



THE INFLUENCE OF ENVIRONMENTAL FACTORS AND COURSE SATISFACTION ON STUDENTS' ENTREPRENEURIAL SKILLS

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Abstract

This study analyzes the influence of environmental factors and satisfaction with entrepreneurship course on the entrepreneurial skills of university students in Bandar Lampung. Data were collected via questionnaires from 250 respondents selected through purposive sampling. Data analysis was conducted using SPSS software for multiple linear regression. The results indicate that environmental factors and course satisfaction significantly affect entrepreneurial skills. An R-square value of 0.657 indicates that these two variables account for 65.7% of the variance in the entrepreneurial skills variable, with the remaining 34.3% accounted for by other factors. This research suggests that universities should optimize environmental factors by providing supportive entrepreneurship facilities and enhancing teaching quality through a more practice-oriented approach to strengthen students' entrepreneurial skills effectively.

Keywords: Environmental Factors, Course Satisfaction, Entrepreneurial Skills

Abstrak

Studi ini menganalisis pengaruh faktor lingkungan dan kepuasan terhadap mata kuliah kewirausahaan terhadap keterampilan kewirausahaan mahasiswa di Bandar Lampung. Data dikumpulkan melalui kuesioner dari 250 responden yang dipilih melalui purposive sampling. Analisis data dilakukan menggunakan perangkat lunak SPSS untuk regresi linier berganda. Hasil penelitian menunjukkan bahwa faktor lingkungan dan kepuasan mata kuliah secara signifikan memengaruhi keterampilan kewirausahaan. Nilai R-square sebesar 0,657 menunjukkan bahwa kedua variabel ini menjelaskan 65,7% varians pada variabel keterampilan kewirausahaan, dengan sisanya 34,3% dijelaskan oleh faktor-faktor lain. Penelitian ini menyarankan agar universitas mengoptimalkan faktor lingkungan dengan menyediakan fasilitas kewirausahaan yang mendukung dan meningkatkan kualitas pengajaran melalui pendekatan yang lebih berorientasi praktik untuk memperkuat keterampilan kewirausahaan mahasiswa secara efektif.

Kata Kunci: Faktor Lingkungan, Kepuasan Mata Kuliah, Keterampilan Kewirausahaan

INTRODUCTION

Entrepreneurial skills are essential competencies for navigating the dynamics of the modern professional world. Within the higher education environment, developing these capabilities has become an increasing priority, alongside the rising pressure to create independent employment opportunities. Entrepreneurial skills do not merely pertain to intention or interest; they encompass the ability to identify

business opportunities, manage risks, build professional networks, and lead and develop enterprises independently. It is consistent with the findings of Sholehah & Hayati, (2025), which indicate that perceptions of business opportunities and entrepreneurship significantly influence the formation of students' entrepreneurial intentions.

The unemployment among university graduates in Indonesia remains a critical issue that requires serious attention. Based on data from the Indonesian Central Bureau of Statistics (BPS, 2025), the national open unemployment rate (TPT) in February 2025 was 4.07 percent, meaning that out of every 100 people in the labor force, approximately 4 individuals were not absorbed into the job market. When analyzed by education level, graduates from Senior High Schools (SMA) and Vocational High Schools (SMK) still dominate, accounting for 6.88% and 5.77%, respectively.

Nevertheless, graduates from higher education institutions (Diploma and University) still contribute to the unemployment rate by 3.60%. This condition demonstrates that higher education does not automatically guarantee the absorption of graduates into the workforce; thus, even individuals with higher levels of education continue to face the risk of unemployment.

The data in the figure indicates that although the open unemployment rate (TPT) for Diploma (I/II/III) and University graduates declined from 5.62% in 2023 to 3.60% in 2025 (BPS, 2025), this figure remains a serious concern, especially as the number of higher education graduates continues to increase annually. It indicates that a significant number of diploma and bachelor graduates have yet to be absorbed into the formal labor sector. Such conditions reflect a mismatch between graduate competencies and the workforce's actual needs. Consequently, alternative solutions are required through applicable entrepreneurship education, enabling students to not only rely on job availability but also to create independent business opportunities.

At the regional level, Bandar Lampung City recorded an open unemployment rate of 7 percent (BPS Lampung Province, 2025), which sits above the national average. It suggests that while the national unemployment rate remains relatively controlled below 10 percent, specific regional issues persist, particularly regarding the absorption of university graduates. This condition indicates that environmental factors (social, economic, and educational) collectively influence students' readiness to engage in entrepreneurship and create independent employment.

In addition to unemployment issues, the low national entrepreneurship ratio further emphasizes the urgency of this research. According to data from the Ministry of Cooperatives and SMEs (2024), Indonesia's entrepreneurship rate has reached only 3.47% of the total population, with a government target of 3.95% by 2025 (CNN Indonesia, 2024). This figure lags behind other countries such as Malaysia (4.74%), Singapore (8.76%), and the United States (12%) (Kompas.id, 2025).

The Director of Trade Business Development at the Ministry of Trade, Septo Soepriyatno, stated that Indonesia's low entrepreneurship ratio poses a significant challenge in strengthening the foundation of the national economy. The government aims to increase this ratio to 4% of the total workforce through various programs, including franchise development, business incubation, and entrepreneurship

training (Kompas.id, 2025). Furthermore, the 5% growth in the franchise and licensing industry in 2024 is expected to stimulate public interest in entrepreneurship.

However, conditions at the university level present their own challenges. It is supported by empirical data from the Center for Career and Entrepreneurship Development at the University of Lampung, 2024 Tracer Study, which shows a significant gap between the number of graduates who are employed and those who choose the entrepreneurial path. Across eight faculties, the number of graduates pursuing entrepreneurship remains low.

Based on Figure 2, there is a striking disparity between the number of graduates who choose employment as employees and those who pursue entrepreneurial paths. This phenomenon suggests that, despite various national policies and university-level entrepreneurship programs, the actual development of entrepreneurial skills among students remains relatively low. This condition indicates a gap between the material taught and students' applicable entrepreneurial abilities, influenced by environmental factors and the quality of the entrepreneurship learning received.

In line with these conditions, public and private universities in Bandar Lampung are increasingly active in developing entrepreneurship education through various programs, such as the Student Entrepreneurship Program, Business Model Canvas (BMC) workshops, business incubation, and startup competitions. The University of Lampung (Unila), for instance, collaborates with the Wadhvani Foundation and organized an Entrepreneurship Training of Trainer (ToT) in 2024. Furthermore, there are P2MW programs and cross-faculty training. Other higher education institutions, such as UIN Raden Intan Lampung, IIB Darmajaya, UTI, UBL, and Polinela, also develop entrepreneurship programs through business incubation, digital startups, seminars, and entrepreneurship grants.

These programs are expected to foster an applicable entrepreneurial mindset. However, their effectiveness is influenced by environmental support and course satisfaction. Sholekah & Hayati, (2025) state that perceptions of business opportunities and environmental support influence entrepreneurial intentions. It is supported by Mustofa et al., (2021), who emphasize the importance of contextual learning in enhancing students' adaptive skills.

Environmental factors encompass macro and micro aspects, such as policies, economic conditions, family, and the campus environment. A conducive environment can increase students' confidence and courage in entrepreneurship. Tetteh et al., (2024), Qazi et al., (2020), dan Sahid et al., (2024) demonstrate that environmental and institutional support significantly affect entrepreneurial orientation and readiness. This is further reinforced by Balqis & Hayati, (2026), who emphasize the importance of environmental support in shaping entrepreneurial skills.

Moreover, course satisfaction also affects students' skills. Participatory and practice-based learning can enhance motivation and entrepreneurial readiness (Le & Loan, 2022). This finding is supported by Balqis & Hayati, (2026) and Mitre-aranda & Barba-sanchez, (2022), emphasize the importance of teaching quality in shaping entrepreneurial attitudes and skills.

However, most research still focuses on entrepreneurial intentions rather than

actual skills (Maheshwari et al., 2023). Studies concerning the influence of environmental factors and course satisfaction on entrepreneurial skills remain limited, particularly in Lampung.

A pre-survey of 40 students showed that 55% of respondents considered environmental factors highly influential, and 45% found them influential. As many as 95% of respondents felt satisfied with entrepreneurship learning. However, only 62.5% felt they possessed sufficient skills, while 37.5% still lacked confidence. It indicates a gap between learning and practical readiness.

Therefore, this study aims to analyze the influence of environmental factors (X1) and course satisfaction (X2) on students' entrepreneurial skills (Y) in higher education institutions in Bandar Lampung, using a survey-based quantitative approach. This research is expected to provide an empirical contribution to the development of entrepreneurship curriculum and policies in higher education.

HYPOTHESIS DEVELOPMENT

Students' entrepreneurial skills result from a synergy between external stimuli, such as environmental support, and the process of internalizing knowledge through instruction. The conceptual framework of this research is built on the Theory of Planned Behavior (Ajzen, 1991), which emphasizes that environmental factors shape subjective norms and individual behavioral control in the mastery of specific competencies. Furthermore, Human Capital Theory, as posited by M. dan Becker, (1967) posits that course satisfaction is a form of intellectual investment that directly enhances students' productivity and practical skills.

The Influence of Perceived Environmental Factors on Students' Entrepreneurial Skills

Environmental factors represent a crucial aspect in the development of students' entrepreneurial skills. According to the Theory of Planned Behavior (Ajzen, 1991), individual behavior is shaped by attitudes, subjective norms, and perceived behavioral control. In an entrepreneurial context, a supportive environment bolsters students' confidence in their ability to manage business activities, thereby fostering the acquisition of essential entrepreneurial skills.

Research by Sholekah & Hayati (2025) emphasizes that perceptions of business opportunities, along with support from the immediate environment, such as family, peers, and educational institutions, play a vital role in shaping students' entrepreneurial intentions and readiness. It is further supported by Balqis and Hayati (2026), who found that environmental factors, including institutional support and access to resources, significantly strengthen students' intentions and behaviors toward sustainable entrepreneurship. A positive ecosystem within both educational institutions and the surrounding community not only provides motivation but also facilitates students in honing practical skills, such as business decision-making, opportunity identification, creativity, and long-term risk management.

According to Tetteh et al., (2024), social environmental support from family and peers helps build self-efficacy and the courage needed for students to explore business ideas. A supportive environment serves as a psychological anchor, encouraging students to experiment, face failure, and learn from entrepreneurial

experiences. This perspective is reinforced by Qazi et al., (2020), who highlight the strategic role of the campus as an academic environment. Through practice-based curricula, incubation programs, training, and business mentoring, universities play a pivotal role in molding students' entrepreneurial capabilities.

Furthermore, Liu & Id (2025) assert that institutional support and interaction with local entrepreneurs can broaden students' insights and networks. This engagement ultimately impacts their ability to formulate business strategies, demonstrate leadership, and manage finances. Similarly, studies by Sahid et al., (2024) and Maheshwari et al., (2023) demonstrate that the presence of entrepreneurial communities, the role of lecturers, and peer support are significant factors in developing creativity, business communication, and risk management skills. Consequently, students' entrepreneurial skills are not solely shaped by internal factors but are heavily influenced by environmental conditions that provide practical experience and foster an entrepreneurial mindset.

Hypothesis 1 (H₁): Students' perception of environmental factors has a positive effect on the entrepreneurial skills of university students in Bandar Lampung.

The Influence of Course Satisfaction on Students' Entrepreneurial Skills

Student satisfaction with entrepreneurship course reflects the extent to which the learning process meets their expectations and needs in developing entrepreneurial skills (Le & Loan, 2022). Human Capital Theory (M. dan Becker, 1967) holds that education and training are investments that enhance an individual's knowledge, skills, and productivity. In this context, entrepreneurship education in higher education serves as a vehicle to improve students' ability to understand business concepts, develop business ideas, and manage entrepreneurial activities effectively.

Furthermore, Experiential Learning Theory (Kolb et al., 1999) emphasizes that learning through direct experience produces a stronger understanding and skills than purely theoretical learning. In entrepreneurship education, teaching methods such as business projects, simulations, case studies, and entrepreneurial practices provide students with real-world experiences that enhance their entrepreneurial skills.

Students who are satisfied with the methods, materials, and the lecturer's approach are more motivated to engage actively in entrepreneurial activities. Huang et al., (2022) found that course satisfaction is closely linked to improvements in entrepreneurial skills through business idea exploration and problem-solving. Smirnov et al., (2023) added that project-based and interactive learning enhances students' practical understanding of the business world. They also emphasized that relevant, structured teaching fosters strategic understanding and managerial skills. Furthermore, Sholekah dan Hayati, (2025) explained that positive perceptions of entrepreneurial teaching impact the perception of business opportunities and shape students' entrepreneurial identity. It is crucial because entrepreneurial skills are formed not only through theory but also through contextual and motivating learning experiences. It indicates that student satisfaction with teaching quality, both in terms of material delivery and lecturer competence, has a significant impact on creativity and entrepreneurial orientation. Based on the explanation above, the

following hypothesis is formulated:

Hypothesis 2 (H2): Students' perception of course satisfaction has a positive effect on the entrepreneurial skills of university students in Bandar Lampung

Based on the development of the hypotheses, the conceptual framework for this research is as follows:

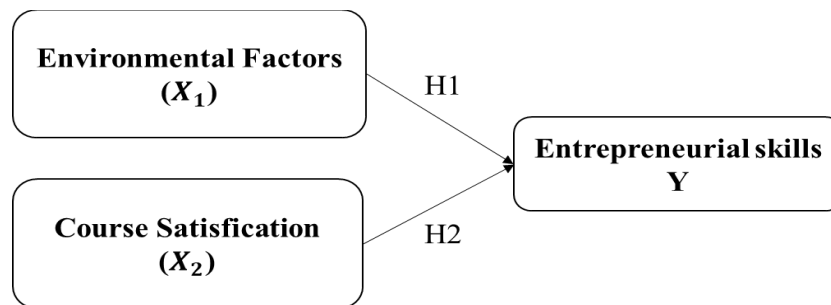


Figure 1. Conceptual Framework

METHODS

Research Design

This study employs a quantitative approach with an explanatory survey method, aiming to test hypotheses through numerically analyzed statistical data (Sugiyono, 2017). This approach is used to determine the influence of environmental factors and entrepreneurship course satisfaction on students' entrepreneurial skills. The population in this study consists of all active university students in Bandar Lampung who have completed entrepreneurship courses. Based on data from the Central Bureau of Statistics (BPS, 2024), the number of students reached 44,056 from 29 higher education institutions. However, the exact number meeting the research criteria is not definitively known. Consequently, the sampling technique used was purposive, targeting active students who had taken entrepreneurship courses. The sample size was set at 250 respondents, following Hair et al., (2021) and Sekaran & Bougie, (2016).

Measurement

The variables in this study consist of independent and dependent variables. The independent variables include environmental factors (X₁), referring to social and institutional support dimensions with eight items (Dubey & Sahu, 2022). Course satisfaction (X₂) refers to instructional quality and learning materials with five items (Lee et al., 2011). The dependent variable is students' entrepreneurial skills (Y), measured by 12 items assessing managerial and technical business competencies (Gieure et al., 2020). All variables were measured using a Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Data analysis was conducted using multiple linear regression to examine the impact of each variable (Ghozali, 2018).

Instrument testing was conducted through a pilot study to ensure the questionnaire's validity and reliability. Validity was tested by examining the KMO value, which must exceed 0.50, and a significance level below 0.05 (Hair et al.,

2021). Reliability was tested using Cronbach's Alpha with a minimum threshold of 0.70 (Ghozali, 2018). The testing results indicated that all research instruments were valid and reliable.

Data collection was conducted by distributing online questionnaires via various social media platforms and academic networks. Additionally, secondary data were collected to support the analysis and strengthen the research findings.

Data Analysis Methods

Data analysis was performed using a quantitative approach assisted by SPSS software. This method was used to statistically test the relationship and influence between independent and dependent variables.

Before hypothesis testing, classical assumption tests were conducted, including tests for normality, heteroscedasticity, and multicollinearity. The normality test checks whether the data are normally distributed, the heteroscedasticity test checks for equal residual variances, and the multicollinearity test checks for high correlations among independent variables.

Hypothesis testing was conducted using multiple linear regression analysis with the equation $Y = a + b_1X_1 + b_2X_2 + e$. The t-test was used to determine the partial influence of each independent variable, while the F-test was used to test the simultaneous effect. Additionally, the coefficient of determination (R^2) was used to measure the extent to which independent variables explain the variance in the dependent variable.

RESULTS

Research Data Description

This study employs a quantitative approach with numerical data analyzed using SPSS version 27. The research objective is to test the influence of environmental factors and course satisfaction on students' entrepreneurial skills in Bandar Lampung City. Data were obtained through questionnaires distributed to students who had completed entrepreneurship courses. Out of 252 questionnaires collected, 250 were declared eligible for analysis. The high response rate indicates excellent respondent participation.

Table 1. Questionnaire Distribution

Description	Amount
Collected questionnaires	252
Used questionnaires	250
Note used	2
Response rate	99,2%

Descriptive Analysis

The analysis results indicate that all variables fall into the "High" category. It suggests that students have a positive perception of the environment, learning process, and entrepreneurial skills. Environmental factors and the quality of learning are perceived as supportive in developing students' entrepreneurial skills.

Table 2. Descriptive Statistics

Variable	N	Mean	Std. Dev
Environmental factors (X1)	250	3,86	4,96
Course satisfaction (X2)	250	3,99	3,05
Entrepreneurial skills (Y)	250	3,88	8,12

Validity test results show that all items have r-calculated values > r-table (0.124) and significance levels < 0.05, confirming their validity. Reliability tests also show Cronbach's Alpha values > 0.60, indicating that all variables are reliable.

Table 3. Reliability Test Results

Variable	Alpha	Description
Environmental factors (X1)	0,890	Reliable
Course satisfaction (X2)	0,882	Reliable
Entrepreneurial skills (Y)	0,938	Reliable

Hypothesis Testing (T-test)

The regression equation is: $Y = 1,948 + 0,891X1 + 0,853X2$. The t-test results (Table 6) indicate that environmental factors and course satisfaction have a positive and significant influence on entrepreneurial skills (sig < 0.05). The F-test results show a p-value of $0.000 < 0.05$, indicating that both variables together significantly influence entrepreneurial skills.

Table 4. Regression Results

Variable	Coefficient	t	Sig
Environmental factors (X1)	0.545	9.900	0,000
Course satisfaction (X2)	0.321	5.833	0,000

Coefficient of Determination (R²)

The R² value of 0.657 (Table 7) indicates that environmental factors and course satisfaction explain 65.7% of the variation in entrepreneurial skills, with the remaining 34.3% influenced by other factors. The research results indicate that a supportive environment and high-quality entrepreneurship learning play a vital role in enhancing students' entrepreneurial skills.

Table 5. Coefficient of Determination

R	R ²	Adjusted R ²
0,811	0,657	0,654

DISCUSSION

Addressing the first hypothesis, statistical testing indicates that students' perception of environmental factors (X1) has a positive and significant partial

influence on Entrepreneurial Skills (Y), with a t-value of 9.900 (Sig. 0.000). This finding proves that the perception of external support, namely environmental factors, is a fundamental determinant in shaping students' managerial and technical capacities to initiate a business.

This finding is reinforced by the Theory of Planned Behavior (Ajzen, 1991), which states that subjective norms derived from the perception of the social environment and educational institutions shape students' behavioral control beliefs. These results are empirically consistent with the research of Sahid et al., (2024) and Tetteh et al., (2024) which emphasize that the perception of environmental support is the primary foundation for driving actual entrepreneurial behavior.

Regarding H2, the variable of perceived course satisfaction significantly influences entrepreneurial skills with a t-value of 5.833 (Sig. 0.000). This indicates that the satisfaction with the quality of the entrepreneurship course in the classroom, as perceived by students, directly contributes to strengthening their entrepreneurial skill competencies.

Theoretically, this finding is validated by Human Capital Theory M. dan Becker, (1967) and Experiential Learning Theory Kolb et al., (1999) where high perceived course satisfaction should lead to the transformation of experience into actual skills. These results are consistent with the findings of Le & Loan, (2022) and Qazi et al., (2020), which state that an effective learning system will enhance students' practical application readiness.

IMPLICATION

Based on the analysis results, this study concludes that environmental factors and entrepreneurship course satisfaction, both partially and simultaneously, have a positive and significant influence on students' entrepreneurial skills in Bandar Lampung. Environmental support is the most dominant contributor, indicating that supportive environments, such as campus facilities and social networks, play a crucial role in shaping students' managerial capacity. Furthermore, teaching quality that provides students with course satisfaction is effective in transforming theoretical knowledge into practical competence. Overall, the integration of a conducive environment and a quality teaching system significantly explains the variation in students' entrepreneurial skills.

To optimize the university's role in creating an integrated entrepreneurial ecosystem, institutions are advised to undertake strategic interventions in connection with investors, which students currently perceive as low. A concrete implementation would be the establishment of an active Business Incubator unit that organizes Business Matchmaking or Pitching Day programs. This step is essential so that universities do not merely provide theoretical knowledge but also provide a real bridge for students to access capital and industry networks, thereby achieving the university's vision of producing young entrepreneurs.

There is a need to resynchronize theoretical classroom materials with current business dynamics. It is recommended that study program managers or lecturers further integrate the Case-Based Method (CBM) using real cases from local SMEs or startups. Furthermore, the intensive involvement of business practitioners as guest lecturers can help students understand the current competencies required in the field.

Students are expected to enhance their independence by strengthening indicator ES3 (Business problem-solving ability). As a practical suggestion, students are encouraged to be actively involved in Project-Based Learning and complex business simulations. The goal is to ensure that the "courage" they already possess (reflected in the high score for indicator ES10) is balanced with analytical sharpness in facing operational obstacles, thereby ensuring graduates are truly prepared to become resilient, independent entrepreneurs after graduation.

Given that this study has an R-Square value of 0.657 (65.7%), 34.3% of the variance in students' entrepreneurial skills remains unexplained. Future researchers are advised to explore other variables, such as Digital Literacy or Self-Efficacy. Future researchers could employ a qualitative approach to investigate in depth the specific barriers that students in Lampung face when accessing external investor networks.

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