


<b>Vol. 15, No. 2 (2024), pp. 268-296</b>		 <b>Doi:</b> <a href="https://doi.org/10.32923/maw.v15i2.5342">https://doi.org/10.32923/maw.v15i2.5342</a>
<b>Publisher:</b> The Faculty of Da'wa and Islamic Communication at Syaikh Abdurrahman Siddik State Islamic Institute (IAIN) Bangka Belitung, Indonesia.		<b>How To Cite :</b> Cipta, H., & Hatamar, H. (2025). THE IMPACT OF SOCIAL FACTORS AND CURRICULUM ON THE ENTREPRENEURIAL INTENTIONS OF MUSLIM STUDENTS. <i>Mawaizh : Jurnal Dakwah Dan            Pengembangan Sosial Kemanusiaan</i> , 15(2), 268 - 296. <a href="https://doi.org/10.32923/maw.v15i2.5342">https://doi.org/10.32923/maw.v15i2.5342</a>
<b>Received:</b> 10-04-2024	<b>Accepted:</b> 20-11-2024	<b>Published:</b> 30-12-2024

## THE IMPACT OF SOCIAL FACTORS AND CURRICULUM ON THE ENTREPRENEURIAL INTENTIONS OF MUSLIM STUDENTS

**Hendra Cipta**

IAIN Syaikh Abdurrahman Siddik Bangka Belitung, Indonesia  
[hendracipta@iainsasbabel.ac.id](mailto:hendracipta@iainsasbabel.ac.id)

**Hatamar**

IAIN Syaikh Abdurrahman Siddik Bangka Belitung, Indonesia  
[hatamarpermis@gmail.com](mailto:hatamarpermis@gmail.com)

### Abstract

*This study looks into how social factors like social interaction, family support, and career orientation, along with curriculum elements, especially the implementation of the Merdeka Belajar-Kampus Merdeka Curriculum (MBKM), influence the entrepreneurial intentions of students at Islamic religious universities in Indonesia. The research uses a quantitative approach with the Structural Equation Modeling - Partial Least Squares (SEM-PLS) method. A total of 392 students from ten Islamic religious universities across Indonesia took part in the study. The findings revealed that social interaction and family support had a significant impact on students' entrepreneurial intentions, whereas career orientation did not have a notable effect. The introduction of the MBKM curriculum greatly boosts students' entrepreneurial intentions. These results provide both theoretical insights and practical guidance for promoting entrepreneurship in Islamic religious universities. They highlight the importance of MBKM policies, reinforced by social factors such as social interaction and family support, in nurturing students' entrepreneurial spirit. Therefore, combining the MBKM curriculum with a supportive social environment could be an effective strategy to build an entrepreneurial ecosystem within Islamic religious universities in Indonesia.*

**Keywords:** *Social Interaction, Family Support, Career Orientation, MBKM Curriculum, Entrepreneurial Intention*



## Abstrak

Penelitian ini bertujuan untuk menganalisis pengaruh faktor sosial, yang meliputi interaksi sosial, dukungan keluarga, dan orientasi karir, serta faktor kurikulum, khususnya implementasi Kurikulum Merdeka Belajar-Kampus Merdeka (MBKM), terhadap niat berwirausaha mahasiswa perguruan tinggi keagamaan Islam di Indonesia. Penelitian ini menggunakan pendekatan kuantitatif dengan metode Structural Equation Modeling – Partial Least Squares (SEM-PLS). Sebanyak 392 mahasiswa dari sepuluh perguruan tinggi keagamaan Islam di Indonesia dilibatkan sebagai responden. Hasil penelitian menunjukkan bahwa interaksi sosial dan dukungan keluarga memiliki pengaruh signifikan terhadap niat berwirausaha mahasiswa, sedangkan orientasi karir tidak memberikan pengaruh yang signifikan. Selain itu, implementasi kurikulum MBKM memiliki dampak positif yang signifikan dalam meningkatkan intensi berwirausaha mahasiswa. Temuan ini memberikan kontribusi teoretis dan praktis terhadap pengembangan kewirausahaan di perguruan tinggi keagamaan Islam. Secara praktis, hasil ini menggarisbawahi pentingnya kebijakan MBKM yang didukung oleh faktor sosial, seperti interaksi sosial dan dukungan keluarga, untuk mendorong semangat kewirausahaan mahasiswa. Dengan demikian, integrasi antara kurikulum berbasis MBKM dan penguatan lingkungan sosial dapat menjadi strategi efektif dalam membangun ekosistem kewirausahaan di perguruan tinggi keagamaan Islam di Indonesia.

**Kata Kunci:** Interaksi Sosial, Dukungan Keluarga, Orientasi Karir, Kurikulum MBKM, Intensi Berwirausaha

## A. Introduction

Entrepreneurship is essential for bolstering the economies of nations globally (Toufaily & Bou Zakhem, 2024), (Munyo & Veiga, 2024). Entrepreneurs create opportunities that enhance societal quality and improve the quality of a nation's people (Veleva, 2021). Truly talented and successful entrepreneurs have undoubtedly enabled the economies of developed countries, such as the United States, the United Kingdom, Japan, and others, to thrive by providing job opportunities (Adeosun & Shittu, 2022).

Youth entrepreneurship is essential for stimulating economic progress (Shamma & Awashreh, 2024). Young entrepreneurs introduce novel concepts, foster creativity, and have a propensity for risk-taking, all of which substantially enhance the economy (Ataei & et.al., 2020). They generate employment, foster competition, and



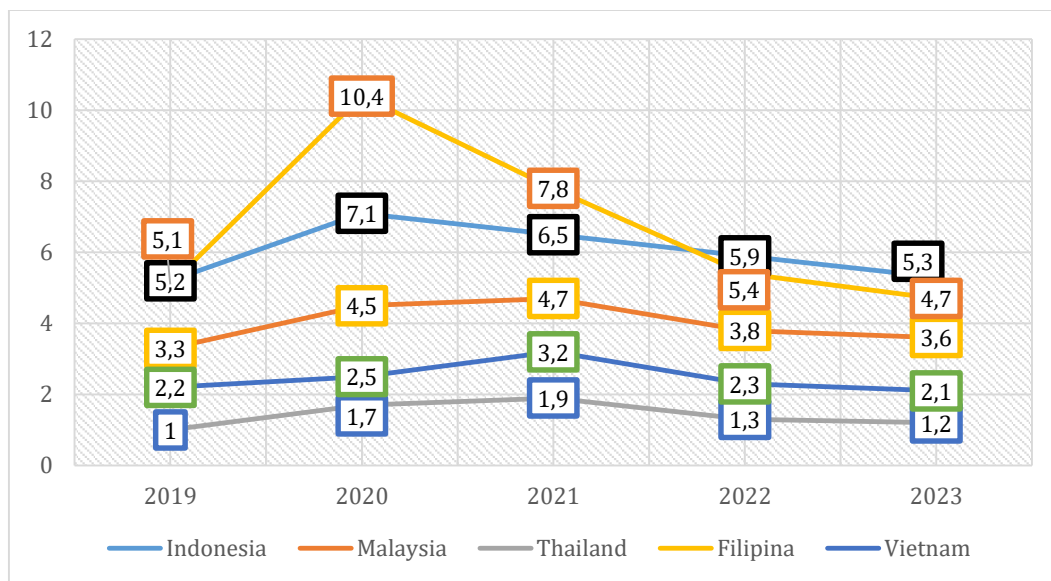
launch innovative products or services that address the evolving market demands. Youth-led enterprises frequently adopt technology and digital tools, hence improving efficiency and broadening market access (Miniesy et al., 2022). Encouraging youth entrepreneurship enables nations to diversify their economies, empower future generations, and facilitate sustainable growth, benefiting individuals and society collectively (Gupta et al., 2024), (Nursalwani et al., 2021), (Stoica et al., 2020).

Graduate unemployment is increasing as institutions generate numerous graduates, yet the job market fails to accommodate them (Okolie et al., 2020), (Adely et al., 2021), (Suryadi et al., 2024). Remarkably, a limited number of graduates engage in entrepreneurship, prompting inquiries regarding job selections and perceptions of it (Ardi & et.al., 2024).

Data from Indonesia's Central Statistics Agency (BPS) indicates that the open unemployment rate for university graduates is projected to be 5.32% in 2023 (Indonesia, 2024), exceeding the national average of 4.86% (Azzahra et al., 2024). This pattern underscores an escalating issue for recent graduates, who have obstacles in obtaining employment despite their advanced education. The disparity is attributable to multiple variables, including skill mismatches, economic situations, and an excess of graduates in specific disciplines (Kinasih & Nihayah, 2022). Consequently, university graduates are more prone to unemployment than the general populace (Fakih et al., 2020), highlighting the necessity for improved alignment between education and labor market requirements.

Figure 1. Unemployment Rate of ASEAN Countries in 2019-2023





Source: Badan Pusat Statistik Indonesia, 2024

In 2023, Indonesia's unemployment rate is 5.3%, the highest in ASEAN. Conversely, Thailand has the lowest rate at 1.2%. The Philippines, which experienced a peak unemployment rate of 10.4% in 2020, has notably decreased this figure to 4.7% by 2023. In the last four years, Indonesia's unemployment rate has consistently decreased, indicating enhancements in the labor market. Although still comparatively elevated compared to certain regional counterparts, this declining trend indicates favorable economic modifications and initiatives to tackle unemployment issues within the nation (Indonesia, 2024).

This situation raises an issue that requires policy approaches at both the micro and the macro levels. The micro level calls for considering graduates' attitudes, skills, and readiness for work, while at the macro level, attention has to be given to courses and programs offered by educational institutions that align students' competencies with employment market demand (Mohd Abdul Kadir et al., 2020), (Adeniji et al., 2023). Such a balanced approach will make sure that graduates are academically prepared but also equipped with employability skills. By integrating these perspectives, it will be possible for policymakers to formulate policies that boost the overall efficiency of systems in raising the level of preparation for students to enter the employment market (Alwi et al., 2020).



Numerous studies have demonstrated that educational elements, namely the curriculum, significantly influence the formation of entrepreneurial intentions (Wardana et al., 2021). The entrepreneurship curriculum must align with the learning model and entrepreneurial mentality to cultivate entrepreneurial intents (Cui, 2021), (Lv et al., 2021), (Iqbal et al., 2022), (Iwu & et.al., 2021), (Borges & et.al., 2021).

Entrepreneurial interests are deeply shaped by the surrounding environment and social connections, no matter one's age or experience (Rashid & et.al., 2024). These relationships provide encouragement, resources, and support, helping entrepreneurs navigate their decisions. The choice to embark on entrepreneurship is also shaped by the context in which someone operates—factors like economic conditions, cultural norms, and available opportunities (Perez-encinas et al., 2021), (Youssef et al., 2023). This social relational component significantly contributes to the development of entrepreneurial skills and competition (Prasetyo et al., 2020), (Alshebami et al., 2024).

Regrettably, there remain constraints in research that thoroughly investigates the correlation between social elements and the Merdeka Belajar-Kampus Merdeka (MBKM) curriculum concerning entrepreneurial goals, particularly within Islamic religious universities. The religious and cultural background inside this academic setting significantly influences students' opinions of entrepreneurship. Religious principles, social conventions, and Islamic traditions prevalent in religious universities can shape students' perceptions of the business world, affecting their values, motivations, and life aspirations.

The MBKM curriculum is structured to promote student autonomy and innovation, particularly in entrepreneurship. Nonetheless, its execution in Islamic religious universities may encounter distinct problems, including the reconciliation of contemporary business principles with Islamic morals. Moreover, social factors including familial support, precinct context, and stigma associated with the entrepreneurial vocation also exert influence. Regrettably, comprehensive research on these dynamics remains scarce; so, additional studies are essential to elucidate how the interplay of social circumstances, the MBKM curriculum, and religious values influences students' entrepreneurial ambitions and intentions in these contexts.



Consequently, colleges might formulate more efficacious techniques to foster entrepreneurial spirit while preserving their religious character.

## B. Methods

This research data is evaluated using the Structural Equation Modelling (SEM) method, which processes data derived from dependent (observed) variables and independent (latent) variables (Hair et al., 2021). Structural Equation Modelling (SEM) is highly beneficial for research investigating the causal relationships between observed and latent variables, encompassing both measurable and immeasurable constructs. The outcome of employing SEM on the data is to ascertain the association among the examined variables (Weiser, 2020). This study presents four hypotheses that examine the link between the independent variable and the dependent variable. There exist two varieties of Structural Equation Modelling (SEM): Covariance-Based SEM (CB-SEM) and Partial Least Squares SEM (PLS-SEM). CB-SEM is utilized for the validation and refutation of hypotheses, whilst PLS-SEM is employed for the advancement of current theories (Dash & Paul, 2021).

Global data processing utilizing Structural Equation Modelling (SEM) involves processes incorporating descriptive statistics and confirmatory factor analysis (Fatima et al., 2020). Nonetheless, since this research utilizes primary data, validity and reliability assessments of the questionnaire are conducted before model testing and hypothesis evaluation (Setiawan et al., 2021).

The data processing stages of this investigation are defined below:

- a. Descriptive statistics and assessment of normalcy.
- b. Developing a Partial Least Squares model.
- c. Evaluating the validity and reliability of indicators through convergent and discriminant validity using the Heterotrait-Monotrait Ratio (HTMT) theory.
- d. This study involves hypothesis testing of four hypotheses to determine their validity. This test utilizes the bootstrapping method in Structural Equation Modelling (SEM) to obtain the t-value and standard errors (Vizano et al., 2021), (Moshood et al., 2020), (Nawanir et al., 2018).



## C. Finding and Discussion

### C.1. Findings

This study examined ten Indonesian Islamic universities to better understand their students' educational environments and experiences (Rozikan et al., 2024). This study surveyed ten Islamic religious universities strategically chosen across three Indonesian islands: Java, Sumatra, and Sulawesi. These institutions contributed 392 respondents to the survey. These universities were chosen because they exemplify Indonesia's Islamic higher education diversity, including disciplines and regional cultures.

The research captured a wide spectrum of student and faculty experiences, perspectives, and ideas due to university diversity. The research of 392 students from ten Islamic universities in Indonesia sheds light on their business ambitions. This study examines how social contact, familial support, career direction (social factors), and The Merdeka Belajar-Kampus Merdeka (MBKM) curriculum affect Indonesian Islamic religious university students' entrepreneurial intention.

The table below displays information regarding the gender of participants who completed this questionnaire:

Table 1 The Gender of Participants

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	117	32,4	32,4	32,4
	Female	265	67,6	67,6	100,0
	Total	392	100,0	100,0	

Source: Data processed, 2024

In the sample of 392 respondents, the gender distribution revealed that 67.6% (265 students) identified as male, while 32.4% (117 students) identified as female. This analysis was conducted solely for statistical purposes to offer a clearer understanding of the demographic composition of the sample, with an emphasis on the gender ratios among the respondents. It is important to note that the study's variables did not encompass gender-related factors or examine gender differences. The information collected on gender was aimed at creating a thorough demographic profile; however,





it did not influence the analysis or interpretation of the study's results. The main objective of the study was to investigate additional factors not associated with gender, maintaining a neutral stance and concentrating on the wider context of educational experiences in the chosen universities. Gender functioned as an extra layer of demographic data, without influencing the primary results of the study.

The table below presents information categorized by the age of the respondents:

Table 2 The Age of the Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18	4	1,0	1,0	1,0
	19	91	23,2	23,2	24,2
	20	97	24,7	24,7	49,0
	21	95	24,2	24,2	73,2
	22	66	16,8	16,8	90,1
	23	29	7,4	7,4	97,4
	24	10	2,6	2,6	100,0
	Total	392	100,0	100,0	

Source: Data processed, 2024

According to age, respondents can be categorized into seven distinct groups. Specifically within the age group of 18 to 24 years. The data indicates that respondents aged 20 years comprise 24.7% of the sample, those aged 21 years account for 24.2%, and respondents aged 19 years make up 23.2%. In the meantime, the proportion of respondents who were 18 years old was the lowest, accounting for just 1%. The highest age range observed was 20, 21, and 19 years old, suggesting that the participants in this study were predominantly students in their third to seventh semesters.

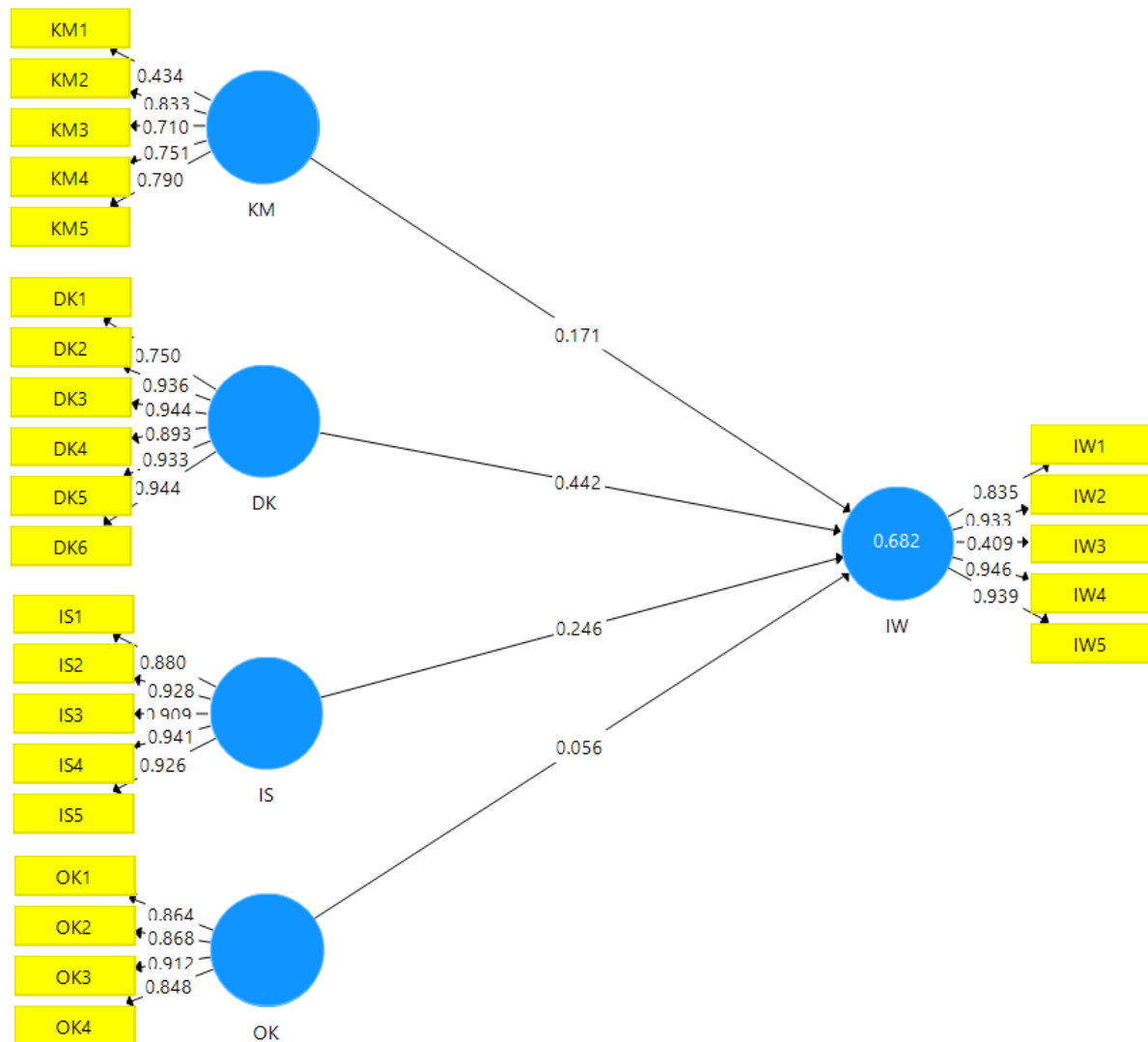
Extensive empirical validation of the measurement model proved its validity and reliability. This technique was essential to ensure the instrument captured the expected structures and produced reliable findings. Structural Equation Modeling (SEM), a strong statistical tool for assessing complicated variable connections, was used to examine these elements. The analysis was done with SEM-specific software SmartPLS3. It tested the measurement model's capacity to represent the theoretical framework and revealed causal linkages between variables. SEM and SmartPLS3 were





used to evaluate the measurement instrument's performance, laying the groundwork for analysis and model modification.

Figure 2. Initial PLS Path Model



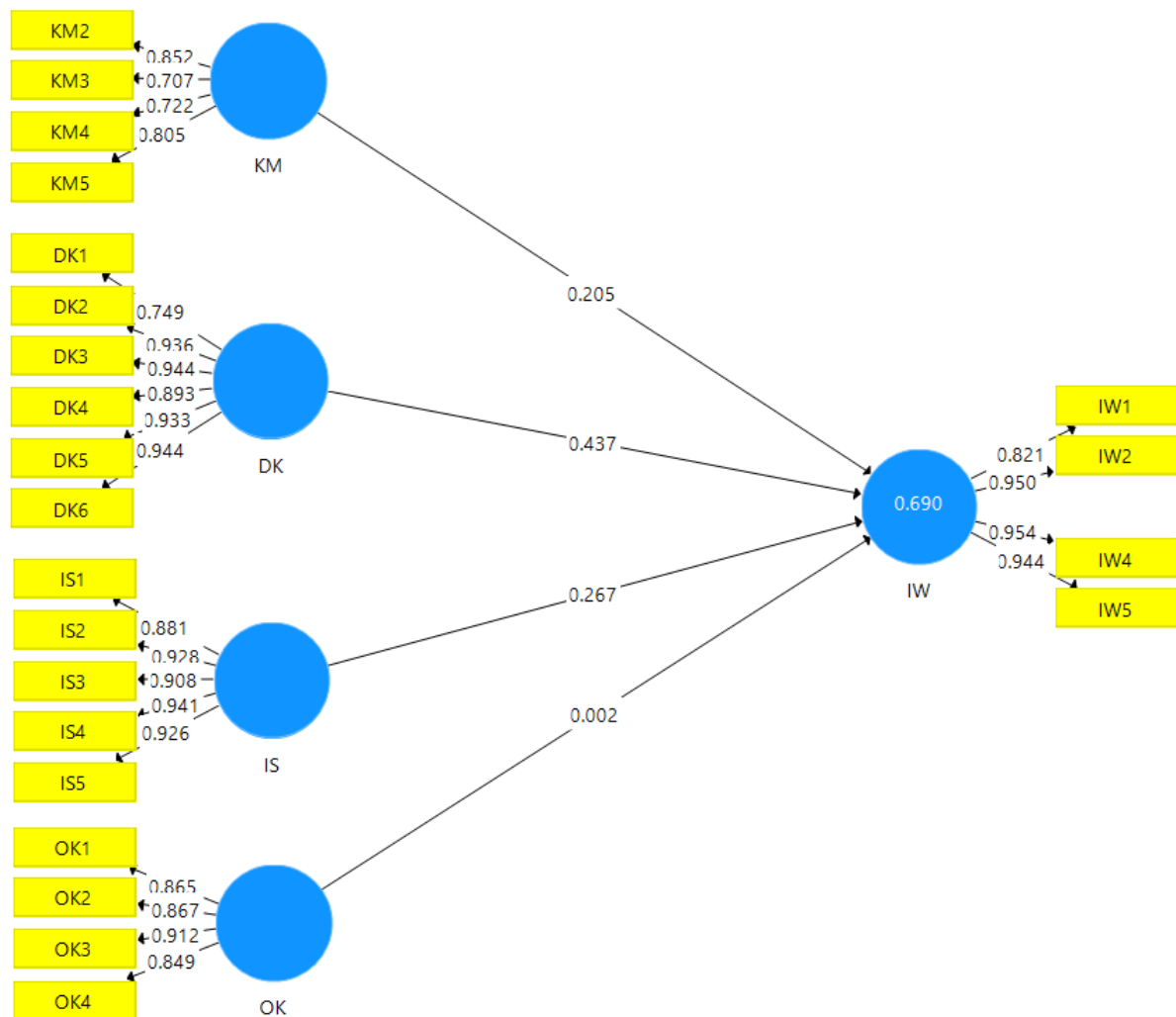
Source: Data processed, 2024

All factor loadings from the independent curriculum variables—campus learning (KM), family support (DK), social interaction (IS), and career orientation (OK > 0.5, signify that the indicator reliability assessments for these variables fulfill the necessary standards. In the entrepreneurial intention variable (IW), one-factor loading, IW3, is < 0.5. Consequently, it was concluded that IW3 must be excluded from the analysis to guarantee the model's correctness and reliability. This modification preserves the

integrity of the measurement model and its conformity with the set standards for validity and reliability.

After the removal of IW3, the employed model is:

Figure 3. Modified PLS Path Model



Source: Data processed, 2024

Table 3 indicates that the reliability and validity thresholds for all variables in the study are adequate:

Table 3 Convergent Validity

Construct	Item	Outer Loading	Cronbach's Alpha	CR	AVE
DK	DK1	0,749	0,953	0,963	0,815
	DK2	0,936			
	DK3	0,944			
	DK4	0,893			
	DK5	0,933			
	DK6	0,944			
IS	IS1	0,881	0,953	0,964	0,841
	IS2	0,928			
	IS3	0,908			
	IS4	0,941			
	IS5	0,926			
IW	IW1	0,821	0,937	0,956	0,844
	IW2	0,950			
	IW4	0,954			
	IW5	0,944			
KM	KM2	0,852	0,779	0,856	0,599
	KM3	0,707			
	KM4	0,722			
	KM5	0,805			
OK	OK1	0,865	0,896	0,928	0,763
	OK2	0,867			
	OK3	0,912			
	OK4	0,849			

Source: Data processed, 2024

A Cronbach Alpha rating of 0.953 for the DK variable shows that it is highly reliable and valid; this value is greater than the 0.7 threshold which indicates high levels of internal consistency. Furthermore, the variable's reliability is further supported by the Composite Reliability (CR) value of 0.963, which surpasses the 0.7 standard. The Average Variance Extracted (AVE) value of 0.815, exceeding the 0.5 threshold, confirms that the DK variable explains a substantial portion of the variance in its indicators. These results collectively affirm that the DK variable is both valid and trustworthy for further analysis and model evaluation.

IS's Cronbach Alpha grade of 0.953 exceeds the 0.7 threshold for strong internal consistency, indicating great reliability and validity. The variable's Composite Reliability (CR) value of 0.964 exceeds the 0.7 requirement, boosting its reliability. The



Average Variance Extracted (AVE) value of 0.841, which surpasses the 0.5 threshold, indicates that the IS variable accounts for a significant portion of the variance in its indicators. The results collectively demonstrate that the IS variable is valid and reliable for subsequent analysis and model evaluation.

The Cronbach Alpha score of 0.937 for IW surpasses the 0.7 benchmark, suggesting a high level of internal consistency and affirming its reliability and validity. The Composite Reliability (CR) value of the variable is 0.956, which surpasses the 0.7 threshold, thereby enhancing its reliability. The Average Variance Extracted (AVE) value of 0.844 exceeds the 0.5 threshold, suggesting that the IW variable explains a substantial amount of the variance in its indicators. The findings collectively indicate that the IW variable possesses validity and reliability for future analysis and model assessment.

The Cronbach Alpha score of 0.779 for KM exceeds the 0.7 benchmark, indicating a strong level of internal consistency and confirming its reliability and validity. The Composite Reliability (CR) value of the variable is 0.856, exceeding the 0.7 threshold, which indicates an improvement in its reliability. The Average Variance Extracted (AVE) value of 0.599 exceeds the 0.5 threshold, signifying that the KM variable explains a substantial percentage of the variance in its indicators. The results indicate that the KM variable exhibits both validity and reliability, rendering it appropriate for subsequent analysis and model assessment.

The Cronbach Alpha score of 0.896 for OK surpasses the 0.7 benchmark, demonstrating a robust level of internal consistency and affirming its reliability and validity. The Composite Reliability (CR) value of the variable stands at 0.928, surpassing the 0.7 threshold, thereby indicating a notable enhancement in its reliability. The Average Variance Extracted (AVE) value of 0.763 exceeds the 0.5 threshold, demonstrating that the OK variable explains a substantial portion of the variance in its indicators. The results indicate that the OK variable exhibits both validity and reliability, rendering it appropriate for subsequent analysis and model assessment.

One way to evaluate the discriminant validity of reflecting and formative constructs is by looking at the Heterotrait-Monotrait (HTMT) ratio of correlations.



Using it, we can see if the two concepts are separate. For conceptually comparable structures, a value below 0.90 has been proposed as a common cutoff for the HTMT ratio. Careful consideration of the study's setting and theoretical background is required when applying this criterion. To guarantee the validity of their results, researchers should check that the threshold they choose is in line with the study's assumptions and objectives.

Table 4 Discriminant Validity: Heterotrait-Monotrait Ratio (HTMT)

	DK	IS	IW	KM	OK
DK					
IS	0,766				
IW	0,814	0,791			
KM	0,808	0,893	0,823		
OK	0,686	0,767	0,651	0,737	

Source: Data processed, 2024

The results of the Discriminant Validity data processing, grounded in the Heterotrait-Monotrait Ratio (HTMT) theory, demonstrate that the values for all variables (DK, IS, IW, KM, and OK) are below 0.90. The HTMT values indicate validity, thereby confirming the discriminant validity of the examined variables. Given that the HTMT values for each variable are below the 0.90 threshold, it can be concluded that there is adequate evidence to affirm the distinctiveness of these variables. The analysis confirms that the variables are adequately distinguished, thereby ensuring the reliability of the measurement model.

Table 5 presents the outcomes of hypothesis testing concerning direct effects:

Table 5 *Summary of Hypotheses Testing* (Direct Effect)

Hypotheses	Path	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics ( O/STDEV )	P Values
H1	DK -> IW	0.437	0.432	0.084	5.213	0.000
H2	IS -> IW	0.267	0.268	0.079	3.400	0.001
H3	KM -> IW	0.205	0.208	0.047	4.373	0.000
H4	OK -> IW	0.002	0.005	0.049	0.032	0.975

Source: Data processed, 2024



Table 5 presents the findings of the direct impact hypothesis test concerning the family support variable (DK) on entrepreneurial inclination. The P value of the DK variable is 0.000, indicating a substantial positive connection. The social interaction variable (IS) has a P value of 0.001, indicating a substantial positive correlation between social contact and entrepreneurial intention. The Independent Learning Campus Curriculum variable (KM) demonstrates a substantial positive impact on the entrepreneurial intention variable, as seen by a P value of 0.000, which is less than 0.05. Nonetheless, the career orientation variable (OK) does not exert a significant positive influence on entrepreneurial ambition, as indicated by a P value of 0.975, which is above 0.05.

## **C2. Discussion**

### **1. The Impact of Social Factors on The Entrepreneurial Intentions of Muslim Students In Indonesia**

#### **a. The Impact of Social Interaction on Entrepreneurial Intention**

This research data processing revealed a substantial positive correlation between social contact and entrepreneurial inclination among students at Islamic religious universities in Indonesia.

Xiaobing Huang, et.al. stated that social connection positively influences household entrepreneurial behavior. Households exhibiting elevated social interaction are more likely to engage in entrepreneurial activities. Furthermore, the beneficial impact of social connection on entrepreneurship amplifies when financial restrictions encountered by households diminish. The beneficial impact of social engagement is greater for women than for males, indicating that women's entrepreneurial willingness is more influenced by social interaction (Huang et al., 2021).

Chun Sing Maxwell Ho et.al. discovered that males or those who spoke English at home had more robust societal norms around entrepreneurship and heightened entrepreneurial self-efficacy. This then resulted in heightened entrepreneurial intention. Furthermore, kids who acknowledged more robust societal norms for entrepreneurship and resided in private



housing or communicated in English at school had elevated entrepreneurial inclinations. The findings underscore the impact of familial background and contextual factors, including language and living conditions, on the cultivation of entrepreneurial mindsets in pupils. The research highlights the influence of cultural and social norms on entrepreneurial ambitions (Ho et al., 2024).

The research of Haoxiang Hou et. al. indicated that college students' social networks substantially enhanced their entrepreneurial efficacy and intentions. Entrepreneurial efficacy moderated the connection between social networks and entrepreneurial intention. The entrepreneurial environment enhanced the relationship between social networks and efficacy, hence intensifying its effect on entrepreneurial intention. These findings underscore the necessity of cultivating both online and offline entrepreneurial social networks, as well as fostering a conducive entrepreneurial environment for young adults. By cultivating these networks and surroundings, nascent entrepreneurs are more inclined to improve their effectiveness and aspirations, bolstering their enterprises as they embark on their professional paths in business (Hou et al., 2024).

The study conducted by Hécto Pérez-Fernández et al. establishes that expansive social networks positively affect the acquisition of entrepreneurial information, hence augmenting entrepreneurial intention. Moreover, social networks enhance the drive for achievement, hence amplifying the impact of this information on entrepreneurial aspirations. The study employs fuzzy-set qualitative comparative analysis (fsQCA) to identify various combinations of these variables that enhance entrepreneurial intention. These findings emphasize the crucial influence of social networks and achievement motivation in generating entrepreneurial goals and illustrate the intricate aspects contributing to entrepreneurial success (Pérez-Fernández et al., 2022).

Even if young people already have an interest in entrepreneurship and social capital, their desire to start their own business may decline if the





relationships they have with other people are rigid and cannot be maintained over time. Engaging in intensive social contacts can be a source of encouragement for entrepreneurs (Rahmatiah et al., 2019). This shows that youngsters who are exposed to environments that are conducive to entrepreneurship and who engage in strong social ties with local entrepreneurs are more likely to acquire a heightened enthusiasm for entrepreneurship. The fact that these social links play such an important part in the development of an entrepreneurial mindset demonstrates that the quality of these relationships as well as their ability to endure over time are essential components in maintaining the desire and motivation of young people to engage in entrepreneurial endeavors.

b. The Impact of Family Support on Entrepreneurial Intention

According to Evan J. Douglas et al., adolescents' entrepreneurial aspiration is more frequently linked to employed parents than to parents who are entrepreneurs (Douglas et al., 2024). The research conducted by Agus Timan et al. demonstrated that the three educational centers (entrepreneurship education, family support, and community environment) significantly impact self-efficacy and entrepreneurial intention, hence motivating students to pursue a career as entrepreneurs. Both moral and material family support were demonstrated to enhance students' entrepreneurial efficacy and intents, which are crucial for career selection in entrepreneurship (Timan et al., 2024).

Perceived family support significantly moderates the connection between entrepreneurial intention and its antecedents. It affects how personal views, perceived behavioral control, and subjective norms influence an individual's business ambitions. Elevated levels of familial support can fortify these relationships, enhancing confidence and enthusiasm to pursue business objectives (Vu et al., 2025). In contrast, insufficient familial support may undermine these relationships, diminishing the probability of converting intentions into actions. Family support acts as a crucial facilitator



or obstacle in the entrepreneurial journey by offering encouragement, resources, and emotional stability. This underscores the significance of familial dynamics in cultivating entrepreneurial goals.

The research by Onan Marakali Siregar et al. shows that perceived attractiveness and perceived feasibility have big direct effects on people's desire to become entrepreneurs. This shows how important cognitive factors are in making entrepreneurial decisions. Moreover, perceived family support favorably affects both perceived attractiveness and perceived feasibility, underscoring the multifaceted impact of family support. Perceived feasibility and perceived attractiveness both play a role in the link between perceived family support and entrepreneurial goals. This shows how family dynamics have a big impact on young people's plans to become entrepreneurs (Siregar et al., 2025).

Panagiota Xanthopoulou and colleagues found that many factors change students' entrepreneurial ambitions. These include entrepreneurial appeal, team cohesion, teaching methodologies, university and family support, and personality attributes. This study substantiates that entrepreneurship education is instrumental in cultivating and augmenting students' entrepreneurial intentions, particularly when integrated with experiential and reflective elements. The entrepreneurial intentions of students were not solely. The influence on individuals is derived not only from the educational content but also from their personal characteristics, the attractiveness of their entrepreneurial concepts, and the social support they received (Xanthopoulou et al., 2024). Sonam Chauhan et al. demonstrate that Motivational Factors (MF) and Family Support (FS) significantly influence the Entrepreneurial Intentions (EI) of students. It has been noted that Family Support (FS) amplifies the relationship between Motivational Factors (MF) and Entrepreneurial Intentions (EI) (Chauhan et al., 2024).



c. The Impact of Career Orientation on Entrepreneurial Intention

The entrepreneurial aspirations of the younger generation stem from career orientation, and the inclination to initiate a business significantly impacts their desire to become entrepreneurs. The predominant source of entrepreneurial willingness in this study stems from the internal determinants of individual young entrepreneurs; notably, the education variable does not influence entrepreneurial willingness in this research (Park et al., 2020).

Innocent Otache et al. discovered that future time perspective augmented learning orientation, which subsequently fostered entrepreneurial career ambition. Furthermore, the positive correlation between learning orientation and entrepreneurial career intention intensified as the entrepreneurial desire to establish escalated (Otache et al., 2022).

Ataullah Kiani et al. examined the fundamental mechanisms by which future temporal perspective (FTP) influences entrepreneurial career intentions. They posited that emphasizing entrepreneurship as a crucial career choice for sustainable individual career growth suggests that a generalized learning orientation modulates the influence of an extended future time perspective on individual entrepreneurial career intentions (Kiani et al., 2020). The findings of Evangelia Koutsogianni et al. suggested that future orientation, defined as an individual's assessment of their aptitude for long-term planning, affects the impact of emancipation on entrepreneurial intention by enhancing positive attitudes toward entrepreneurship (Koutsogianni et al., 2022).

The findings by Aashu Aggarwal and Kavita Chauhan validate the statistically significant impact of individual entrepreneurial orientation on students' entrepreneurial inclination. Furthermore, the adjusted R-square value derived from multiple regression analysis confirms that the influence of individual entrepreneurial orientation on entrepreneurial intention is amplified when accompanied by educational support. The findings indicate



the necessity to enhance individual entrepreneurial orientation and furnish students with sufficient educational assistance to foster an atmosphere benign to entrepreneurial activities (Aggarwal & Chauhan, 2022).

The study by Márcia Maria Garçon and Vania Maria Jorge Nassif indicates that Brazilian university students exhibit a robust ambition to pursue social entrepreneurship in the future, irrespective of gender, academic disciplines, or types of universities. The findings, in accordance with current literature, indicate that individual social entrepreneurial orientation significantly predicts social entrepreneurial intention. This indicates that individual characteristics and motivations significantly influence students' ambitions for social entrepreneurship, highlighting the necessity of cultivating entrepreneurial mindsets in educational settings. These findings emphasize the potential for fostering social entrepreneurship as a career option for students, so contributing to social and economic advancement in Brazil (Garçon & Nassif, 2021).

## **2. The Impact of The Merdeka Belajar-Kampus Merdeka (MBKM) Curriculum on The Entrepreneurial Intentions of Muslim Students In Indonesia**

The Merdeka Belajar-Kampus Merdeka (MBKM) curriculum includes entrepreneurship as one of its programs; the goal is to foster student interest and attention in entrepreneurship and provide entrepreneurial assistance from an early age; this program is also aimed at reducing the unemployment rate of college graduates (Nurhidayani et al., 2021). With this program, students are encouraged to be self-sufficient and prepare themselves to become entrepreneurs from an early age, so that when they graduate from college, they do not need to look for work and, if possible, will open their businesses with the entrepreneurship they began in college.

Muhammad Hasan Syaifurrizal Al-Anshori did a research study analyzing students in Entrepreneurship courses and their impressions of the Merdeka Campus curriculum. The results indicated a favorable reaction from students, especially about the chance to participate in lectures beyond their main academic



curriculum. Entrepreneurship students welcomed the Merdeka Campus program, which allowed them to explore new fields. This flexible teaching style helps students develop transdisciplinary knowledge and skills for personal and professional success (Al-anshori, 2020).

Research at Almajiri formal schools in Nigeria indicates that including fundamental entrepreneurial skills within the educational framework markedly enhances pupils' entrepreneurial enthusiasm. The research emphasizes that incorporating entrepreneurship training into the curriculum enhances enthusiasm for entrepreneurial endeavors. The education system is essential in cultivating students' mindsets, fostering innovation, and promoting self-employment by imparting practical skills and knowledge pertinent to business and entrepreneurship. This method provides students with the necessary resources to engage in entrepreneurial endeavors and fosters the establishment of an entrepreneurial culture within the community (Mamman et al., 2020).

The findings of a study that was carried out by Tariq Ahmed and his team on a total of 348 students in Pakistan indicate that entrepreneurship education courses have a significant influence on the student's degree of motivation to engage in entrepreneurial activities. According to the findings of the study, some of the most crucial aspects of entrepreneurship education, such as learning opportunities, inspiration, and resources, have a significant impact on the entrepreneurial aspirations of students. The study stresses that the experiences students get in entrepreneurship classes have a favorable impact on their willingness to pursue entrepreneurial businesses. Entrepreneurship education fosters a strong entrepreneurial attitude among students by providing them with the required knowledge, skills, and desire, motivating them to want to be successful entrepreneurs (Ahmed et al., 2020).

Ivana Bujan Katanec et al.'s research results demonstrated that entrepreneurial self-efficacy markedly affected entrepreneurial inclinations. This indicates that educational programs ought to concentrate on cultivating entrepreneurial self-efficacy to enable students with entrepreneurial aspirations to establish their enterprises. Courses and workshops aimed at inspiring and



motivating students to perceive themselves as potential entrepreneurs could bolster their confidence and readiness. The importance of entrepreneurial ambitions suggests that incorporating the development of an entrepreneurial mindset within the curriculum may be advantageous. Universities and educational institutions ought to integrate practical entrepreneurial activities, like business plan competitions, start-up incubators, and real-world initiatives, to enhance students' confidence and competencies (Bujan Katanec et al., 2024).

#### **D. Conclusion**

This study underscores the substantial impact of social elements, including social contact and familial support, on students' entrepreneurial goals in Islamic religious universities in Indonesia. Although career orientation had minimal impact, the execution of the Merdeka Belajar-Kampus Merdeka (MBKM) curriculum significantly contributed to the development of students' entrepreneurial spirit. Research demonstrates that the integration of MBKM policies with a conducive social environment significantly bolsters students' entrepreneurial inclinations. These findings offer theoretical insights and practical consequences for colleges seeking to foster entrepreneurship. A comprehensive strategy that integrates educational reforms such as MBKM with robust social support systems is crucial for establishing an entrepreneurial ecosystem in Islamic religious campuses. This comprehensive plan can effectively nurture the forthcoming generation of entrepreneurs within Indonesia's higher education institutions.

#### **E. Acknowledgment**

The authors express gratitude to the State Institute of Islam Syaikh Abdurrahman Siddik Bangka Belitung for providing research funding through LPPM IAIN SAS Babel for the Litapdimas Lecturer research.

#### **F. References**

Adely, F. I. J., Mitra, A., Mohamed, M., & Shaham, A. (2021). Poor education, unemployment and the promise of skills: The hegemony of the “skills mismatch” discourse.



- International Journal of Educational Development*, 82(April).  
<https://doi.org/https://doi.org/10.1016/j.ijedudev.2021.102381>
- Adeniji, A. A., Adeniyi, M. O., & Shatalov, M. Y. (2023). Mathematical model and stability analysis of university-PhD-postdoc-industry migration and unemployment in South Africa. *Journal of Mathematics and Computer Science*, 31(1), 81–94.  
<https://doi.org/10.22436/jmcs.031.01.07>
- Adeosun, O. T., & Shittu, A. I. (2022). Small–medium enterprise formation and Nigerian economic growth. *Review of Economics and Political Science*, 7(4), 286–301.  
<https://doi.org/10.1108/REPS-07-2020-0089>
- Aggarwal, A., & Chauhan, K. (2022). Analysing Individual Entrepreneurial Orientation and Entrepreneurial Intention: The Moderating Effect of Educational Support. *FIIB Business Review*. <https://doi.org/10.1177/23197145221121081>
- Ahmed, T., Chandran, V. G. R., Klobas, J. E., Liñán, F., & Kokkalis, P. (2020). Entrepreneurship Education Programmes: How Learning, Inspiration And Resources Affect Intentions For New Venture Creation In A Developing Economy. *The International Journal of Management Education*, 18(1).  
<https://doi.org/https://doi.org/10.1016/j.ijme.2019.100327>
- Al-anshori, M. H. S. (2020). Persepsi Mahasiswa Kewirausahaan tentang Rencana Kebijakan Kampus Merdeka di Universitas Pembangunan Nasional “ Veteran ” Yogyakarta. *Proceedings The 1st UMYGrace 2020 (Universitas Muhammadiyah Yogyakarta Undergraduate Conference)*, 1, 786–793.
- Alshebami, A. S., Alamri, M. M., Alzain, E., Algobaei, F., Seraj, A. H. A., Al Marri, S. H., & Al-duraywish, A. A. (2024). Caffeinating Entrepreneurship: Understating the Factors Driving Coffee Farming Entrepreneurial Intentions among Potential Entrepreneurs. *Sustainability*, 16(September), 1–19. <https://doi.org/10.3390/su16177824>
- Alwi, N. M., Isa, K. M., Abidin, N. H. Z., Yussof, S. H., & Bakar, I. S. A. (2020). Graduate employability among low academic achievers. *New Educational Review*, 62, 46–56.  
<https://doi.org/10.15804/tner.2020.62.4.04>
- Ardi, Z., & et.al. (2024). Enhancing entrepreneurial intention through curriculum, risk awareness, optimism and opportunities: the mediating and moderating roles of entrepreneur inspiration and support. *Journal of Social and Economic Development*.





<https://doi.org/10.1007/s40847-024-00339-3>

- Ataei, P., & et.al. (2020). A conceptual model of entrepreneurial competencies and their impacts on rural youth's intention to launch SMEs. *Journal of Rural Studies*, 75(April), 185–195. <https://doi.org/https://doi.org/10.1016/j.jrurstud.2020.01.023>
- Azzahra, A., Savandha, S. D., Bharoto, R. M. H., & Kevin, N. H. (2024). The Impact of High Job Qualification Standards on Unemployment Rates Among Fresh Graduates in Indonesia. *Journal Transnational Universal Studies*, 2(4), 244–255. <https://doi.org/10.58631/jtus.v2i4.109>
- Borges, A. P., & et.al. (2021). Education as a key to provide the growth of entrepreneurial intentions. *Education + Training*, 63(6), 809–832. <https://doi.org/https://doi.org/10.1108/ET-03-2020-0052>
- Bujan Katanec, I., Pisker, B., & Magdalenic, D. (2024). Measuring Entrepreneurial Intentions of Students in Northwestern Croatia. *Social Sciences*, 13(12), 1–16. <https://doi.org/10.3390/socsci13120637>
- Chauhan, S., Chauhan, K., Singh, S., Mahlawat, S., Kumar, V., & Singh, S. (2024). Analyzing family support mediating role between motivational factors and sustainable entrepreneurial intentions: A study on university students. *Sustainable Technology and Entrepreneurship*, 3(3). <https://doi.org/https://doi.org/10.1016/j.stae.2024.100076>
- Cui, J. (2021). The Impact Of Entrepreneurship Curriculum With Teaching Models On Sustainable Development Of Entrepreneurial Mindset Among Higher Education Students In China: The Moderating Role Of The Entrepreneurial Climate At The Institution. *Sustainability (Switzerland)*, 13(14), 1–16. <https://doi.org/10.3390/su13147950>
- Dash, G., & Paul, J. (2021). CB-SEM vs PLS-SEM methods for research in social sciences and technology forecasting. *Technological Forecasting and Social Change*, 173(August), 1–11. <https://doi.org/10.1016/j.techfore.2021.121092>
- Douglas, E. J., Salavou, H. E., & Mamakou, X. J. (2024). A social milieu perspective of parental influence on adolescents' entrepreneurial and employment intentions. *Small Business Economics*. <https://doi.org/10.1007/s11187-024-00982-4>
- Fakih, A., Haimoun, N., & Kassem, M. (2020). Youth Unemployment, Gender and



- Institutions During Transition: Evidence from the Arab Spring. *Social Indicators Research*, 150(March), 311–336. <https://doi.org/https://doi.org/10.1007/s11205-020-02300-3>
- Fatima, N., Ahmed, S. H., Chauhan, S. S., Mohammad, O., & Rehman, S. M. F. (2020). Structural equation modelling analysis determining causal role among methyltransferases, methylation, and apoptosis during human pregnancy and abortion. *Scientific Reports*, 10(1), 1–15. <https://doi.org/10.1038/s41598-020-68270-1>
- Garçon, M. M., & Nassif, V. M. J. (2021). Entrepreneurship in social: Brazilian university students toward a career with purpose. *RAUSP Management Journal*, 56(3), 367–382. <https://doi.org/10.1108/RAUSP-10-2020-0248>
- Gupta, A., Nanda, A., Sawhney, S., & Kaur, N. (2024). Attitude and Perceptions of Students Towards Entrepreneurship in Jammu and Kashmir. *Journal of Engineering Education Transformations*, 37(January), 700–706. <https://doi.org/10.16920/jeet/2024/v37is2/24109>
- Hair, J. F., Hult, G. T. M., Ringle, C. M., Sarstedt, M., Danks, N. P., & Ray, S. (2021). *Partial Least Squares Structural Equation Modeling (PLS-SEM) Using R: A Workbook*. Springer. [https://doi.org/10.1007/978-3-030-80519-7\\_5](https://doi.org/10.1007/978-3-030-80519-7_5)
- Ho, C. S. M., Man, T. W. Y., & Chiu, M. M. (2024). Demographics, social norms, entrepreneurial self-efficacy and entrepreneurial intention: a social cognitive perspective on secondary students. *International Journal of Educational Management*. <https://doi.org/10.1108/IJEM-04-2024-0194>
- Hou, H., Ma, L., & Wang, D. (2024). Social network and entrepreneurial intention of college students in China: A moderated mediation model. *Journal of Psychology in Africa*, 34(3), 251–259. <https://doi.org/10.1080/14330237.2024.2363680>
- Huang, X., Chen, M., & Mensah, I. K. (2021). Social Interaction and Entrepreneurial Intention: An Empirical Investigation for China. *Sage Open*, 11(3). <https://doi.org/https://doi.org/10.1177/21582440211030612>
- Indonesia, B. P. S. (2024). Statistical Yearbook of Indonesia 2024. In *Statistical Yearbook of Indonesia 2024* (Vol. 52). Badan Pusat Statistik. <https://www.bps.go.id/publication/2020/04/29/e9011b3155d45d70823c141f/st>



atistik-indonesia-2020.html

- Iqbal, J., Asghar, M. Z., Asghar, A., & Waqar, Y. (2022). Impact of entrepreneurial curriculum on entrepreneurial competencies among students: The mediating role of the campus learning environment in higher education. *Frontiers in Psychology*, 13(September), 1–17. <https://doi.org/10.3389/fpsyg.2022.950440>
- Iwu, C. G., & et.al. (2021). Entrepreneurship education, curriculum and lecturer-competency as antecedents of student entrepreneurial intention. *The International Journal of Management Education*, 19(1). <https://doi.org/https://doi.org/10.1016/j.ijme.2019.03.007>
- Kiani, A., Liu, J., Ghani, U., & Popelnukha, A. (2020). Impact of future time perspective on entrepreneurial career intention for individual sustainable career development: The roles of learning orientation and entrepreneurial passion. *Sustainability (Switzerland)*, 12(9), 1–18. <https://doi.org/10.3390/su12093864>
- Kinasih, P. S., & Nihayah, D. M. (2022). Determinants of The Unemployment University Graduates in Java Island. *Efficient: Indonesian Journal of Development Economics*, 5(1), 1505–1519. <https://doi.org/10.15294/efficient.v5i1.49150>
- Koutsogianni, E., Stavroulakis, D., Chalikias, M., & Sahinidis, A. (2022). Personal Agency and Entrepreneurial Intentions Among Business Students. *Problems and Perspectives in Management*, 20(3), 604–616. [https://doi.org/10.21511/ppm.20\(3\).2022.47](https://doi.org/10.21511/ppm.20(3).2022.47)
- Lv, Y., Chen, Y., Sha, Y., Wang, J., An, L., Chen, T., Huang, X., Huang, Y., & Huang, L. (2021). How Entrepreneurship Education at Universities Influences Entrepreneurial Intention: Mediating Effect Based on Entrepreneurial Competence. *Frontiers in Psychology*, 12(July), 1–12. <https://doi.org/10.3389/fpsyg.2021.655868>
- Mamman, A., Gbolagade, O. L., Garba, A., & Ismail, O. (2020). Integration of Entrepreneurship Development in the Almajiri Educational System in Katsina State Nigeria. *Oeconomica*, 16(3), 111–130.
- Miniesy, R., Elshahawy, E., & Fakhreldin, H. (2022). Social media's impact on the empowerment of women and youth male entrepreneurs in Egypt. *International Journal of Gender and Entrepreneurship*, 14(2), 235–262. <https://doi.org/10.1108/IJGE-06-2021-0085>
- Mohd Abdul Kadir, J., Naghavi, N., Subramaniam, G., & A'amilyn Abdul Halim, N. (2020).



- Unemployment among Graduates - Is there a Mismatch? *International Journal of Asian Social Science*, 10(10), 583–592.  
<https://doi.org/10.18488/journal.1.2020.1010.583.592>
- Moshood, T. D., Adeleke, A. Q., Nawanir, G., Bamgbade, J. A., & Ajibike, W. A. (2020). Does Government Policy Matter? Factors Influencing Contractors' Risk Attitudes in The Malaysian Construction Industry: A Structural Equation Modelling Analysis. *International Journal of Construction Supply Chain Management*, 10(1), 1–29.  
<https://doi.org/10.14424/ijcscm100120-01-29>
- Munyo, I., & Veiga, L. (2024). Entrepreneurship and Economic Growth. *Journal of the Knowledge Economy*, 15, 319–336.  
<https://doi.org/https://doi.org/10.1007/s13132-022-01032-8>
- Nawanir, G., Lim, K. T., Othman, S. N., & Adeleke, A. Q. (2018). Developing and Validating Lean Manufacturing Constructs: An SEM Approach. *Benchmarking: An International Journal*, 25(5), 1382–1405. <https://doi.org/10.1108/BIJ-02-2017-0029>
- Nurhidayani, N., Martono, T., & Wardani, D. K. (2021). Merdeka Belajar: Entrepreneurial Education to Increase Entrepreneurial Intention. *Duconomics Sci-Meet (Education & Economics Science Meet)*, 1, 166–173.  
<https://doi.org/10.37010/duconomics.v1.5437>
- Nursalwani, M., Suhada, R. N. N., Sannasi, A. P., Amizi, A. M., & Ariff, A. L. Z. (2021). The Involvement of Young Entrepreneurs in Halal Food Products in Kelantan. *IOP Conference Series: Earth and Environmental Science*, 756(1), 1–8.  
<https://doi.org/10.1088/1755-1315/756/1/012001>
- Okolie, U. C., Igwe, P. A., Nwosu, H. E., Eneje, B. C., & Mlanga, S. (2020). Enhancing graduate employability: Why do higher education institutions have problems with teaching generic skills? *Policy Futures in Education*, 18(2), 294–313.  
<https://doi.org/10.1177/1478210319864824>
- Otache, I., Edopkolor, J. E., & Kadiri, U. (2022). A serial mediation model of the relationship between entrepreneurial education, orientation, motivation and intentions. *International Journal of Management Education*, 20(2).  
<https://doi.org/10.1016/j.ijme.2022.100645>
- Park, J., Yang, Y., & Kim, M. (2020). The Effect of Active Senior's Career Orientation and



- Educational Entrepreneurship Satisfaction on Entrepreneurship Intention and Entrepreneurship Preparation Behavior. *Asia-Pacific Journal of Business Venturing and Entrepreneurship*, 15(1), 285–301.  
<https://www.koreascience.or.kr/article/JAKO202012758285491.page>
- Pérez-Fernández, H., Cacciotti, G., Martín-Cruz, N., & Delgado-García, J. B. (2022). Are interactions between need for achievement and social networks the driving force behind entrepreneurial Intention? A trait activation story. *Journal of Business Research*, 149, 65–76. <https://doi.org/10.1016/j.jbusres.2022.04.046>
- Perez-encinas, A., Bueno, Y., Santos, B., & Nieto-mejia, C. (2021). Are There Differences And Complementarities Between Senior And Young Entrepreneurs? An Intergenerational Perspective. *Sustainability (Switzerland)*, 13(9), 1–24. <https://doi.org/10.3390/su13095202>
- Prasetyo, P. E., Setyadharma, A., & Kistanti, N. R. (2020). Social Capital: The Main Determinant Of MSME Entrepreneurship Competitiveness. *International Journal of Scientific and Technology Research*, 9(3), 6627–6637.
- Rahmatiah, Wiroto, D. W., & Taan, H. (2019). Business Continuity, Motivation, And Social Conditions Of Young Entrepreneurs. *Economics and Sociology*, 12(4), 166–182. <https://doi.org/10.14254/2071>
- Rashid, M. H., & et.al. (2024). Venture creation through social connections: Role of social networking ties in developing entrepreneurial passion and intentions among university students. *International Journal of Management Education*, 22(3). <https://doi.org/10.1016/j.ijme.2024.101062>
- Rozikan, M., Wibowo, M. E., Purwanto, E., . M., & Saputra, N. (2024). Students' Spiritual Well-being Landscape: Insights from Indonesian Islamic Universities. *International Journal of Religion*, 5(10), 1752–1769. <https://doi.org/10.61707/jvs37m46>
- Setiawan, E., Pratiwi, A., Herawati, N., Nisa, K., & Faisol, A. (2021). A Structural Equation Modeling of Factors Affecting Student Motivation in Thesis Preparation. *Journal of Physics: Conference Series*, 1751(1), 1–7. <https://doi.org/10.1088/1742-6596/1751/1/012030>
- Shamma, A. N., & Awashreh, R. (2024). Youth-Led Innovation for Social Transformation: A Pathway to Change Communities. *Kurdish Studies*, 12(1), 4184–4196.



<https://doi.org/10.58262/ks.v12i1.300>

- Siregar, O. M., Mardhiyah, A., Nasution, M. D. T. P., & Maulidina, M. (2025). Fostering Young Entrepreneurs: Family Support as the Cornerstone of Intentions. *International Review of Management and Marketing*, 15(1), 272–282. <https://doi.org/10.32479/irmm.17586>
- Stoica, O., Roman, A., & Rusu, V. D. (2020). The Nexus Between Entrepreneurship And Economic Growth: A Comparative Analysis On Groups Of Countries. *Sustainability (Switzerland)*, 12(3), 1–19. <https://doi.org/10.3390/su12031186>
- Suryadi, S., Romadona, M. R., Setiawan, S., Fachrizal, Budiansyah, A., Maulana, S., Helmi, R. L., Tsurayya, S., Haribowo, R. Y. K., Andari, Y., Bagaskara, & Harjanti, R. S. (2024). Unemployment Rates in Vocational Education in Indonesia Using Economic and Statistical Analysis. *Statistics, Optimization and Information Computing*, 12(2), 498–509. <https://doi.org/10.19139/soic-2310-5070-1887>
- Timan, A., Maisyaroh, Wiyono, B. B., Adha, M. A., Valdez, A. V., & Ariyanti, N. S. (2024). The role of three education centers in promoting entrepreneurship careers for vocational students. *Journal of Education and Learning*, 18(4), 1442–1453. <https://doi.org/10.11591/edulearn.v18i4.21722>
- Toufaily, B., & Bou Zakhem, N. (2024). Drivers of Student Social Entrepreneurial Intention Amid the Economic Crisis in Lebanon: A Mediation Model. *Sustainability (Switzerland)*, 16(7), 1–15. <https://doi.org/10.3390/su16072807>
- Veleva, V. (2021). The role of entrepreneurs in advancing sustainable lifestyles: Challenges, impacts, and future opportunities. *Journal of Cleaner Production*, 283, 1–12. <https://doi.org/10.1016/j.jclepro.2020.124658>
- Vizano, N. A., Khamaludin, K., & Fahlevi, M. (2021). The Effect of Halal Awareness on Purchase Intention of Halal Food: A Case Study in Indonesia. *Journal of Asian Finance, Economics and Business*, 8(4), 441–453. <https://doi.org/10.13106/jafeb.2021.vol8.no4.0441>
- Vu, T. D., Bui, L. P., Vu, P. A., Dang-Van, T., Le, B. N., & Nguyen, N. (2025). Understanding female students' entrepreneurial intentions: gender inequality perception as a barrier and perceived family support as a moderator. *Journal of Entrepreneurship in Emerging Economies*, 17(1), 142–163. <https://doi.org/10.1108/JEEE-05-2024-0171>





- Wardana, L. W., Narmaditya, B. S., Wibowo, A., Fitriana, Saraswati, T. T., & Indriani, R. (2021). Drivers of Entrepreneurial Intention Among Economics Students in Indonesia. *Entrepreneurial Business and Economics Review*, 9(1), 61–74. <https://doi.org/10.15678/EBER.2021.090104>
- Weiser, E. B. (2020). *Structural Equation Modeling in Personality Research*. Wiley Online Library. <https://doi.org/https://doi.org/10.1002/9781119547167.ch93>
- Xanthopoulou, P., Sahinidis, A., Kavoura, A., & Antoniadis, I. (2024). Shifting Mindsets: Changes in Entrepreneurial Intention Among University Students. *Administrative Sciences*, 14(11), 1–25. <https://doi.org/10.3390/admsci14110272>
- Youssef, S., Ramadan, M., Baydoun, H., Zakhem, N. B., Tahan, S., Diab, M. B., Daouk, A., & Yassine, D. (2023). Entrepreneurial Intentions in Crisis: Shaping Through the Triad of Influence-Government, Education, and Environment. *Journal of Law and Sustainable Development*, 11(6), 1–31. <https://doi.org/10.55908/sdgs.v11i6.890>

