

The Effect of Entrepreneurial Mindset and Self-Confidence on the Entrepreneurial Interest of Business Education Students, Class of 2023, Faculty of Economics and Business, Universitas Negeri Medan

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Abstract

This study aims to determine the effect of entrepreneurial mindset and self-confidence on the entrepreneurial interest of students of the Business Education Study Program, Class of 2023, Faculty of Economics and Business, Universitas Negeri Medan. The study employed a quantitative approach with an ex post facto method. Data were collected through a questionnaire developed using a Likert scale to measure students' levels of entrepreneurial mindset, self-confidence, and entrepreneurial interest. The population comprised 60 Business Education students of the 2023 cohort, all of whom were taken as the sample using a total sampling technique. The data were analyzed using validity and reliability tests, classical assumption tests, multiple linear regression analysis, the t-test, the F-test, and the coefficient of determination (R^2). The results show that entrepreneurial mindset and self-confidence have a positive and significant effect on students' entrepreneurial interest. These findings indicate that the better the students' entrepreneurial mindset and the higher their self-confidence, the higher their entrepreneurial interest. Conversely, a weak entrepreneurial mindset and low self-confidence may result in low interest among students in starting a business. Therefore, developing an entrepreneurial mindset and enhancing self-confidence are important factors to consider in efforts to increase the entrepreneurial interest of Business Education students.

INTRODUCTION

Global economic development, technological advancement, and the dynamics of the world of work demand human resources who not only possess academic competence but are also able to think creatively, innovatively, and adaptively, and to create business opportunities independently. These conditions make entrepreneurship one of the important strategies for driving economic growth and reducing unemployment. According to Suryana (2022), an entrepreneurial mindset is a way of thinking that emphasizes creativity, innovation, the ability to recognize business opportunities, and the courage to face risks in order to achieve success. Therefore, higher education institutions play a strategic role in producing graduates who are not merely oriented toward becoming *job seekers* but are also capable of becoming *job creators* through the strengthening of entrepreneurship education.

One aspect that receives attention in the development of entrepreneurship in higher education is students' entrepreneurial interest. According to Alma (2021), entrepreneurial interest is an individual's tendency to be attracted to, and to have the desire to make, business activities a

career choice. This interest serves as the foundation that encourages a person to recognize opportunities, plan a business, and turn ideas into productive economic activities. This is in line with the Entrepreneurial Event Theory proposed by Shapero (1982), which explains that a person's decision to start a business is influenced by perceptions of business feasibility (*perceived feasibility*), business attractiveness (*perceived desirability*), and the propensity to

One internal factor presumed to influence entrepreneurial interest is the entrepreneurial mindset. According to Suryana (2024), an entrepreneurial mindset is a way of thinking oriented toward creativity, innovation, the ability to recognize opportunities, and the courage to face risks in creating added value. Individuals with an entrepreneurial mindset are better able to identify business opportunities, adapt to change, and generate innovative solutions. A study by Kardila and Puspitowati (2022) found that entrepreneurial mindset has a positive effect on students' entrepreneurial interest. This finding is reinforced by Mukhtar et al. (2021), who state that an entrepreneurial mindset shapes creative, innovative, and independent student character, thereby fostering interest in entrepreneurship.

In addition to entrepreneurial mindset, self-confidence also plays a role in shaping entrepreneurial interest. Ghufroon and Risnawita (2020) explain that self-confidence is an individual's belief in his or her own abilities, enabling the person to act optimistically, independently, and responsibly, and not to be easily influenced by the judgments of others. In entrepreneurial activities, self-confidence becomes psychological capital that encourages individuals to dare to make decisions, face risks, and persevere through business challenges. Research by Khairunnisa (2024) shows that the higher students' self-confidence, the higher their interest in entrepreneurship.

Based on the above description, entrepreneurial mindset and self-confidence are regarded as factors that have the potential to increase students' entrepreneurial interest. Therefore, this study aims to analyze the effect of entrepreneurial mindset and self-confidence on the entrepreneurial interest of students of the Business Education Study Program, Class of 2023, Faculty of Economics and Business, Universitas Negeri Medan. The results are expected to help higher education institutions design learning activities and entrepreneurship development programs that can increase students' entrepreneurial interest.

Literature Review

Entrepreneurial Mindset

Pinto et al. (2024) state that an entrepreneurial mindset reflects an individual's ability to cope with rapid environmental change and to sustain a business through innovative and flexible thinking.

According to Sutanto et al. (2021), the indicators of entrepreneurial mindset include:

1. Autonomy: the ability to start and run a business independently without depending on others.
2. Risk-taking: the ability to cope with uncertainty and the readiness to accept the consequences of the decisions made.
3. Proactiveness: the ability to quickly recognize, seek, and seize business opportunities.

Self-Confidence

According to Ghufron and Risnawita (2017), self-confidence is an individual's belief in his or her own abilities, enabling the individual to act independently, optimistically, and responsibly, and not to be easily influenced by others in various situations. According to Rais (2022), the indicators of self-confidence include:

1. Belief in one's own abilities: the extent to which individuals believe they are capable of completing tasks and facing challenges.
2. Optimism: a positive outlook on oneself and on the outcomes one wishes to achieve.
3. Responsibility: the readiness to carry out tasks earnestly and to accept the consequences of one's actions.

Entrepreneurial Interest

According to Lestari et al. (2025), entrepreneurial interest is an individual tendency reflected in attraction, desire, and commitment to starting and running a business. This interest arises from perceptions of attractiveness (*perceived desirability*) and confidence in one's ability to carry it out (*perceived feasibility*). According to Arifin (2022), the indicators of entrepreneurial interest include:

1. Strong desire to become an entrepreneur: an internal drive to start a business.
2. Choosing entrepreneurship as a career: entrepreneurship is considered a serious career plan.
3. Business planning: the thought process of designing the type of business to be developed.
4. Seriousness in realizing a business: the commitment to turning business plans into concrete action.

Conceptual Framework and Hypotheses

Students' entrepreneurial interest does not emerge instantly; rather, it is shaped by individual cognitive and psychological aspects. An entrepreneurial mindset equips students with the ability to recognize opportunities and think creatively. Meanwhile, self-confidence gives students the mental conviction to execute those ideas amid risks and challenges. Together, these two variables shape students' mental and strategic readiness to enter the world of entrepreneurship.

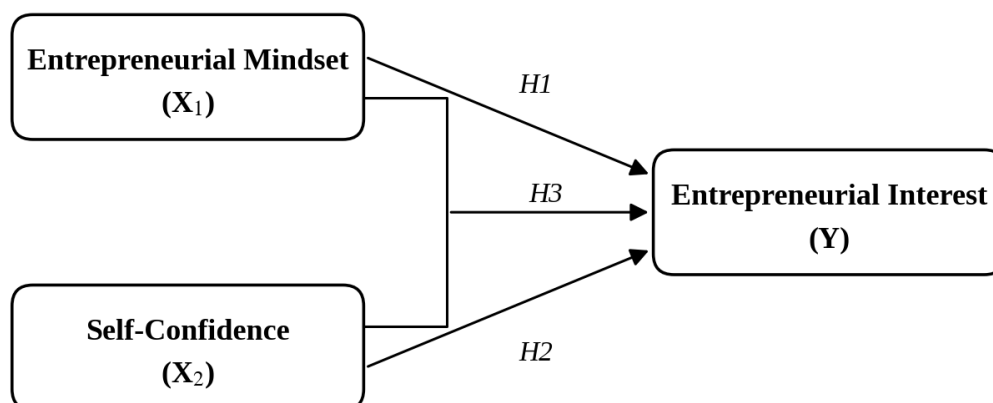


Figure 1
Conceptual Framework

H1 : Entrepreneurial mindset has a positive and significant effect on the entrepreneurial interest of Business Education students, Class of 2023, Universitas Negeri Medan.

H2 : Self-confidence has a positive and significant effect on the entrepreneurial interest of Business Education students, Class of 2023, Universitas Negeri Medan.

H3 : Entrepreneurial mindset and self-confidence have a positive and significant effect on the entrepreneurial interest of Business Education students, Class of 2023, Universitas Negeri Medan.

METHODS

This study employed a quantitative approach to analyze the effect of entrepreneurial mindset and self-confidence on the entrepreneurial interest of Business Education students at the Faculty of Economics and Business, Universitas Negeri Medan. The population consisted of 60 students, all of whom were included in the sample using a *total sampling* technique. Data were collected through a questionnaire constructed on a Likert scale with four response options: Strongly Agree (SA) scored 4, Agree (A) scored 3, Disagree (D) scored 2, and Strongly Disagree (SD) scored 1. The instrument was used to measure the variables of entrepreneurial mindset, self-confidence, and entrepreneurial interest.

The data were analyzed with the aid of the Statistical Package for the Social Sciences (SPSS). Before hypothesis testing, the instrument was examined through validity and reliability tests to ensure its adequacy. Classical assumption tests were then performed, comprising normality, linearity, heteroscedasticity, and multicollinearity tests. Hypotheses were tested using multiple linear regression analysis. The t-test was used to determine the partial effect of each independent variable on the dependent variable, while the F-test was used to determine the simultaneous effect of entrepreneurial mindset and self-confidence on entrepreneurial interest. In addition, the coefficient of determination (R^2) was used to measure the contribution of the independent variables in explaining the dependent variable.

RESULTS AND DISCUSSION

Results

Normality Test

Before hypothesis testing, the research data were first examined through classical assumption tests. The Kolmogorov-Smirnov normality test yielded a significance value of 0.200. Since this value is greater than 0.05, the data are normally distributed and meet the requirements for regression analysis.

Table 1
Results of the Kolmogorov-Smirnov Normality Test

One-Sample Kolmogorov-Smirnov Test		
		<i>Unstandardized Residual</i>
N		60
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	5.14598432
Most Extreme Differences	Absolute	.063
	Positive	.049
	Negative	-.063
Test Statistic		.063
Asymp. Sig. (2-tailed)		.200 ^{c,d}
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

Source: SPSS Version 26 Data Processing Results

Linearity Test

Table 2
Results of the Linearity Test of Entrepreneurial Mindset (X₁) on Entrepreneurial Interest (Y)

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Entrepreneurial Interest * Entrepreneurial Mindset	Between Groups	(Combined)	976.205	17	57.424	1.621	.102
		Linearity	709.441	1	709.441	20.033	.000
		Deviation from Linearity	266.764	16	16.673	.471	.948
	Within Groups		1487.395	42	35.414		
	Total		2463.600	59			

Source: SPSS Version 26 Data Processing Results

The linearity test between Entrepreneurial Mindset (X₁) and Entrepreneurial Interest (Y) yielded a significance value for *Deviation from Linearity* of 0.948. Since this value is greater than 0.05, it can be concluded that there is a linear relationship between Entrepreneurial Mindset and Entrepreneurial Interest. Thus, the linearity assumption is satisfied, and the analysis can proceed to the next stage of testing.

Table 3
Results of the Linearity Test of Self-Confidence (X₂) on Entrepreneurial Interest (Y)

ANOVA Table							
			<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
Entrepreneurial Interest * Self-Confidence	<i>Between Groups</i>	<i>(Combined)</i>	1240.410	19	65.285	2.135	.022
		<i>Linearity</i>	830.465	1	830.465	27.157	.000
		<i>Deviation from Linearity</i>	409.944	18	22.775	.745	.746
	<i>Within Groups</i>		1223.190	40	30.580		
	<i>Total</i>		2463.600	59			

Source: SPSS Version 26 Data Processing Results

The linearity test between Self-Confidence (X₁) and Entrepreneurial Interest (Y) yielded a significance value for *Deviation from Linearity* of 0.746. Since this value is greater than 0.05, it can be concluded that there is a linear relationship between Self-Confidence and Entrepreneurial Interest. Thus, the linearity assumption is satisfied, and the analysis can proceed to the next stage of testing.

Heteroscedasticity Test

Table 4
Results of the Heteroscedasticity Test

Coefficients ^a					
Model	<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>	<i>t</i>	<i>Sig.</i>
	<i>B</i>	<i>Std. Error</i>	<i>Beta</i>		
1 (Constant)	-3.054	3.990		-.765	.447
X1	.121	.114	.198	1.061	.293
X2	.025	.098	.046	.249	.804

a. Dependent Variable: ABS_RES

Source: SPSS Version 26 Data Processing Results

The heteroscedasticity test shows that X1 has a significance value of 0.293 and X2 has a significance value of 0.804. Both values are greater than 0.05. It can therefore be concluded that the regression model is free from heteroscedasticity, meaning that it satisfies the heteroscedasticity assumption and is suitable for further analysis.

Multicollinearity Test

Table 5
Results of the Multicollinearity Test

Coefficients ^a			
Model		Collinearity Statistics	
		Tolerance	VIF
1	Entrepreneurial Mindset	.478	2.092
	Self-Confidence	.478	2.092

a. Dependent Variable: Entrepreneurial Interest

Source: SPSS Version 26 Data Processing Results

Furthermore, the multicollinearity test shows that the digital literacy and learning motivation variables have a Tolerance value of 0.478 and a Variance Inflation Factor (VIF) of 2.092. These values meet the criteria of Tolerance > 0.10 and VIF < 10; hence, it can be concluded that there is no multicollinearity in the regression model.

Multiple Linear Regression Analysis

Table 6
Results of the Multiple Linear Regression Analysis

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	
		B	Std. Error	Beta	
1	(Constant)	7.824	6.743		1.160
	Entrepreneurial Mindset	.355	.172	.285	2.067
	Self-Confidence	.444	.156	.394	2.855

a. Dependent Variable: Entrepreneurial Interest

Source: SPSS Version 26 Data Processing Results

The multiple linear regression analysis produced the following regression equation:

$$Y = a + b_1X_1 + b_2X_2 + e$$

$$Y = 7.824 + 0.355X_1 + 0.444X_2 + e$$

The regression equation can be interpreted as follows:

The regression coefficient of X_1 (Entrepreneurial Mindset) is 0.355, meaning that each one-unit increase in Entrepreneurial Mindset increases Entrepreneurial Interest by 0.355, assuming other variables remain constant. The t-count value of 2.067 with a significance value of $0.043 < 0.05$ indicates that Entrepreneurial Mindset has a positive and significant effect on Entrepreneurial Interest.

The regression coefficient of X_2 (Self-Confidence) is 0.444, meaning that each one-unit increase in Self-Confidence increases Entrepreneurial Interest by 0.444, assuming other variables

remain constant. The t-count value of 2.855 with a significance value of $0.006 < 0.05$ indicates that Self-Confidence has a positive and significant effect on Entrepreneurial Interest.

Coefficient of Determination (R^2) Test

Table 7
Results of the Coefficient of Determination (R^2) Test

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.732 ^a	.536	.520	4.12157
a. Predictors: (Constant), X2, X1				

Source: SPSS Version 26 Data Processing Results

The coefficient of determination analysis shows an R Square value of 0.536, or 53.6%. This indicates that Entrepreneurial Mindset (X1) and Self-Confidence (X2) together explain 53.6% of the variation in Entrepreneurial Interest (Y). In other words, 53.6% of the change in entrepreneurial interest can be explained by these two variables, while the remaining 46.4% is influenced by other factors not included in this study. In addition, the R value of 0.464 indicates that the relationship between Entrepreneurial Mindset and Self-Confidence and Entrepreneurial Interest falls into the fairly strong category.

F-Test (Simultaneous)

Table 8
Results of the F-Test (Simultaneous)

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	944.378	2	472.189	17.716	.000 ^b
Residual	1519.222	57	26.653		
Total	2463.600	59			
a. Dependent Variable: Y					
b. Predictors: (Constant), X2, X1					

Source: SPSS Version 26 Data Processing Results

The simultaneous test (F-test) yielded an F-count value of 17.716, while the F-table value was 3.16 at the 0.05 significance level. Since $F\text{-count} > F\text{-table}$ ($17.716 > 3.16$) and the significance value of $0.000 < 0.05$, H_0 is rejected and H_1 is accepted.

This result indicates that Entrepreneurial Mindset (X1) and Self-Confidence (X2) simultaneously have a positive and significant effect on Entrepreneurial Interest (Y). In other words, both independent variables jointly play a role in increasing the entrepreneurial interest of students in the Business Education Study Program.

Thus, the third hypothesis (H_3), which states that Entrepreneurial Mindset and Self-Confidence simultaneously have a positive and significant effect on Entrepreneurial Interest, is accepted.

t-Test (Partial)

Table 9
Results of the t-Test (Partial)

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	7.824	6.743		1.160	.251
X1	.355	.172	.285	2.067	.043
X2	.444	.156	.394	2.855	.006

a. Dependent Variable: Y

Source: SPSS Version 26 Data Processing Results

The partial test (t-test) shows that Entrepreneurial Mindset (X_1) has a t-count value of 2.067, while the t-table value is 2.002. Since $t\text{-count} > t\text{-table}$ ($2.067 > 2.002$) and the significance value of $0.043 < 0.05$, H_0 is rejected and H_1 is accepted. This indicates that Entrepreneurial Mindset has a positive and significant effect on Entrepreneurial Interest. The positive regression coefficient of 0.355 shows that the better the students' entrepreneurial mindset, the higher their entrepreneurial interest.

Furthermore, Self-Confidence (X_2) has a t-count value of 2.855, while the t-table value is 2.002. Since $t\text{-count} > t\text{-table}$ ($2.855 > 2.002$) and the significance value of $0.006 < 0.05$, H_0 is rejected and H_1 is accepted. This indicates that Self-Confidence has a positive and significant effect on Entrepreneurial Interest. The positive regression coefficient of 0.444 shows that the higher the students' self-confidence, the higher their entrepreneurial interest.

Discussion

Based on the results of the data analysis, the discussion of this study is summarized as follows:

The Effect of Entrepreneurial Mindset on Entrepreneurial Interest

The results show that entrepreneurial mindset has a positive and significant effect on students' entrepreneurial interest. This means that the better the students' entrepreneurial mindset, the higher their interest in becoming entrepreneurs. Students' ability to act independently (*autonomy*), their courage to take risks, and their proactive attitude toward opportunities have proven to be the main assets driving their interest in starting their own businesses.

The Effect of Self-Confidence on Entrepreneurial Interest

Self-confidence has been shown to have a positive and significant effect on entrepreneurial interest. Students with a high level of self-confidence tend to be more convinced of their potential, to remain optimistic when facing obstacles, and to demonstrate good responsibility. This self-confidence is a crucial factor that fosters students' courage to choose entrepreneurship as a future career rather than merely waiting for formal employment opportunities.

The Simultaneous Effect of Entrepreneurial Mindset and Self-Confidence

Simultaneously, entrepreneurial mindset and self-confidence have a positive and significant effect on entrepreneurial interest. The two variables complement each other: entrepreneurial

mindset equips students with the strategic ability to recognize business opportunities, while self-confidence provides the mental drive to turn those ideas into concrete action. The coefficient of determination (R^2) shows that these two variables contribute 53.6% to students' entrepreneurial interest, while the remaining 46.4% is influenced by other factors outside this study.

CONCLUSION

Based on the results of the data analysis and discussion, the following conclusions can be drawn:

1. Effect of entrepreneurial mindset: entrepreneurial mindset has a positive and significant effect on the entrepreneurial interest of Business Education students, Class of 2023, Universitas Negeri Medan. This indicates that students' ability to be independent, take risks, and be proactive in seeing opportunities plays a major role in shaping their positive view of entrepreneurship.
2. Effect of self-confidence: self-confidence has a positive and significant effect on the entrepreneurial interest of Business Education students, Class of 2023, Universitas Negeri Medan. Strong belief in one's own abilities, an optimistic attitude, and responsibility serve as important psychological drivers that encourage students to choose entrepreneurship as a career path.
3. Simultaneous effect: entrepreneurial mindset and self-confidence jointly (simultaneously) have a positive and significant effect on entrepreneurial interest. These two factors contribute 53.6% to the formation of students' entrepreneurial interest, while the remaining 46.4% is influenced by other factors outside this study.

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