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What Sparks Entrepreneurial Intention? A Systematic Review of Factors Among Economics Education Students

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Abstract: *Rising numbers of graduates now exceed what the formal job market can absorb, making entrepreneurial interest among students increasingly important. Even though higher education institutions commonly offer entrepreneurship courses, many students still do not show a strong desire to start their own businesses. This study examines the causes of entrepreneurial propensity in Economics Education students and the effects of entrepreneurship education. It examines self-efficacy's mediating function, motivation's moderating role, and entrepreneurial orientation's moderating role within the Theory of Planned Behavior. A PRISMA-compliant Systematic Literature Review was undertaken. Google Scholar, SINTA, and Science Direct generated 2,023 records, of which 25 papers from 2021–2025 met the inclusion requirements and were evaluated using descriptive thematic synthesis. The data suggest that entrepreneurial desire is driven by several variables. Entrepreneurship education serves as the starting point by providing knowledge, yet its influence frequently works indirectly through self-efficacy, attitudes, perceived behavioral control, and motivation. Self-efficacy appears most often as the variable that links these elements. Family environment and social support reinforce the process, although their effects are less consistent than that of perceived behavioral control. None of the reviewed articles directly confirmed the moderating roles of motivation and entrepreneurial orientation. Accordingly, entrepreneurship learning should build students' self-confidence through hands-on activities, mentoring, and a safe space to learn from failure.*

Keywords: *entrepreneurial interest; entrepreneurship education; self-efficacy; economics education students; systematic literature review*

INTRODUCTION

A country's economic growth cannot be separated from the role of entrepreneurs as the primary drivers of job creation, innovation, increased national competitiveness, and equitable distribution of prosperity (Fatonah et al., 2026; Syafira et al., 2025; Tiara et al., 2024). A country's economic maturity is also reflected in its entrepreneurship ratio, that is, the share of entrepreneurs in the population or labor force. The Ministry of Micro, Small, and Medium Enterprises reported that Indonesia's 2025 entrepreneurship ratio was 3.29%, slightly over the objective of 3.10%. While the Ministry of Trade notes that advanced economies are usually in the range of 10–12% and that Singapore is at 8.6%, Indonesia has only 8.3 million people who are entrepreneurs. So, even though the ratio is slowly rising, Indonesia is still far from the level of advanced economies. This situation becomes even more urgent when seen from the national labor market. The national labor force survey of Statistics Indonesia (BPS) recorded an open unemployment rate of 4.68% in February 2026, and the rate among Diploma IV to doctoral graduates was 6.13%, which is higher than the national average (BPS, 2025). This suggests that a university degree alone does not guarantee employment, and it may also point to a gap between skills gained during higher education and the demands of the workforce. Given these data and conditions, entrepreneurship emerges as a promising alternative solution that enables students to break free from their dependence on the formal sector, whose capacity to absorb new workers is becoming increasingly limited (Fachrurazi & Nurcholifah, 2021). Universities play a key role in fostering an entrepreneurial spirit among their students.

Entrepreneurship is the application of creativity and innovation in solving problems and involves taking action to capitalize on existing opportunities (Ardiani et al., 2021; Sintia et al., 2025; Sun et al., 2021). According (Dewi & Malik, 2022), entrepreneurship is an individual's ability to think creatively to generate new innovations and opportunities for oneself and others, and to generate profit without fear of taking risks. Meanwhile, an entrepreneur is an individual who possesses leadership, organizational, and financial management skills and acts responsibly in economic activities (Aditya et al., 2025; Naifa et al., 2025). Someone with an entrepreneurial personality will, under any circumstances,

remain resilient and capable of helping themselves overcome the difficulties they face. An interest in entrepreneurship is an attraction and desire inherent in an individual who is responsible, unafraid of risk, and intent on achieving profit and success in entrepreneurial endeavors (Adevia et al., 2024; Tambengi et al., 2024). According to (Afiyati et al., 2023; Almadhea & Kamalia, 2024) The desire, interest, and readiness to work hard to fulfill fundamental requirements without danger is entrepreneurship, learn from failures, and grow one's business. Entrepreneurial interest itself can arise from a desire to start and run a business, which in turn serves as a catalyst to begin exploring and getting involved in it.

Education is essentially an awareness that grows within each individual to continuously develop abilities, skills, and values as a means of ensuring survival and adapting to change, which takes place through the transfer of knowledge between educators and students. Entrepreneurship education can be defined as an effort by educational institutions to shape students who are knowledgeable, spirited, principled, and possess an entrepreneurial mindset (Oktiena & Dewi, 2021). Entrepreneurship education courses not only serve to foster an entrepreneurial mindset and broaden students' knowledge of the business world, but also contribute to enhancing students' creativity in terms of both soft skills and hard skills so that they can identify and capitalize on business opportunities in their immediate surroundings. Furthermore, entrepreneurship education is designed to transform students' perceptions and behaviors so that they develop a strong drive to foster creativity and innovation, thereby becoming competent entrepreneurs (Rizqi et al., 2022; S. Uma & Anasrulloh, 2023). However, evidence from the field shows that the implementation of entrepreneurship education in college curricula has not yet been able to shift graduates' focus from being job seekers to job creators, while also indicating that these courses have not yet fully succeeded in fostering an entrepreneurial spirit among students (Martínez-Gregorio et al., 2021; Sandi & Nurhayati, 2020). The high level of entrepreneurial intent among individuals or students is directly proportional to the amount of experience and expertise they gain through entrepreneurship training, particularly training that directly involves them in learning activities, business plan development, and small business management.

The Theory of Planned Behavior is an extension of an earlier theory, the Theory of Reasoned Action, which was proposed by Fishbein and Ajzen in 1975. Subsequently, Icek Ajzen refined the theory by formulating the Theory of Planned Behavior in 1991 (Ajzen, 1991). According to this theory, attitude, subjective norm, and perceived behavioural control can affect a person's behaviour (Chen & Chen, 2009). Students with entrepreneurial knowledge and skills are more self-confident and ready to run a business. Meanwhile, subjective norms are reflected in various forms of social support ranging from family, friends, and role models to the individual's social environment which are further reinforced by enabling factors such as capital, connections, and education. Besides these three core components, previous studies often add other variables to the model. Self-efficacy and attitudes, for example, are commonly tested as mediators between entrepreneurship education and entrepreneurial interest, and some studies test moderators that may strengthen or weaken these paths. In this review we do not decide in advance which of these variables must be present. We only map which ones were actually tested in the literature. This shows the Theory of Planned Behavior explains entrepreneurial behavior and interest from an internal perspective and organizes external factors like entrepreneurship education, self-efficacy, and motivation in the reviewed studies.

The gap between the curriculum's objectives and the existing level Of students' engagement is the main issue regarding Interest in entrepreneurial activities, and it is also the reason why a comprehensive and systematic mapping of the factors that actually shape this entrepreneurial interest is necessary (Fahmi, 2023; Mustomi et al., 2021). Studies using the Systematic Literature Review (SLR) method that specifically focus on Economics Education students remain very limited, as most synthesis studies have been conducted on students across various academic programs or those in the fields of economics and business even though Economics Education students possess distinct academic characteristics and career orientations as both prospective educators and prospective entrepreneurs. The Innovation of this analysis lies in its concentration on Economics Education students a unique population due to their dual roles as prospective entrepreneurs and prospective economics educators making its findings relevant to both the academic and educational spheres.

This research is important to conduct immediately for several fundamental reasons. Practically speaking, the high unemployment rate among college graduates calls for the development of policy recommendations and more targeted entrepreneurship learning strategies. Furthermore, the findings of this study can serve as evaluation material for Economics Education programs in redesigning their curricula, teaching methods, and student entrepreneurship mentoring programs, so that they not only produce competent prospective economics educators but also individuals with a strong entrepreneurial spirit and interest. Based on the background, research gap, novelty, and urgency described above, this study attempts to identify and map the factors (X variables) that influence entrepreneurial interest (Y variable) among Economics Education students based on literature from 2021–2025, Study how entrepreneurship education shapes entrepreneurial interest, both directly and indirectly, and examine the mediating (self-efficacy) and moderating (entrepreneurial orientation).

RESEARCH METHODOLOGY

The qualitative Systematic Literature Review (SLR) technique is used to find, examine, and synthesize relevant literature in this study. The purpose is to show how university students' entrepreneurial ambition is influenced, using Economics Education students as an example. Identification, screening, eligibility assessment, and inclusion are the four steps of the PRISMA review. The details below are written so that another researcher can repeat the search and the selection.

Search Strategy

The search was carried out in three databases: Google Scholar, SINTA, and Science Direct. We used three keyword phrases, “entrepreneurial interest among students,” “factors influencing entrepreneurial interest,” and “economics education students,” and combined them with the Boolean operator OR in each database. The publication period was limited to 2021–2025, and the language to Indonesian or English (Table 1). The queries were run on January – October 2021 – 2025 on Google Scholar, February – June on Science Direct, and January – December on SINTA.\

Eligibility Criteria

Inclusion and exclusion criteria were set before screening so that only relevant studies with enough information were analyzed. The inclusion criteria were: (1) publications written in Indonesian or English, (2) published between 2021 and 2025, (3) empirical studies (quantitative or qualitative) on entrepreneurial interest or intention among higher education students, and (4) strong relevance to the research topic. We did not limit the review to Economics Education students. Instead, the sample of every article was recorded during data extraction, so that studies on Economics Education students could be identified and discussed separately. The exclusion criteria were: (1) articles that were not fully accessible, (2) articles without an adequate theoretical foundation, (3) duplicates of existing sources, and (4) articles that did not meet the minimum methodological standard in the quality appraisal.

Quality Appraisal

We assessed study methodology using the Mixed Methods Appraisal Tool (MMAT) 2018. We picked it since the featured research utilize varied designs (mainly quantitative surveys and one qualitative study) and the MMAT can evaluate them with one instrument. The two MMAT screening questions (are there clear research questions and can the acquired data answer them) were initially applied to each project. Studies that failed these questions were omitted from full text. The remaining studies were graded Yes, No, or Can't tell on five design-specific criteria. Criteria for quantitative descriptive research, which include most survey surveys, are: C1, the sampling approach is relevant to the research issue; C2, the sample is representative of the target population; C3, the measurements are suitable; C4, nonresponse bias is minimal; and C5, the statistical analysis is appropriate to address the research question. To make the ratings traceable, we coded them with simple rules. C1 was Yes when both the target population and the sample size were reported. C2 was Yes when probability sampling or the whole population was reported, Nowhen non-probability sampling such as purposive sampling was used, and Can’t tell when the sampling technique was not described. C3 was Yes when validity or reliability testing or a validated instrument was reported. C4 was Yes when a response rate or the handling of missing data was reported. C5 was Yes when the analysis technique was reported and fitted the research question. In line with the MMAT manual, we report the ratings criterion by criterion and do not calculate a total score.

Data Extraction and Synthesis

We used an extraction form to record the following for each article: authors and year, sample (study program, institution, and size), design, variables, and main findings (Table 3). The findings were then grouped using descriptive thematic synthesis. The themes were developed from the articles themselves and then organized with the Theory of Planned Behavior (attitude, subjective norm, and perceived behavioral control). Studies on Economics Education students were tagged and compared separately. Mediators and moderators were recorded only when an article actually tested them, so that no relationship was assumed in advance. Because the studies differ in designs and instruments, no pooled effect size was calculated.

Selection Results

The article selection followed the PRISMA stages shown in Figure 1. The database searches returned 2,023 records in total: Google Scholar contributed 1,692, Science Direct 281, and SINTA 50. After 1,562 duplicates were removed, 461 unique records remained for title and abstract screening, and 426 of them were excluded because their topics were not relevant. The remaining 35 articles were assessed in full text. Ten were excluded at this stage because they did not meet the inclusion criteria or which left 25 articles for the synthesis. The selected articles were published consistently between 2021 and 2025, which indicates sustained research interest in this topic.

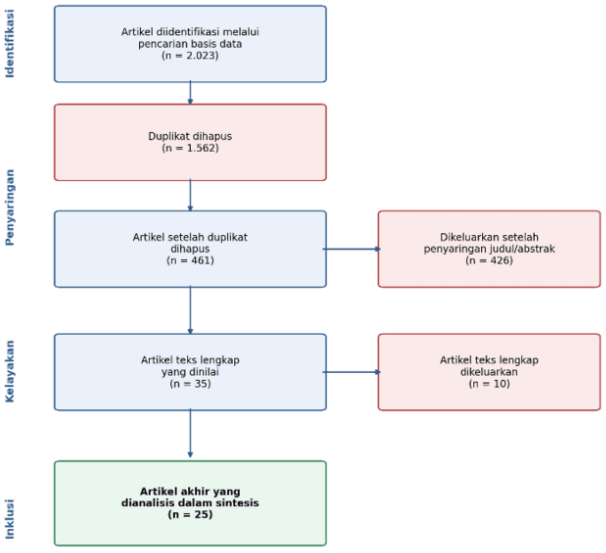


Figure 1. PRISMA flowchart for the article selection process

RESULTS AND DISCUSSION

Article Characteristics

Table 1. Results of Article Characteristics

Aspect	Findings
Total Number of Final Articles	25 articles
Year Range	2021 - 2025
Dominant Country	Indonesia
Dominant methods	Quantitative descriptive, Qualitative
Dominant Themes	Entrepreneurship Education, Self-Efficacy, Motivation, and Students' Interest in Entrepreneurship
Quality Appraisal	MMAT (2018), rated criterion by criterion

Table 1. The results of the article characteristics show that there were 25 articles that met the inclusion criteria through the PRISMA selection process, with publications spanning the years 2021–2025, indicating that this research trend remains relevant to this day. The study is mostly from Indonesia, indicating the need of entrepreneurship education and academic interest in it. Interestingly, additional inspection revealed, the recurring themes in these articles Entrepreneurship Education, Self-Efficacy, and Students' Motivation and Interest in Entrepreneurship reveal a consistent common thread, while also affirming the position of these three variables as the primary determinants in shaping entrepreneurial interest among students, with the most dominant method being quantitative descriptive analysis.

Publication Trends

Figure 2 shows the number of included articles per publication year. The numbers fluctuated across the period: 5 articles (20%) in 2021, 3 (12%) in 2022, 6 (24%) in 2023, 4 (16%) in 2024, and 7 (28%) in 2025, the highest of the five years. Overall the trend is slightly upward, and 11 of the 25 articles (44%) were published in 2024–2025, which suggests that the topic keeps receiving attention from researchers.

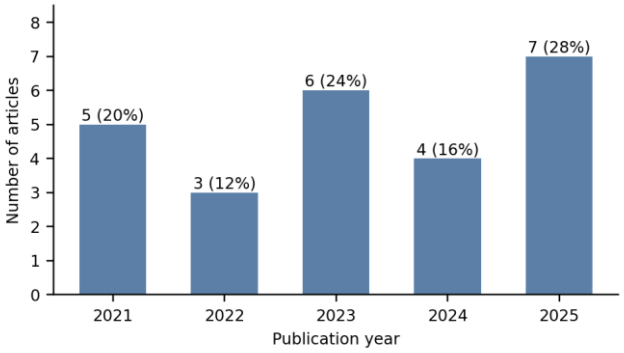


Figure 2. Number of Included Articles by Publication Year (n = 25)

Data Extraction Table

Table 2. Results of the Article Analysis

No	Article Title & Author	Research Variables	Findings
1	Analysis of Entrepreneurial Interest Among Economics Education Students at Bhinneka PGRI University; (Cantika et al., 2022)	Entrepreneurial interest	The majority of students in the Economics Education program at Bhinneka PGRI University have a high level of interest in entrepreneurship, although their self-confidence in the success of their ventures still needs to be strengthened.
2	Factors Influencing Entrepreneurial Interest Among University Students in Jakarta; (Pricilia et al., 2021)	Entrepreneurship education, Self-efficacy, Family environment, Entrepreneurial interest	Entrepreneurship education, self-efficacy, and family environment positively and significantly affect Jakarta State University students' entrepreneurial interest.
3	THE EFFECT OF ENTREPRENEURSHIP	Entrepreneurship education, digital	entrepreneurial education, digital literacy, and self-efficacy may improve students'

	EDUCATION AND DIGITAL LITERACY ON STUDENTS' INTEREST IN ENTREPRENEURSHIP WITH SELF-EFFICACY AS A MEDIATOR; (Mulyati, 2023)	literacy, self-efficacy, interest in entrepreneurshIp	entrepreneurial interest. Self-efficacy moderates the impact of entrepreneurship education and digital literacy on student entrepreneurship.
4	Behavioral Control, Entrepreneurial Activity, and Entrepreneurship Education: The Mediating Role of Entrepreneurial Attitude in Shaping Entrepreneurial Interest; (Handayani & Rosita, 2025)	Entrepreneurship education, Behavioral control, Entrepreneurial activity, Entrepreneurial attitude, Entrepreneurial interest	Entrepreneurship education, behavioral control, activity, and attitude directly and indirectly effect Sriwijaya State Polytechnic students' entrepreneurial drive.
5	Entrepreneurship Education and Academic Support: Understanding Their Impact on Entrepreneurial Motivation and Interest ; (Revinzky et al., 2025)	Entrepreneurship education, Academic support, Entrepreneurial motivation, Entrepreneurial interest	Entrepreneurship education and academic assistance positively affect students' entrepreneurial desire directly and indirectly via entrepreneurial motivation. However, family context, internship training, and hands-on business experience may also affect entrepreneurial desire, according to the study.
6	The Impact of Self-Confidence, Family Support, and Motivation on Entrepreneurial Interest: The Mediating Role of Entrepreneurship Education; (Nurhayani et al., 2025)	Self Confidence, Family Support, Motivation, Entrepreneurship Education, Entrepreneurial Interest	Self-confidence, family support, Interest in entrepreneurship is directly and indirectly affected by motivation and entrepreneurship education.
7	Entrepreneurship Education and Social Media as Drivers of Entrepreneurial Interest: The Role of Motivation as a Mediator Variable; (Nurjannah et al., 2024)	education entrepreneurship, media social use, entrepreneurial interest, and entrepreneurial motivation	Entrepreneurial motivation mediates the relationship between entrepreneurship education and social media usage. Motivation connects education and digital technology to student interest in entrepreneurship, even if it does not directly affect it.
8	Entrepreneurship Education as a Key Mediator in the Path from Motivation and Knowledge to Entrepreneurial Interest; (Isma & Raharimalala, 2024)	Entrepreneurial Motivation, Entrepreneurial Knowledge, Entrepreneurial Interes and Entrepreneurship Education	Entrepreneurship education mediates entrepreneurial drive and knowledge. Through entrepreneurship education, entrepreneurial knowledge indirectly affects interest.
9	THE EFFECTS OF ENTREPRENEURSHIP EDUCATION AND SELF-EFFICACY ON STUDENTS' INTEREST IN ENTREPRENEURSHIP; (S. R. Uma & Anasrulloh, 2023)	Entrepreneurship Education, Self-Efficacy, Interest in Entrepreneurship	entrepreneurial education and self-efficacy affect semester six and eight Economics Education Program students at Bhinneka PGRI University, Tulungagung's entrepreneurial interest.
10	The Influence of Entrepreneurship Education and Self-Efficacy on Entrepreneurial Interest (A Study of Economics Education Students at the University of Riau); (Marshanda et al., 2025)	Entrepreneurship Education, Self-Efficacy, Interest in Entrepreneurship	Entrepreneurship education serves as the key variable affecting the interest in entrepreneurship of students majoring in Economics Education in the Faculty of Teacher Training and Education, Universitas Riau, while self-efficacy is used as an additional variable.

11	The role of entrepreneurship education, entrepreneurial motivation, and entrepreneurial readiness in mapping entrepreneurial intention of youth; (Khetarpal et al., 2025)	Entrepreneurship education, Entrepreneurial motivation, Entrepreneurial readiness, Entrepreneurial intention	Entrepreneurship education has a strong influence on entrepreneurial motivation and entrepreneurial readiness, which in turn sequentially mediate the EE–EI relationship.
12	Entrepreneurship education stimulates entrepreneurial intention of college students in China: A dual-pathway model; (Liu et al., 2025)	entrepreneurship education, entrepreneurial intention, entrepreneurial passion, entrepreneurial self-efficac	Entrepreneurship education (EE) has a positive effect on entrepreneurial intention (EI). Furthermore, entrepreneurial passion (EP) and entrepreneurial self-efficacy (ESE) were found to partially mediate the EE–EI relationship through two parallel pathways, such that EE shapes EI both directly and indirectly by strengthening students' entrepreneurial passion and self-efficacy. A moderating effect of hukou status (urban vs. rural residence) was found, whereby the effects of EE, EP, and ESE on EI were significant only among students with urban hukou,
13	The Effect of Entrepreneurship Education on Entrepreneurial Intention: Mediation of Entrepreneurial Self-Efficacy and Moderating Model of Psychological Capital; (Wang et al., 2023)	Entrepreneurship education, Entrepreneurial self-efficacy, Psyhcological capital, Entrepreneurial intention, Gender Famiy bisiness experience	Entrepreneurship education increases entrepreneurial intention, but self-efficacy fully mediates this. Entrepreneurial self-efficacy and intention are moderated and increased by psychological capital (optimism, hope, resilience).
14	Exploring the link between entrepreneurship education and entrepreneurial intentions: the moderating role of educational fields; (Duong, 2021)	Entrepreneurship education, Subjective norms, Attitude towards entrepreneurship, Perceived behavioral control, Education fields, Entrepreneural intention	Entrepreneurship is encouraged by positive attitudes and behavioral control. In contrast, subjective norms did not influence entrepreneurship. Entrepreneurship education indirectly affects entrepreneurial ambitions via attitudes about entrepreneurship and perceived behavioral control.
15	Entrepreneurial education and intention: fear of failure, self-efficacy and gender; (Duong & Vu, 2023)	Entrepreneurial education (EE), entrepreneurial fear of failure (FOF), Entrepreneurial self-efficacy (ESE), Gender, Entrepreneurial intention (EI)	Entrepreneurial self-efficacy (ESE) acts as a partial mediator in the positive relationship between entrepreneurial education (EE) and entrepreneurial intention (EI). Fear of failure (FOF) was found to negatively moderate the effect of EE on both ESE and EI. Additionally, the effect of ESE on EI appears to be stronger among female students than among male students.
16	Implementation of Entrepreneurship Course Instruction to Increase Students' Interest in Entrepreneurship in the Economics Education Program at Mulawarman University; (Nursahira et al., 2024)	Pendidikan Kewirausahaan, Minat berwirausaha	Students in the Economics Education Program at Mulawarman University, Class of 2022, developed an interest in entrepreneurship after taking the entrepreneurship course. This is evident from the fact that before taking the course, only a few students expressed an interest in entrepreneurship, but after completing the course, the majority of these students had developed an interest in entrepreneurship.

17	THE EFFECT OF MOTIVATION, FAMILY ENVIRONMENT, AND ENTREPRENEURSHIP EDUCATION ON ENTREPRENEURIAL INTEREST AMONG ECONOMICS EDUCATION STUDENTS IN THE CLASS OF 2021; (Diansyah & Rahmawati, 2021)	Motivation, Family Environment, Entrepreneurship Education, Interest in Entrepreneurship	Factors that affect the level of interest in entrepreneurship include motivation, family, and education. Motivation, family participation, and entrepreneurship education boost entrepreneurship.
18	THE EFFECT OF SELF-EFFICACY ON STUDENTS' INTEREST IN ENTREPRENEURSHIP; (Purwaningsih et al., 2023)	Self-efficacy, Interest in Entrepreneurship	The variance in interest in entrepreneurship explained by self-efficacy is 13.5%. As the self-efficacy of an individual increases, the interest in entrepreneurship also increases. This implies that people who are highly confident about managing a business are likely to be more interested in engaging in entrepreneurship.
19	The Influence of Entrepreneurial Knowledge and Self-Efficacy on the Interest in Entrepreneurship Among Economics Education Students; (Nabila & Jaenudin, 2025)	Entrepreneurship Knowledge, Self-Efficacy, Interest in Entrepreneurship	Entrepreneurial knowledge and self-efficacy positively and significantly affect Economics Education students' entrepreneurial interest, partly and concurrently.
20	How entrepreneurship education affects college students' entrepreneurial intention: Samples from China; (Fan et al., 2024)	Entrepreneurship education, Entrepreneurial attitude, Entrepreneurial self-efficacy, Entrepreneurial social-support, Entrepreneurial intention	College entrepreneurship instruction boosts student entrepreneurship. Entrepreneurial mindset and self-efficacy influence the entrepreneurship education-intention link. Additionally, entrepreneurial social support from family, friends, and the environment moderates.
21	The Effect of Social Media Use and Entrepreneurial Motivation on Entrepreneurial Interest Through the Intervening Variable of Self-Efficacy; (Dhitara & Ardiansyah, 2022)	Use of social media, Entrepreneurial motivation, Entrepreneurial interest, Self-efficacy	Partially, social media and self-efficacy boost entrepreneurial interest. Entrepreneurial motivation also positively affected self-efficacy when examined independently. However, entrepreneurial motivation and social media use and self-efficacy did not have a significant and positive impact on entrepreneurial interest in isolation. Self-efficacy impacted entrepreneurial drive and interest, but not social media use and interest, according to the simultaneous test.
22	Perceived effectiveness of entrepreneurship education, entrepreneurial mindset, entrepreneurial self-efficacy and entrepreneurial intention among Moroccan university students: A correlational study; (Oulhou & Ibourk, 2023)	entrepreneurship education, entrepreneurial mindset, entrepreneurial self-efficacy and entrepreneurial intention	The research found that students' evaluations of the quality and happiness of their entrepreneurship instruction affect their entrepreneurial mentality and intention. Additionally, entrepreneurial self-efficacy strongly correlates with the entrepreneurial attitude and students' entrepreneurial purpose.
23	Environmental awareness and the entrepreneurial intention in university students: Direct and mediating	Innovativennes, Self-efficacy, Internal locus of control, Learning activities (Exploration,	Students' environmental understanding positively impacts their entrepreneurial ambition. Students' opinions of the value of ecological consumption moderate the association between environmental awareness and entrepreneurial intention. In addition,

	effects; (del Brío Gonzalez et al., 2022)	Exploitation), Entrepreneurial intention	having a family member with an entrepreneurial background also strengthens students' entrepreneurial intention. Conversely, the variables of gender and field of study did not show a significant influence in this research model.
24	The Influence of Family Environment and Entrepreneurial Motivation on Entrepreneurial Interest through Self-Efficacy Among Students in the Office Administration Education Program, Class of 2018, Surabaya State University; (Agustin & Trisnawati, 2021)	Family environment, Entrepreneurial motivation, Entrepreneurial interest, Self-efficacy	Family background and entrepreneurial interest were favorably but insignificantly influenced by self-efficacy. Self-efficacy positively and dramatically moderated entrepreneurial motivation and interest, achieving full mediation.
25	The Influence of Entrepreneurship Education, Self-Efficacy, Personality, and the Role of Family Factors on Entrepreneurial Intentions; (Tanazha & Budiono, 2021)s	Entrepreneurship Education, Self-Efficacy, Personality, Role of Family Factors, Entrepreneurial Intentions	Entrepreneurship education, self-efficacy, personality, and family characteristics positively affect Tarumanagara University students' entrepreneurial goals.

Quality Appraisal of the Included Studies

Table 4 shows the MMAT-based appraisal of the 25 included studies. We did not calculate a total score for each study, because the MMAT developers advise against it. Instead, we look at the pattern across criteria. A total of 17 studies had a sampling strategy that was relevant to the research question (C1), and 16 used a statistical analysis that fitted the research question (C5), usually regression, path analysis, or structural equation modelling. The weakest point was representativeness (C2). Only 5 studies reported probability sampling (random, proportional, or stratified), 3 used purposive sampling (Marshanda et al., 2025; Pricilia et al., 2021; Tanazha & Budiono, 2021) and the rest did not describe how participants were selected in the information we could check. Instrument validity (C3) and nonresponse bias (C4) were rarely reported, so most of these cells are rated "cannot tell." Where the sample size was reported, the Indonesian studies ranged from 62 to 200 respondents and were mostly drawn from one institution, whereas the international studies that reported it ranged from 205 to 1,113 respondents.

Table 4. MMAT-Based Quality Appraisal of the Included Studies

No.	Study	Design and sample (as reported)	C1	C2	C3	C4	C5	Main concern
1	Cantika et al. (2022)	Quantitative descriptive; n not reported	CT	CT	CT	CT	Y	Sample size and sampling not described in the abstract; descriptive only
2	Pricilia et al. (2021)	Survey; n = 200; purposive	Y	N	CT	CT	Y	Purposive sample from one university (title refers to Jakarta universities)
3	Mulyati (2023)	Survey; population = 106	Y	CT	CT	CT	Y	Small single-program population; sampling procedure unclear
4	Handayani & Rosita (2025)	Quantitative; n = 106; proportional random	Y	Y	CT	CT	CT	Single polytechnic; analysis technique not described in the abstract
5	Revinzky et al. (2025)	Survey; n = 109	Y	CT	CT	CT	CT	Single faculty; sampling not described
6	Nurhayani et al. (2025)	Quantitative; n = 121; proportional random	CT	Y	CT	CT	CT	Target population not described in the abstract
7	Nurjannah et al. (2024)	Survey; n = 84; proportional random (Slovin)	Y	Y	CT	CT	CT	Single faculty; small sample

No.	Study	Design and sample (as reported)	C1	C2	C3	C4	C5	Main concern
8	Isma & Raharimalala (2024)	Survey; n not reported	CT	CT	CT	CT	CT	Sample size and procedure not described in the abstract
9	S. R. Uma & Anasrulloh (2023)	Quantitative; n = 86 (population 171)	Y	CT	CT	CT	CT	Single institution; sampling not described
10	Marshanda et al. (2025)	Quantitative; n = 72; purposive	Y	N	CT	CT	Y	Purposive sample; small n
11	Khetarpal et al. (2025)	Quantitative; n = 205; PLS-SEM	Y	CT	CT	CT	Y	Postgraduate students only; sampling not described
12	Liu et al. (2025)	Quantitative; n = 519; mediation and moderation analysis	Y	CT	CT	CT	Y	Sampling procedure not described in the abstract
13	Wang et al. (2023)	Quantitative; n = 757; SEM; online questionnaire	Y	CT	CT	CT	Y	Online survey; sampling procedure not described
14	Duong (2021)	Quantitative; n not reported	CT	CT	CT	CT	CT	Sample and analysis not described in the abstract
15	Duong & Vu (2023)	Quantitative (SCCT); n not reported	CT	CT	CT	CT	Y	Sample not described in the abstract
16	Nursahira et al. (2024)	Qualitative; n not reported	CT	CT	CT	CT	CT	Design and sample not clearly reported
17	Diansyah & Rahmawati (2021)	Quantitative (ex post facto); n not reported	CT	CT	Y	CT	Y	Sample size and sampling not described in the abstract
18	Purwaningsih et al. (2023)	Quantitative survey; n = 145; simple random	Y	Y	CT	CT	Y	One study program in one university; R^2 = 13.5%
19	Nabila & Jaenudin (2025)	Quantitative; n = 74; proportionate stratified random	Y	Y	CT	CT	Y	Single institution; small n
20	Fan et al. (2024)	Quantitative; n = 347; online survey	Y	CT	CT	CT	Y	Sampling procedure not described
21	Dhitara & Ardiansyah (2022)	Quantitative; n = 121; WarpPLS	Y	CT	CT	CT	Y	Single university; sampling not described
22	Oulhou & Ibourk (2023)	Quantitative survey; n = 1,113; SEM	Y	CT	CT	CT	Y	Sampling procedure not described
23	del Brío Gonzalez et al. (2022)	Quantitative; n not reported	CT	CT	CT	CT	CT	Sample and analysis not described in the abstract
24	Agustin & Trisnawati (2021)	Quantitative; n = 62; PLS-SEM	Y	CT	CT	CT	Y	Small sample; single cohort
25	Tanazha & Budiono (2021)	Quantitative; n = 100; purposive; PLS-SEM	Y	N	CT	CT	Y	Purposive sample distributed online via social media

The appraisal was used in three ways in the synthesis. First, no study was rated "No" on more than one criterion, so all 25 studies were kept, and the 10 articles removed at the full-text stage are explained in the Selection Results. Second, we gave more weight to patterns that appear across studies with different sampling approaches and sample sizes. The role of self-efficacy as a link between education and interest, for example, appears in small Indonesian surveys (Agustin & Trisnawati, 2021; Mulyati, 2023) and also in larger structural equation modelling studies with several hundred respondents (Fan et al., 2024; Liu et al., 2025; Wang et al., 2023), so we describe it as the most consistent finding. Third, findings that come from a single study, such as the moderating effects of hukou status (Liu et al., 2025) psychological capital (Wang et al., 2023) and fear of failure (Duong & Vu, 2023), or the influence of environmental awareness (del Brío Gonzalez et al., 2022), are presented as tentative. In the same way, findings about Economics Education students come mostly from single-institution samples of about 70 to 120 respondents, so they are treated as indicative and not conclusive.

Research Findings

a. Entrepreneurship Education as a Gateway to Fostering Interest

Entrepreneurship education boosts student enthusiasm in entrepreneurship. (Pricilia et al., 2021) shows that entrepreneurship education, self-efficacy, and family environment positively affect students' entrepreneurial interest. These findings are supported by a number of other studies (Diansyah & Rahmawati, 2021) (Tanazha & Budiono, 2021) (S. Uma & Anasrulloh, 2023) which show a similar trend in results. Furthermore (Marshanda et al., 2025) concluded that entrepreneurship education is the primary determinant in shaping the entrepreneurial interest of economics students at the University of Riau, with self-efficacy serving as a factor that reinforces this influence. The most readily observable empirical evidence comes from qualitative research (Nursahira et al., 2024) The study revealed that before taking the entrepreneurship course, only a small proportion of students had an interest in entrepreneurship, whereas after taking the course, that interest grew among the majority of students. This finding indicates that entrepreneurship courses serve as a gateway to fostering interest, as they introduce students to the business world, broaden their perspectives on opportunities, and position entrepreneurship as a concrete career option one that extends beyond theoretical understanding. These findings are consistent with a literature review that confirms that an interest in entrepreneurship develops gradually, beginning with the acquisition of knowledge, continuing with direct experience, and ultimately crystallizing into a desire to take action.

Earlier studies reveal that entrepreneurial education does not necessarily influence interest. Entrepreneurial self-efficacy accounts completely for the effect of entrepreneurship education on entrepreneurial motivation. (Wang et al., 2023), therefore its benefit is only achieved when students' confidence in their talents is nurtured (Duong, 2021) discovered consistent evidence that entrepreneurship education indirectly affects attitudes about entrepreneurship and behavioral control (Khetarpal et al., 2025) shows a more hierarchical mechanism, in which education first shapes motivation, motivation then shapes readiness, and that readiness ultimately drives intention. As for (Liu et al., 2025) found that the influence of education is channeled through two parallel pathways, namely entrepreneurial passion and self-efficacy, whereas (Fan et al., 2024) identifying an entrepreneurial mindset as an additional mediating variable alongside self-efficacy. Entrepreneurship education teaches pupils the fundamentals of entrepreneurship. This preparation tends to translate into interest when accompanied by three conditions: students' belief in their own abilities (self-efficacy), an internal drive to act (motivation), and a positive assessment that entrepreneurship is a viable path to pursue (attitude). If any one of these components is weak, the same entrepreneurship education program has the potential to yield varying levels of interest among students. This may explain why some studies have found a direct effect of entrepreneurship education on interest, while others have found only an indirect effect.

b. Self-Efficacy: The Key Factor That Determines Whether Education Has an Impact

Self-efficacy—students' conviction in their capacity to operate a business—is the most commonly recognized mediating element in the association between entrepreneurship education and interest in entrepreneurship (Mulyati, 2023) discovered that entrepreneurial education and digital literacy boost self-efficacy, which modulates their effects on interest. According to (Fan et al., 2024) identified self-efficacy as a mediator that interacts with entrepreneurial attitudes. Although the nature of this mediation varies, the findings show a consistent trend: education that successfully enhances self-efficacy is more likely to foster an interest in entrepreneurship. Two Indonesian research demonstrated self-efficacy to mediate motivating impact (Dhitara & Ardiansyah, 2022) found that entrepreneurial motivation does not directly affect interest, but it does affect self-efficacy, which mediates the link between motivation and interest.

Similar findings were obtained (Agustin & Trisnawati, 2021) among Office Administration Education students at Surabaya State University, which showed that self-efficacy fully mediates the effect of entrepreneurial motivation on interest. These findings indicate that high motivation does not necessarily lead to an interest in entrepreneurship if it is not accompanied by students' belief in their own abilities; thus, motivation tends to remain at the level of mere desire. In line with the study (Cantika et al., 2022) among Economics Education students at Bhinneka PGRI University. Of the ten indicators of entrepreneurial interest measured, eight indicators scored above 50%, while the two indicators with the lowest scores were related to confidence in becoming a successful entrepreneur (26.80%) and entrepreneurial ability (47.10%). These results indicate that self-confidence is the relatively weakest dimension of these students' interest. Thus, strengthening self-efficacy can be considered one of the primary objectives in designing entrepreneurship education. The influence of self-efficacy on entrepreneurial interest was found to vary across student groups. (Duong & Vu, 2023) showed that self-efficacy has a bigger influence on entrepreneurial desire and mediates it more strongly in female students than male students. Conversely, (Wang et al., 2023) reported that male students and students from entrepreneurial families have significantly higher levels of entrepreneurial intent. On the other hand, (del Brío Gonzalez et al., 2022) found no significant effect of gender on entrepreneurial intent. The inconsistency of these findings suggests that the role of gender is strongly influenced by the research context and therefore cannot be generalized uniformly.

c. The Role of Motivation and Differentiating Factors in Entrepreneurial Interest

The role of entrepreneurial motivation in the 25 articles reviewed reveals a variety of patterns. (Diansyah & Rahmawati, 2021) found that motivation has a significant direct effect on interest in entrepreneurship (Nurjannah et al., 2024; Revinzky et al., 2025) positions motivation as a mediating variable linking entrepreneurship education, academic support, and social media use to interest. (Khetarpal et al., 2025)

positioning it as the initial stage in a sequence of motivation, readiness, and intention, whereas (Dhitara & Ardiansyah, 2022) found that the direct effect of motivation was not significant and only emerged through self-efficacy.

Motivation and other characteristics affect the strength or weakness of the link between variables, according to many research. (Duong & Vu, 2023) found that fear of failure weakens the impact of entrepreneurship education on self-efficacy and intention, so students with high levels of fear benefit less from entrepreneurship education. However, social support from family, friends, and the community boosts entrepreneurship education's influence on intention (Fan et al., 2024).

d. The Role of the Environment, Digital Technology, and Other Supporting Factors

Family has been shown to encourage business. (Diansyah & Rahmawati, 2021; Nurhayani et al., 2025; Pricilia et al., 2021; Tanazha & Budiono, 2021) report a positive influence of the environment or family factors on interest. In addition (del Brío Gonzalez et al., 2022; Wang et al., 2023) found that students with family members who are entrepreneurs tend to have a stronger intention to become entrepreneurs themselves. This tendency is understandable because entrepreneurial families can provide real-life role models, networks, and a sense of security for students as they attempt to start their own businesses. However, the influence of environmental factors is not always significant. (Agustin & Trisnawati, 2021) discovered that self-efficacy positively mediates the family environment's influence on interest, however this effect is not significant. (Duong, 2021) It was found that attitudes and perceptions of behavioral control strongly influence entrepreneurial inclinations, whereas subjective rules do not. According to the Theory of Planned Behavior, attitudes and behavioral control—which are connected to self-efficacy—are more consistent than subjective standards.

The use of digital technology has also begun to receive attention in the studies reviewed (Mulyati, 2023) found that digital literacy enhances students' self-efficacy and interest in entrepreneurship, whereas (Nurjannah et al., 2024) found that the use of social media fosters interest through entrepreneurial motivation. However (Dhitara & Ardiansyah, 2022) produced mixed results: social media directly affects interest but not self-efficacy, and self-efficacy does not mitigate the link between social media and interest. This suggests that social media can broaden students' horizons and business opportunities, but does not necessarily increase their confidence in their own abilities. Therefore, the use of social media in entrepreneurship education needs to be directed in a planned manner for example, through online marketing practices and not limited to the consumption of information. Other factors identified include entrepreneurial knowledge. (Nabila & Jaenudin, 2025) discovered that entrepreneurial knowledge and self-efficacy jointly affect, such that the combination of cognitive abilities and self-confidence is viewed as the primary foundation for the development of an entrepreneurial spirit. (Tanazha & Budiono, 2021) adds personality as a factor related to entrepreneurial intent, whereas (del Brío Gonzalez et al., 2022) indicates that environmental awareness also contributes to entrepreneurial intent. Taken together, these findings suggest that entrepreneurial interest arises from the interaction of various factors, rather than from a single cause.

e. Implications for the Economics Education Program

Students in the Economics Education program have unique characteristics because they will eventually play a dual role: as educators and as aspiring entrepreneurs. Based on the synthesis of the findings outlined above, there are several implications that the program should consider. First, entrepreneurship education should ideally be oriented not only toward increasing knowledge but also to boost pupils' self-confidence. Hands-on activities, such as developing business plans, launching small-scale ventures, and reflecting on experiences of both success and failure, have the potential to boost self-efficacy especially given the low levels of self-confidence indicated in the findings. (Cantika et al., 2022). Second, faculty members need to pay attention to the quality of students' learning experiences, because perceptions of the quality of entrepreneurship training are linked to the development of an entrepreneurial mindset and the intention to become an entrepreneur. (Oulhou & Ibourk, 2023). Third, academic support, mentoring, and the involvement of families and communities can be strengthened, as social support has been shown to reinforce the impact of intention-based entrepreneurship education (Fan et al., 2024) Academic assistance boosts motivation and interest (Revinzky et al., 2025).

f. Research Gaps, Limitations, and Summary of the Discussion

Based on the review conducted, there are at least four remaining research gaps. First, studies specifically targeting Economics Education students remain limited, and generally employ a survey design at a single institution, making it difficult to generalize their findings. Second, the role of motivation and entrepreneurial orientation as moderating variables has not been extensively tested, even though these two variables have the potential to explain differences in outcomes among students. Third, most studies measure interest at a single point in time, whereas entrepreneurial interest is a process that develops gradually. (Revinzky et al., 2025) It also notes the existence of other variables such as internship training and hands-on entrepreneurship practice that have not yet been studied. Therefore, longitudinal and qualitative research that traces students' development from the time they take the course until they launch a business would be highly valuable. Fourth, studies examining the follow-up to these interests that is, whether the interests that have been formed are

actually realized through entrepreneurial actions remain limited, as also recommended by (Mubayinah & Susanto, 2026).

This study also has limitations. The synthesis was conducted using a descriptive-thematic approach on 25 articles that differed in methods, instruments, populations, and contexts; thus, comparisons across studies were qualitative in nature and did not yield estimates of the combined magnitude of the effects. Only 8 of the 25 articles focused on Economics Education students, so the findings describe university students in general and should be applied to Economics Education students with caution. The quality appraisal used the MMAT, which gives criterion-level ratings and no validated overall score, and some criteria, especially instrument validity and nonresponse bias, were hard to judge from the reported information Finally, the search covered three databases and two languages (Indonesian and English), so relevant studies in other databases or languages, such as Scopus or Web of Science, may have been missed. Google Scholar also ranks results by relevance, which makes it harder to reproduce the search exactly.

The outcomes of the discussions reveal that the interest of the learners in entrepreneurship development depends on a number of interconnected factors. Entrepreneurship education serves as an initial stage that equips students with knowledge and insights. Self-efficacy acts as a bridge that determines whether this foundation can transform into a belief in one's own abilities and, subsequently, into interest. Motivation was reported as a direct factor in some studies and as a mediator or a link to self-efficacy in others, so its role is not uniform across the literature. Family, social support, psychological conditions, and students' backgrounds were also reported to be related to the strength of this process, but most of these findings come from one or two studies and should be read as tentative. None of the reviewed articles tested motivation or entrepreneurial orientation as moderators, so this question remains open for future primary research. Based on this understanding, efforts to foster an interest in entrepreneurship in universities, including in Economics Education programs, are likely to be more effective if they focus not only on delivering course material but also on building self-confidence, expanding support networks, and providing real-world practical experience.

CONCLUSION

The purpose of this study is to chart the influences of entrepreneurial interest among economics education students, to look at the effect of entrepreneurship education, as well as to measure self-efficacy as the mediator and the moderating effects of motivation and entrepreneurial orientation. From the findings and discussion, the following conclusions have been made.

1. Students' interest in entrepreneurship is impacted by several variables, not just one. Entrepreneurship education, self-efficacy, and motivation are most often cited, followed by family environment and social support, entrepreneurial knowledge, digital literacy and social media usage, personality, and psychological capital.
2. Entrepreneurship education is positively associated with entrepreneurial interest, but the mechanism of this influence is not always direct. Thus, entrepreneurship education serves as an initial stage that equips students, while the final outcome is determined by the success of that preparation in fostering the confidence and drive to take action.
3. Self-efficacy is the variable most frequently identified as a mediator. Although the forms of mediation vary ranging from full to partial these findings point in the same direction: Education that boosts self-confidence is more likely to inspire entrepreneurship. Interest is also directly affected by self-efficacy, with a contribution of moderate magnitude. Findings among Economics Education students which show that self-efficacy indicators rank among the lowest compared to other indicators of entrepreneurial interest reinforce these findings.
4. The role of motivation varies: it may act as a direct influence, a mediator, an initial stage in the sequence leading to readiness, or it may only exert an influence through self-efficacy. The role of motivation and entrepreneurial orientation as moderators, as formulated in the conceptual framework of this study, has not been directly confirmed by the reviewed articles. The variables identified as strengthening or weakening the relationships between variables are, in fact, psychological capital, fear of failure, gender, field of study, social support, and residential background.
5. According to the Theory of Planned Behavior, entrepreneurship education influences attitudes and perceptions of behavioral control. Perceptions of behavioral control, as reflected in self-efficacy, show the most consistent results. Meanwhile, subjective norms, as reflected in family and social support, have been found to be influential in a number of studies, though the results are not yet consistent across studies.

Based on the research findings, recommendations are formulated for various stakeholders according to their respective roles. For Economics Education study programs and faculty members, entrepreneurship education should ideally not be limited to the presentation of theory but should also be directed toward strengthening students' confidence in their own abilities. Furthermore, academic programs can create a learning environment that allows students to experiment and experience failure without the pressure of negative evaluation, as the fear of failure has been identified as undermining the impact of entrepreneurship education.

For students, it is recommended to view entrepreneurship courses as an opportunity to practice rather than merely as a way to fulfill academic requirements. Self-confidence grows through experience, so students need to have the courage to try small-scale ventures, get involved in entrepreneurial communities or activities on campus, and build relationships with supportive peers and mentors. Social media should also be used productively for example, as a tool for learning and marketing products rather than merely as a platform for consuming content.

For future researchers, Motivation and entrepreneurial orientation should be explicitly examined as moderators among Economics Education students, as this role has not been confirmed in the reviewed articles. Primary research with samples from multiple universities is needed to address the limitations of generalizability resulting from the dominance of studies at a single institution. Longitudinal and qualitative research is also needed to trace students' development from taking courses to launching a business, including testing whether the interests formed are actually translated into action. Additionally, variables that have been rarely studied, such as internship training, hands-on entrepreneurial practice, fear of failure, and psychological capital, should be included in the research model. From a methodological perspective, researchers can expand their databases and search keywords, as well as conduct meta-analyses once a sufficient number of comparable quantitative studies are available so that the magnitude of the effects between variables can be calculated collectively.

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