
Gender				0.001

Source: Processed Data (2024)

The results of the F-Square Effect Size (f^2) test can be seen as follows, the effect size value of the Entrepreneurship Education variable on Entrepreneurial Interest of 0.113 and is in the range $f^2 \geq 0.02$ is categorized as small. This shows that the

effect size on the Entrepreneurship Education variable fulfilled and well constructed. The effect size value of the Digital Entrepreneurship variable towards Entrepreneurial Interest of 0.344 and is in the range $f^2 \geq 0.15$ is categorized as moderate. This shows that the effect size on the Digital Entrepreneurship variable is fulfilled and well constructed. From here it can be concluded that the independent variable has the greatest influence on the Y variable, namely the Digital Entrepreneurship variable with an e-effect value of 0.344.

Test Goodness of Fit (GoF) assesses the overall accuracy of the structural model with standards: 0.1 (low), 0.25 (medium) and 0.26 (high). The results of the Goodness of Fit (GoF) test are as follows.

Table 6.

Goodness of Fit (GoF) Results.

Goodness of Fit (GoF)	0.589	Tall
$GoF = \sqrt{Rata - Rata AVE \times Rata - Rata R^2}$		
$GoF = \sqrt{0,561 \times 0,620}$		
$GoF = \sqrt{0,347} = 0.589$		

Source: Processed Data (2024)

Goodness of Fit (GoF) of 0.589 is concluded that the value is included in the high category. The following table shows the results of the Fit model from SRMR and NFI. SRMR < 0.08 and NFI > 0.91 indicate a good model fit (Ananda et al., 2022), then the Normal Fit Index (NFI) approaching 1 indicates a good fit.

Table 7.

Model Fit Results

	Saturated Model
SRMR	0.079
NFI	0.734

Source: Processed Data (2024)

Table 7 shows the SRMR value is 0.079, meeting the correlation standard and the NFI value is 0.734, approaching 1 meeting the NFI standard. Next, test the hypothesis H₁, H₂, and H₃ by looking at the path coefficient value. The T-Statistics and P-Values values are used in hypothesis testing. If the T-statistics value > 1.96 or P-values < 0.05 then it is concluded that H_a is accepted. The following table shows the path coefficient values.

Table 8.
Output Path Coefficient

	Original Sample (O)	T Statistics (O/STDEV)	P Value	Information
Entrepreneurship Education -> Interest in Entrepreneurship	0.306	1,481	0.139	Not significant
Digital Entrepreneurship - > Interest in Entrepreneurship	0.534	3.226	0.001	Significant
Gender -> Interest in Entrepreneurship	0.022	0.423	0.672	Not significant

Source: Processed Data (2024)

Based on table 8 shows the parameter coefficient of Entrepreneurship education on entrepreneurial interest of 0.306, indicating a positive influence. The calculation was done using bootstrapping or resampling on PLS. However, the T-statistics value of $1.481 < 1.96$ and P-value $0.139 > 0.05$ indicates an insignificant influence.

The results of the proof of the hypothesis are in line with research Fadhila & Nasution (2022); Ratnawati et al. (2023); Wahyuningsih (2020); Yanti (2019); Zulianto et al. (2013) that there is no direct effect between entrepreneurship education and interest in entrepreneurship, possibly due to factors such as an ineffective curriculum, inadequate learning methods, an unsupportive environment and culture, and a lack of practical experience. However, in research Abror et al. (2016); Afyati et al. (2023); Bharata (2019); Brahmatiyo et al. (2023); Hairuddin, (2023); Iddris (2024); Indriyani & Margunani (2019); Mulyati (2023); Nainggolan & Harny (2020); Naini & Kamalia (2023); Susilawaty (2022) entrepreneurship education has a positive and significant influence on entrepreneurial interest.

Parameter coefficients of digital entrepreneurship variables towards Entrepreneurial Interest of 0.534 indicates a positive influence. Because the value of digital entrepreneurship increases, interest in entrepreneurship increases. tends to increase. The calculation is done using bootstrapping or resampling on PLS, T-statistic Value $3.226 > 1.96$ and P-value $0.001 < 0.05$ shows that digital entrepreneurship has a significant influence on entrepreneurial interest. This data can be used to explain that Digital Entrepreneurship positive and significant influence on students' entrepreneurial interest.

The proof of the hypothesis results is in line with research Fahmi et al. (2023); Mamun et al. (2017) showing that digital entrepreneurship has a positive influence on students' interest in entrepreneurship, the use of the latest digital will increase students' interest in digital entrepreneurship. Lubis (2019) digital opportunities and students may coexist; the growth of digital entrepreneurship is a challenge in itself to produce innovation and a way of seeing the world. The digital era enables innovation in geology and mining, such as digital mapping and GIS. It is important to

strengthen the integration of digital technology in Education and entrepreneurship practices to take advantage of innovation in this sector.

Parameter coefficient of gender variable on entrepreneurial interest of 0.022 indicates a positive influence. The calculation was carried out using bootstrapping or resampling on PLS, the T-statistic value of $0.423 < 1.96$ and P-value $0.672 > 0.05$, indicating that gender does not have a significant effect on entrepreneurial interest. This study explains that gender has no major effect on students' entrepreneurial interest. Entrepreneurial interest is influenced by many complex factors including education, experience, and social environment. Gender may not be significant when tested separately because of its interaction with other variables. Unbalanced gender distribution in the sample may affect the reliability of the analysis results.

The results of the hypothesis proof are in line with research Aditya & Agustin (2022); Dude (2023); Maisan & Nuringsih (2021) showing that there is no difference or positive influence of Gender on Entrepreneurial Interest. However, research Escobedo et al. (2014) and Wang & Wong (2004) shows gender differences affect entrepreneurial interest, with more than 50% of gender differences motivating entrepreneurial interest. The influence of gender on entrepreneurial interest is still a topic of debate among researchers (Nurfadilla et al., 2023). Gender aspects may not have a significant effect on entrepreneurial interest because they are influenced by internal and external factors such as ability, knowledge and complexity of entrepreneurship. Although the results of this study indicate that gender is not significant, it is important to explore its role further. Future research is recommended to increase the sample size and ensure a more balanced gender distribution for more representative results.

CONCLUSION

The research on the influence of entrepreneurship education, digital entrepreneurship and gender on entrepreneurial interest in students of the AGP Bandung Geology and Mining Polytechnic was concluded based on the results of hypothesis testing and discussion. (1) Entrepreneurship education does not have a significant influence on the entrepreneurial interest of students of the AGP Bandung Geology and Mining Polytechnic. It can be concluded that this shows the importance of improving learning methods in strengthening entrepreneurship education to increase entrepreneurial knowledge so as to build interest in entrepreneurship. Therefore, it is recommended to improve the Entrepreneurship Education curriculum to be more relevant and applicable in increasing interest in entrepreneurship. Emphasis on direct practice and case studies may increase its impact. (2) Digital Entrepreneurship has a positive and significant influence on students' entrepreneurial interest AGP Bandung Geological and Mining Polytechnic. It can be concluded that there is a strong relationship between Digital Entrepreneurship and Student Entrepreneurial Interest. In the era of industry 4.0, digital entrepreneurship utilizes technology that focuses broadly on creating economic activities through entrepreneurial teaching efforts in order to be able to

compete abroad. Therefore, it is recommended to support deeper integration of digital entrepreneurship in the curriculum and campus activities, as well as facilitate access to digital tools and platforms. (3) Gender does not have a significant influence on the entrepreneurial interest of students at the AGP Bandung Geological and Mining Polytechnic. This shows that both men and women have the same level of interest in entrepreneurship and gender factors are not differentiators in this regard. Therefore, it is recommended that there is a more inclusive and gender-sensitive approach in entrepreneurship development programs, although gender does not have a significant direct effect on entrepreneurial interest.

This study identifies factors that influence entrepreneurial desire and can influence educational design. Focus on digital entrepreneurship and changes in teaching methods can increase students' interest and readiness for entrepreneurship. It is expected that the results of this study will encourage more effective entrepreneurship education with a focus on practical skills and the latest technology. It also ensures equal opportunities for all genders in entrepreneurship, and guides the development of entrepreneurship education strategies and policies. This study contributes to the development of entrepreneurship education to increase interest and entrepreneurial skills among Polytechnic students and the community.

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