

## ***Systematic Literature Review : Enhancement Interest and Readiness Entrepreneurship Student Through Entrepreneurship Education***

**Deni Alimaningtyas<sup>1</sup>, Mohammad Syukri Ghozali<sup>2</sup>,  
Dika Adininggar<sup>3</sup>, Hanis Bachrodin<sup>4</sup>**

<sup>1,2,3,4</sup> Program Studies Business and Management Education, Universitas Negeri Malang

**Abstract** *Implementation Program Teaching Entrepreneurship help student become more creative, innovative and entrepreneurial. This is one of the solution For problem serious unemployment in Indonesia is necessary overcome. This in accordance with set goalsin Regulation President Number 6 of 2009 concerning development economy creative. Although Thus, various factor cause student No interested or Ready For entrepreneurship. Therefore that's the goal from study This is For know How studying entrepreneurship influence interest and readiness student For entrepreneurship. Method review literature systematic (SLR) is used in study This . The result show that education entrepreneurship give significant and positive impact to students , incl interest , readiness , spirit , and motivation For entrepreneurship .*

**Keyword :** *Systematic Literature, Interest and Readiness, Entrepreneurship*

### **INTRODUCTION**

The Ministry of Education, Culture, Research and Technology (Kemendikbudristek), through the Directorate General of Higher Education (Ditjen Dikti), has taken concrete steps in integrating entrepreneurship teaching as an inseparable part of the higher education system. This step was taken with the main aim of instilling the values of creativity, innovation, competitive spirit and entrepreneurship in the learning approach applied (Krén & Séllei, 2021; Kukah et al., 2022; Mozgalova et al., 2021; Semenets-Orlova et al., 2021) . This is in line with the vision of developing the Creative Economy mandated by Presidential Regulation Number 6 of 2009. This approach is specifically designed to provide students with basic skills and competencies that are very relevant to the concept of independence, which in turn allows them to be independent and successful in their careers in the world. real (Caeiro-Rodriguez et al., 2021; Fernández-Arias et al., 2021; Guffey & Loewy, 2022; Juricic et al., 2021) . This step not only creates opportunities for students to develop themselves professionally, but also prepares them to become competitive agents of change in various economic sectors.

The importance of having an entrepreneurial spirit needs to continue to be emphasized to students in an effort to create graduates who are capable of becoming job creators for others. Programs such as Entrepreneurship Lectures (KWU), Entrepreneurship Internships (MKU), Business Work Lectures (KKU), and Entrepreneurial Student Programs (PMW) have been implemented as concrete steps in providing opportunities for students to develop skills and knowledge in the field of entrepreneurship (Igwe et al., 2021; Jardim et al., 2021 ; Through these programs, it is hoped that students can gain a strong source of inspiration and a deep understanding of the importance of entrepreneurship. Thus, after graduating, they will have sufficient capital to take real steps in creating new jobs, driving the economy, and making

---

*Received April 20, 2024; Accepted May 15, 2024; Published May 29, 2024*

\* Deni Alimaningtyas

meaningful contributions to society (Kakouris & Liargovas, 2021; Martínez-Gregorio et al., 2021; Secundo et al., 2020; Wardana et al., 2020) . By continuing to emphasize and be supported by relevant programs, it is hoped that this entrepreneurial spirit will continue to grow and develop among students, so that they can become agents of positive change in the world of work and the economy.

The Industrial Revolution 4.0 era marks a period where business competition becomes increasingly tight and dynamic. To face these challenges, countries need human resources who are not only able to adapt to rapid changes, but also have the enthusiasm to continue to develop and make positive contributions to economic development (Fernandes et al., 2021; Green-Weir et al., 2021; Ubfal et al., 2022; Wishnu Wardana et al., 2021) . In this context, entrepreneurship becomes very important in Indonesia. This is due to the great potential that entrepreneurship has, both in terms of quantity and quality (Ácsc & Szerb, 2020; Audet et al., 2019; Béchar & Grégoire, 2020; Farny et al., 2020) . In terms of quantity, entrepreneurship can be a driving force for the economy through the creation of new jobs and the growth of micro, small and medium enterprises (MSMEs). Meanwhile, in terms of quality, entrepreneurship encourages innovation, creativity and leadership among individuals and organizations, which ultimately contributes to sustainable and inclusive economic growth (Audretsch & Link, 2019; Hopp & Sonderegger, 2019; Nowiński & Haddoud, 2019) . Therefore, the government and related institutions need to continue to encourage and support the development of entrepreneurship in Indonesia as one of the main strategies for facing increasingly complex global economic dynamics.

## **REVIEW REFERENCES**

findings from several previous researchers. The researcher who displays this table is different from the researcher whose article will be used for the literature review. Review results from a number of study about influence education entrepreneurship to student show interesting finding . One of them is research by Muhammad Fahrul Razi (2022), which concludes that follow eye studying entrepreneurship give impact positive to entrepreneurship student . Another study by Nurjannah and Fourqoniah (2023) also found this that knowledge , interest , and entrepreneurship influential significant to Skills entrepreneurship student University Mulawarman . Besides that , research by Erlina Ali Marpaung , Ella Fiana br Sitohang , Farah Dilla , and Hasyim (2024) highlight that student own opportunity Good For start business they Alone If they have innovative ideas , necessary skills , and resources power required . Other

research conducted by Isma and colleagues (2023) emphasizes importance development attitudes and knowledge entrepreneurship as well as implementation and development efforts by students . With So , you can concluded that education entrepreneurship own role important in prepare student For become successful entrepreneur , with focus on improvement knowledge , interests , attitudes , skills , and resources power required in the business world .

### **Interest**

Interest has varying definitions depending on the context. Interest is a persistent tendency to pay attention and remember an activity. In the context of entrepreneurship, (Anjum et al., 2021; Ernawati et al., 2022; Khayru et al., 2021; Purwanto, 2021; Purwanto et al., 2022) describes entrepreneurial interest as a person's tendency to pursue business opportunities, plan and starting a new business, and developing the business innovatively and creatively. This shows that entrepreneurial interest involves a combination of motivation, tendencies and goals that support individuals in carrying out planning, risk taking and innovation processes in the context of business and entrepreneurship (Hagger et al., 2022; Mi'rajatinnor et al., 2022; Suherman & Yusuf, 2021) . Thus, a comprehensive understanding of entrepreneurial interest takes into account psychological factors, motivation, and goal orientation that form the overall picture of a person's potential in carrying out entrepreneurial activities successfully.

### **Readiness**

The concept of entrepreneurial readiness is understood from various points of view, and includes a person's ability to identify, exploit and develop business opportunities as well as readiness to face various risks and challenges associated with running their business. The general state of a person that makes him ready to react or respond to a particular situation is called preparedness. (Dana et al., 2021; Noerhartati et al., 2019; Ratten & Usmanij, 2021b) added that readiness also includes physical and mental aspects that are quite good. In the context of entrepreneurship, (Ernawati et al., 2022; Satria & Patrikha, 2023; Suharto et al., 2022) explains entrepreneurial readiness as a person's personal readiness to enter the business world. Opinions (Cahyani et al., 2022; Liunokas, 2019; Santosa et al., 2020) say that entrepreneurial readiness includes the intention, willingness, and ability to become an entrepreneur, which is very dependent on the individual's level of maturity, previous experience, and mental state and emotional. Meanwhile, according to (Adeniyi et al., 2024; Rahimah et al., 2023) , entrepreneurial readiness occurs when someone feels they have sufficient experience in entrepreneurship, so they are ready to face various situations, both positive and negative, in running a business.

On the other hand, entrepreneurship is the ability to create a business, as explained by (Adeniyi, 2023) . (Ranta et al., 2022) added that entrepreneurship also includes a mental attitude and spirit that is always active in trying to advance and increase income from one's business. According to (Rakicevic et al., 2022) , entrepreneurial knowledge is the ability to think acquired through entrepreneurial education, which helps individuals to innovate and enter the field of entrepreneurship more prepared and focused. Entrepreneurship is also seen as part of a dynamic process of generating wealth, as stated by (Purwati & Hamzah, 2022) . (Melugbo et al., 2020) highlights aspects of entrepreneurship which include dynamic, creative, innovative actions and providing added value in various business contexts. Thus, entrepreneurial readiness and the concept of entrepreneurship are interrelated in describing the abilities and attitudes that support individuals in running businesses effectively and competitively.

## METHOD STUDY

This research adopts a Systematic Literature Review (SLR) approach to examine the topic of entrepreneurship, interest, readiness, and other related aspects that are relevant to the research context. Using the SLR method, researchers carried out a comprehensive analysis of several articles that had been previously researched by other researchers. This process involves gathering information from various reliable and up-to-date sources. In this case, researchers succeeded in collecting 5 articles via Google Scholar with the filter for 2022-2024. The SLR approach allows researchers to formulate a more comprehensive and in-depth understanding of the topic under study, as well as identify knowledge gaps that can be filled through this research (Creswell, 2019) . Thus, the results of the SLR analysis are expected to provide a significant contribution to the understanding and development of knowledge related to entrepreneurship, interest, readiness and other related areas in the context of this research.

## RESULTS AND DISCUSSION

Results Which obtained from *review literature* regarding influence studying entrepreneurship in increase interest And readiness entrepreneurship students are presented on Table 2 in below.

Table 2. Reviews Literature research

No	Journal	Title	Writer
1	Journal of Education Knowledge Knowledge Social FKIP University Jambi	Influence Knowledge Entrepreneurship And Confidence In Student Entrepreneurial Readiness Economic Education Study Program Force 2020 University Jamb i	Rahmadani, Arpizal, Nurmala Sari.
2	PTK: Journal Action Class	Soul Entrepreneurship Influence epreneurial Skills with Motivation as Mediation	Nur Hidayat Cahyono
3	Asset: Field Scientific Journal Management and Business	The Influence of Digital Literacy on Interest Entrepreneurship Digital Student Faculty Economy Business And Humanities, University Education Muhammadiyah Shove	Nur Afni Khairunisa, Sabaria.
4	Journal of Computers Science	Influence of Motivation and Education Entrepreneurship Against Readiness Student As nentrepreneurship in Era Globalization On Eye Studying Management Business Catering	Wiwik Gusnita, Ganefri, Asmar Yulastri, M. Giatman, Mukhdi Muskhir, Hansi Effendi
5	Jambura Economics Education Journal	Education entrepreneurship to readiness entrepreneurship student	Ahmad Husain, Radia Hafid, Melizubaida Mahmud, Rosman Ilato, Agil Bahsoan.

In the process of reviewing articles using the Systematic Literature Review (SLR) method, there are variations in the methods used in the studies that have been reviewed. Some studies use the same method, while others adopt different methods. The final results of these studies also show variations in variables that have a significant influence on students' interest and readiness for entrepreneurship (Hendrayanti & Fauziyanti, 2021; Ogbari, 2023; Sulistyowati et al., 2022). Some variables are proven to have a significant influence, while other variables have little influence in the context of students' entrepreneurial interest and readiness. These findings underscore the complexity of factors that influence an individual's interest and readiness in running a business, and demonstrate the importance of looking more deeply at the context and variables that may have varying impacts on an individual's level of interest and readiness. With this understanding, further research can explore further the factors that may have a significant role in shaping students' entrepreneurial interest and readiness, as well as provide more comprehensive insights for the development of policies and programs

that support the development of entrepreneurship among students.

Initial research on students' entrepreneurial interest revealed that there was still low interest and readiness in entrepreneurship. Several factors such as lack of basic capital such as interest, perseverance, enthusiasm and resilience are the main causes. However, the importance of interest in entrepreneurship cannot be ignored because this can change students' views from simply being job seekers to job creators (Chrisanty et al., 2021; Riwayati & Santoso, 2022; Wulandari et al., 2021) . Data from the Central Statistics Agency shows an astonishing unemployment rate in Indonesia, with the majority of them being diploma and bachelor graduates. Challenges faced by the younger generation in achieving and entrepreneurship include mental weakness, not daring to take risks, lack of perseverance and determination, as well as lack of ability to fight, self-confidence, creativity and innovation (Alakrash & Razak, 2021; Maula et al., 2019; Möller et al., 2020; Semenets-Orlova et al., 2021) . This has become the focus of attention for various parties, from the government, the world of education, to industry.

In the context of the educational environment, the importance of creating an environment that supports entrepreneurship becomes very clear. An environment that promotes entrepreneurship can increase students' motivation and knowledge about entrepreneurship (Daragmeh & Halabi, 2023; Dardiri et al., 2019; Nambiar et al., 2020; Stentoft et al., 2021) . Therefore, entrepreneurship education plays a very important role in equipping students with the knowledge, skills and experience necessary for entrepreneurship. In everyday life, motivation towards entrepreneurship is the key that influences individual behavior in taking steps and decisions related to entrepreneurship (Adeniyi et al., 2022; Moeini Gharagozloo et al., 2021; Steyn, 2020) . Thus, efforts to increase interest, motivation and readiness for entrepreneurship among students require serious attention from various related parties.

## **CONCLUSIONS AND RECOMMENDATIONS**

Based on the results of the literature that has been reviewed, it can be concluded that entrepreneurship education has a significant impact on interest, readiness, entrepreneurial spirit, and motivation for entrepreneurship among students, especially Information Engineering students at Nusa Nipa University, Maumere. Entrepreneurship education provides a deep understanding of business concepts, practical skills, and real-life experiences that prepare students to face challenges and opportunities in the business world. A strong interest in

entrepreneurship, coupled with the readiness built through entrepreneurship education, helps students develop a creative, innovative and proactive entrepreneurial spirit. In addition, high motivation for entrepreneurship encourages students to take concrete steps in realizing their business ideas, as well as providing a positive impact in developing entrepreneurial skills and creating jobs in the local environment.

## LIST REFERENCES

- Ácsc, Z. J., & Szerb, L. (2020). The Global Entrepreneurship Index (GEINDEX). In *Foundations and Trends in Entrepreneurship* (Vol. 5, Issue 5). <https://doi.org/10.1561/03000000027>
- Adeniyi, A. O. (2023). The mediating effects of entrepreneurial self-efficacy in the relationship between entrepreneurship education and start-up readiness. *Humanities and Social Sciences Communications* , 10 (1), 1–14. <https://doi.org/10.1057/s41599-023-02296-4>
- Adeniyi, A. O., Derera, E., & Gamede, V. (2022). Entrepreneurial Self-Efficacy for Entrepreneurial Readiness in a Developing Context: A Survey of Exit Level Students at TVET Institutions in Nigeria. *SAGE Open* , 12 (2). <https://doi.org/10.1177/21582440221095059>
- Adeniyi, A. O., Gamede, V., & Derera, E. (2024). Individual entrepreneurial orientation for entrepreneurial readiness. *Humanities and Social Sciences Communications* , 11 (1). <https://doi.org/10.1057/s41599-024-02728-9>
- Alakrash, H.M., & Razak, N.A. (2021). Technology-based language learning: Investigation of digital technology and digital literacy. *Sustainability (Switzerland)* , 13 (21). <https://doi.org/10.3390/su132112304>
- Anjum, T., Farrukh, M., Heidler, P., & Tautiva, J. A.D. (2021). Entrepreneurial intention: Creativity, entrepreneurship, and university support. *Journal of Open Innovation: Technology, Markets, and Complexity* , 7 (1), 1–13. <https://doi.org/10.3390/joitmc7010011>
- Audet, J., Tremblay, M., Chartier, S., & Contreras, C. (2019). Effective online entrepreneurial education: Is it possible? *Journal of Entrepreneurship Education* , 21 (Special Issue), 1–15.
- Audretsch, D. B., & Link, A. N. (2019). Entrepreneurship and knowledge spillovers from the public sector. *International Entrepreneurship and Management Journal* , 15 (1), 195–208. <https://doi.org/10.1007/s11365-018-0538-z>
- Béchar, J. P., & Grégoire, D. (2020). Entrepreneurship education research revisited: The case of higher education. *Academy of Management Learning and Education* , 4 (1), 22–43. <https://doi.org/10.5465/AMLE.2005.16132536>
- Caeiro-Rodriguez, M., Manso-Vazquez, M., Mikic-Fonte, F.A., Llamas-Nistal, M., Fernandez-Iglesias, M.J., Tsalapatas, H., Heidmann, O., De Carvalho, C.V., Jesmin, T., Terasmaa, J., & Sorensen, L.T. (2021). Teaching Soft Skills in Engineering Education: An European Perspective. *IEEE Access* , 9 , 29222–29242.

<https://doi.org/10.1109/ACCESS.2021.3059516>

- Cahyani, UE, Masruri, S., & Hanafi, SM (2022). Does Entrepreneurship Education Matter for Islamic Higher Education Students' Entrepreneurial Readiness? *Journal of Business Economics and Entrepreneurship* , 11 (2), 258.  
<https://doi.org/10.26418/jebik.v11i2.55092>
- Chrisanty, FN, Gunawan, MS, Wijayanti, RW, & Soetjipto, BW (2021). The Role of Transformational Entrepreneurship, Readiness to Change and Counterproductive Work Behavior in Enhancing Employee Performance. *Organizacija* , 54 (1), 63–81.  
<https://doi.org/10.2478/orga-2021-0005>
- Creswell, J. W. (2019). Choosing a mixed method design. Designing and constructing mixed methods research. *London: Sage Publication* , 427.  
<https://books.google.nl/books?hl=nl&lr=&id=51UXBAAQBAJ&oi=fnd&pg=PR1&dq=creswell+mixed+methods+notation&ots=69GpJ4RsNA&sig=RS6mWCewEIvBXq85S48z1zOPPVM>
- Dana, L. P., Tajpour, M., Salamzadeh, A., Hosseini, E., & Zolfaghari, M. (2021). The impact of entrepreneurial education on technology-based enterprise development: The mediating role of motivation. *Administrative Sciences* , 11 (4).  
<https://doi.org/10.3390/admsci11040105>
- Daragmeh, A., & Halabi, A. (2023). *A DIAGNOSTIC STUDY OF ENTREPRENEURIAL EDUCATION READINESS IN THE HUMANITIES AND SOCIAL SCIENCES IN Introduction Over the past 5 years, the demand on the humanities and social sciences in Palestinian universities has dropped sharply, a situation which ha* . 11 (1), 63–101.
- Dardiri, A., Irsyada, R., & Sugandi, M. (2019). *Contributions of Understanding of Entrepreneurship, Interest in Entrepreneurship, and Self Efficacy to Entrepreneurial Readiness in the Age of the Industrial Revolution 4.0* . 242 (Icoveet 2018), 23–26.  
<https://doi.org/10.2991/icovet-18.2019.6>
- Ernawati, E., Sinambela, EA, Cici, C., Silviana, RJ, Azizah, RN, & Naudalia, S. (2022). The Effect of Social Support and Extraversion Personality on Entrepreneurial Interest in Students. *Journal of Social Science Studies (JOS3)* , 2 (2), 39–44.  
<https://doi.org/10.56348/jos3.v2i2.25>
- Farny, S., Frederiksen, S.H., Hannibal, M., & Jones, S. (2020). A CULTURE of entrepreneurship education. *Entrepreneurship and Regional Development* , 28 (7–8), 514–535. <https://doi.org/10.1080/08985626.2016.1221228>
- Fernandes, P. R. da S., Jardim, J., & Lopes, M. C. de S. (2021). The soft skills of special education teachers: Evidence from the literature. *Educational Sciences* , 11 (3).  
<https://doi.org/10.3390/educsci11030125>
- Fernández-Arias, P., Antón-Sancho, Á., Vergara, D., & Barrientos, A. (2021). Soft skills of American university teachers: Self-concept. *Sustainability (Switzerland)* , 13 (22), 1–25. <https://doi.org/10.3390/su132212397>
- Green-Weir, R.R., Anderson, D., & Carpenter, R. (2021). Impact of Instructional Practices on Soft-Skill Competencies. *Research in Higher Education Journal* , 40 , 1.  
<http://www.aabri.com/copyright.html>
- Guffey, M. E., & Loewy, D. (2022). *Essentials of Business Communication* .



<http://books.google.com/books?id=ogWEV66kKE4C&pgis=1>

- Hagger, M. S., Cheung, M. W. L., Ajzen, I., & Hamilton, K. (2022). Perceived Behavioral Control Moderating Effects in the Theory of Planned Behavior: A Meta-Analysis. *Health Psychology* , 41 , 155–167. <https://doi.org/10.1037/hea0001153>
- Hendrayanti, S., & Fauziyanti, W. (2021). Entrepreneurship Readiness Towards the Industrial Revolution 4.0. *Journal of International Conference Proceedings* , 4 (2), 7–18. <https://doi.org/10.32535/jicp.v4i2.1220>
- Hopp, C., & Sonderegger, R. (2019). Understanding the Dynamics of Nascent Entrepreneurship-Prestart-Up Experience, Intentions, and Entrepreneurial Success. *Journal of Small Business Management* , 53 (4), 1076– 1096. <https://doi.org/10.1111/jsbm.12107>
- Igwe, PA, Okolie, UC, & Nwokoro, CV (2021). Towards a responsible entrepreneurship education and the future of the workforce. *International Journal of Management Education* , 19 (1). <https://doi.org/10.1016/j.ijme.2019.05.001>
- Jardim, J., Bártolo, A., & Pinho, A. (2021). Towards a global entrepreneurial culture: A systematic review of the effectiveness of entrepreneurship education programs. *Educational Sciences* , 11 (8). <https://doi.org/10.3390/educsci11080398>
- Juricic, B.B., Galic, M., & Marenjak, S. (2021). Review of the construction labor demand and shortages in the EU. *Buildings* , 11 (1), 1–17. <https://doi.org/10.3390/buildings11010017>
- Kakouris, A., & Liargovas, P. (2021). On the About/For/Through Framework of Entrepreneurship Education: A Critical Analysis. *Entrepreneurship Education and Pedagogy* , 4 (3), 396–421. <https://doi.org/10.1177/2515127420916740>
- Khayru, R.K., Nichen, N., Chairunnas, A., Safaruddin, S., & Tahir, M. (2021). Study on The Relationship Between Social Support and Entrepreneurship Intention Experienced by Adolescents. *Journal of Social Science Studies (JOS3)* , 1 (2), 47–51. <https://doi.org/10.56348/jos3.v1i2.14>
- Krén, H., & Séllei, B. (2021). The role of emotional intelligence in organizational performance. *Periodica Polytechnica Social and Management Sciences* , 29 (1), 1–9. <https://doi.org/10.3311/PPSO.15879>
- Kukah, A.S., Akomea-Frimpong, I., Jin, X., & Osei-Kyei, R. (2022). Emotional intelligence (EI) research in the construction industry: a review and future directions. *Engineering, Construction and Architectural Management* , 29 (10), 4267–4286. <https://doi.org/10.1108/ECAM-05-2021-0414>
- Liunokas, Y. (2019). the Use of Think, Pair and Share (Tps) Strategy in Teaching Reading Skills. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature* , 7 (2), 61–72. <https://doi.org/10.24256/ideas.v7i2.1020>
- Martínez-Gregorio, S., Badenes-Ribera, L., & Oliver, A. (2021). Effect of entrepreneurship education on entrepreneurship intention and related outcomes in educational contexts: a meta-analysis. *International Journal of Management Education* , 19 (3), 100545. <https://doi.org/10.1016/j.ijme.2021.100545>
- Maula, FI, Wardana, LW, & Wibowo, A. (2019). Does Entrepreneurship Education Have an

- Impact on Opening and Maintaining a Garment Business Strategy? *Journal of Entrepreneurship and Entrepreneurship* , 8 (2), 46–53. <https://doi.org/10.37715/jee.v8i2.1124>
- Melugbo, DU, Ogbuakanne, MU, & Jemisenia, JO (2020). Entrepreneurial potential self-assessment in times of COVID-19: Assessing readiness, engagement, motivations and limitations among young adults in Nigeria. *Ianna Journal of Interdisciplinary Studies* , 2 (1), 12–28.
- Mi'rajatinnor, D., Abbas, EW, Rusmaniah, R., Mutiani, M., & Jumriani, J. (2022). Factors Encouraging Entrepreneurship for Students of the Faculty of Teacher Training and Education, Lambung Mangkurat University. *The Kalimantan Social Studies Journal* , 4 (1), 18. <https://doi.org/10.20527/kss.v4i1.5297>
- Moeini Gharagozloo, M.M., Askarzadeh, F., & Moeini Gharagozloo, A. (2021). More power for international entrepreneurs: the effect of digital readiness of economies on channeling national R&D resources to entrepreneurship. *Journal of International Entrepreneurship* , 474–502. <https://doi.org/10.1007/s10843-021-00296-6>
- Möller, K., Nenonen, S., & Storbacka, K. (2020). Networks, ecosystems, fields, market systems? Making sense of the business environment. *Industrial Marketing Management* , 90 (June), 380–399. <https://doi.org/10.1016/j.indmarman.2020.07.013>
- Mozgalova, NG, Baranovska, IG, Hlazunova, IK, Mikhalishen, AV, & Kazmirchuk, NS (2021). Methodological foundations of soft skills of musical art teachers in pedagogical institutions of higher education. *Linguistics and Culture Review* , 5 (S2), 317–327. <https://doi.org/10.21744/lingcure.v5ns2.1355>
- Nambiar, RMK, Ibrahim, N., Hashim, RS, Yasin, RM, Azman, H., Yusof, NM, Ramli, R., & Mustaffa, R. (2020). Impact of local culture-based reading materials on students' skill development and confidence in English. *Universal Journal of Educational Research* , 8 (2), 445–453. <https://doi.org/10.13189/ujer.2020.080215>
- Noerhartati, E., Muharlisiani, LT, Wijayati, DT, Riyanto, Y., Mutohir, TC, Soedjarwo, Handayani, W., Moedjito, & Bin Bon, AT (2019). Sorghum-based alternative food industry: Entrepreneurship higher education. *Proceedings of the International Conference on Industrial Engineering and Operations Management* , 2019 (MAR), 3652–3656.
- Nowiński, W., & Haddoud, M. Y. (2019). The role of inspiring role models in enhancing entrepreneurial intention. *Journal of Business Research* , 96 (June 2018), 183–193. <https://doi.org/10.1016/j.jbusres.2018.11.005>
- OGBARI, M.E. (2023). Exploring The Influence Of Entrepreneurial Abilities On Graduates' Risk-Taking Readiness. *Journal of Entrepreneurial and Business Diversity* , 1 (1), 59–71. <https://doi.org/10.38142/jebd.v1i1.56>
- Onjewu, AKE, Haddoud, M.Y., & Nowiński, W. (2021). The effect of entrepreneurship education on nascent entrepreneurship. *Industry and Higher Education* , 35 (4), 419–431. <https://doi.org/10.1177/09504222211014038>
- Purwanto, A. (2021). The Role of the Use of Social Media and Family Environment on Entrepreneurial Interest of Private University Students. *Journal of Industrial Engineering & Management Research* , 2 (6), 33–43.

- Purwanto, A., Novitasari, D., & Asbari, M. (2022). The Role of Leadership, Teaching Factory (TEFA) Program, Competence of Creative Products and Entrepreneurship On Entrepreneurial Interest of the Vocational School Students. *International Journal of Social and Management Studies* , 3 (5), 58–64. <https://www.ijosmas.org/index.php/ijosmas/article/view/185>
- Purwati, AA, & Hamzah, ML (2022). Instrument Readiness Analysis of Technology-Based Businesses. *Journal of Applied Engineering and Technological Science* , 4 (1), 611–617. <https://doi.org/10.37385/jaets.v4i1.1434>
- Rahimah, D., Bengkulu, U., Muchlis, EE, & Bengkulu, U. (2023). *The Implementation of Cooperative Integrated Reading and Composition (CIRC) Aided a Multimedia Blog in the Course of Mathematics Learning in English* (Issue December 2017).
- Rakicevic, Z., Rakicevic, J., Labrovic, J. A., & Ljamic-Ivanovic, B. (2022). How Entrepreneurial Education and Environment Affect Entrepreneurial Readiness of STEM and Business Students? A Longitudinal Study. *Engineering Economics* , 33 (4), 414–432. <https://doi.org/10.5755/j01.ee.33.4.30244>
- Ranta, M., Kruskopf, M., Kortessalmi, M., Kalmi, P., & Lonka, K. (2022). Entrepreneurship as a Neglected Pitfall in Future Finnish Teachers' Readiness to Teach 21st Century Competencies and Financial Literacy: Expectancies, Values, and Capabilities. *Educational Sciences* , 12 (7). <https://doi.org/10.3390/educsci12070463>
- Ratten, V., & Usmanij, P. (2021a). Entrepreneurship education: Time for a change in research direction? *International Journal of Management Education* , 19 (1), 100367. <https://doi.org/10.1016/j.ijme.2020.100367>
- Ratten, V., & Usmanij, P. (2021b). Entrepreneurship education: Time for a change in research direction? *International Journal of Management Education* , 19 (1), 100367. <https://doi.org/10.1016/j.ijme.2020.100367>
- Riwayati, S., & Santoso, JTB (2022). The Effect of Internship and Emotional Intelligence on Work Readiness Through Work Motivation as an Intervening Variable. *Economic Educational Analysis Journal* , 11 (2), 130–143. <https://doi.org/10.15294/eeaj.v11i2.57969>
- Santosa, H., Basuki, A., & Salahudin, A. (2020). Building entrepreneurship readiness of vocational students through values-based education in Indonesia. *International Journal of Innovation, Creativity and Change* , 13 (2), 371–383.
- Satria, NH, & Patrikha, FD (2023). *Socio-Economic and Humanistic Aspects for Influence of Industrial Work Practices (PRAKERIN) and Productive Subjects on Interest in Entrepreneurship through Self-Efficacy in online Business and Marketing Students at SMKN 1 Jombang* . 222–231.
- Secundo, G., Mele, G., Vecchio, P. Del, Elia, G., Margherita, A., & Ndou, V. (2020). *Since January 2020 Elsevier has created a COVID-19 resource center with free information in English and Mandarin on the novel coronavirus COVID-19. The COVID-19 resource center is hosted on Elsevier Connect, the company's public news and information* . January .
- Semenets-Orlova, I., Klochko, A., Shkoda, T., Marusina, O., & Tepliuk, M. (2021). Emotional intelligence as the basis for the development of organizational leadership during the

- covid period (educational institution case). *Estudios de Economia Aplicada* , 39 (5). <https://doi.org/10.25115/eea.v39i5.5074>
- Stentoft, J., Adsbøll Wickstrøm, K., Philipsen, K., & Haug, A. (2021). Drivers and barriers for Industry 4.0 readiness and practice: empirical evidence from small and medium-sized manufacturers. *Production Planning and Control* , 32 (10), 811–828. <https://doi.org/10.1080/09537287.2020.1768318>
- Steyn, R.A. (2020). Changing thoughts towards digital literacy interventions for South African entrepreneurs. *Reading and Writing (South Africa)* , 9 (1), 1–9. <https://doi.org/10.4102/RW.V9I1.172>
- Suharto, S., Siswanto, E., Ardiyanto, J., & Rahayuni, A. (2022). The Role of the Social Media and Family Environment on Entrepreneurial Interest of Vocational School Students. *Economic Educational Analysis Journal* , 11 (1), 77–87. <https://doi.org/10.15294/eeaj.v11i1.50718>
- Suherman, A., & Yusuf. (2021). The effect of human agility, digital literature, curriculum and the role of the family on the interest of the millennial generation in entrepreneurship through capabilities as intervening variables. *Journal of Economics and Business Letters* , 1 (2), 4–17. <https://doi.org/10.55942/jeb1.v1i2.90>
- Sulistyowati, R., Djatmika, ET, Hermawan, A., & Rahayu, WP (2022). The Linkage of Entrepreneurship Education and Students' Entrepreneurial Readiness: The Mediating Role of Entrepreneurship Ecosystem. *Journal of Higher Education Theory and Practice* , 22 (14), 28–35. <https://doi.org/10.33423/jhetp.v22i14.5532>
- Ubfal, D., Arráiz, I., Beuermann, D. W., Frese, M., Maffioli, A., & Verch, D. (2022). The impact of soft-skills training for entrepreneurs in Jamaica. *World Development* , 152 (12325). <https://doi.org/10.1016/j.worlddev.2021.105787>
- Wardana, LW, Narmaditya, BS, Wibowo, A., Mahendra, AM, Wibowo, NA, Harwida, G., & Rohman, AN (2020). The impact of entrepreneurship education and students' entrepreneurial mindset: the mediating role of attitude and self-efficacy. *Heliyon* , 6 (9), e04922. <https://doi.org/10.1016/j.heliyon.2020.e04922>
- Wishnu Wardana, L., Mukhtar, S., Wibowo, A., Shandy Narmaditya, B., Eka Suprajan, S., Subali Patma, T., & Martha Mahendra, A. (2021). Does the Environment Impact Entrepreneurial Business Intention? *KnE Social Sciences* , 2021 , 140–162. <https://doi.org/10.18502/kss.v5i8.9355>
- Wulandari, A., Hermawan, A., & Mukhlis, I. (2021). Exploring Determinants of Entrepreneurial Readiness on Sukses Berkah Community's Members. *Journal of Business and Management Review* , 2 (4), 303–317. <https://doi.org/10.47153/jbmr24.1332021>