

The Influence of an Entrepreneurial Mindset on Entrepreneurial Interest among Economics Students at Higher Education Institutions in Lubuklinggau

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ABSTRACT

This study aimed to determine the effect of entrepreneurial mindset on the entrepreneurial interest of students of the Faculty of Economics and Business in Lubuklinggau, Class of 2025. This study employed a quantitative method with a causal associative approach. The sample consisted of 100 students from PGRI Silampari University, Bina Insan University, and STIEBI Prana Putra. Data were collected using a questionnaire that had been tested for validity and reliability. Data analysis was conducted using descriptive statistical analysis, classical assumption tests, simple linear regression analysis, the t-test, and the coefficient of determination (R^2) with the assistance of SPSS version 24. The results showed that the research instrument was valid and reliable. The data were normally distributed, exhibited a linear relationship, and showed no indication of heteroscedasticity. The results of the simple linear regression analysis revealed a significance value of $0.000 < 0.05$ with the regression equation $Y = 30.747 + 0.807$, indicating that entrepreneurial mindset had a positive effect on entrepreneurial interest. The t-test results showed that the calculated t-value of 8.072 was greater than the t-table value of 1.984, indicating that H_0 was rejected and H_a was accepted. The coefficient of determination (R^2) was 0.399, indicating that entrepreneurial mindset contributed 39.9% to students' entrepreneurial interest, while the remaining 60.1% was influenced by other factors outside the scope of this study. Based on the findings, it can be concluded that entrepreneurial mindset has a positive and significant effect on the entrepreneurial interest of students of the Faculty of Economics and Business in Lubuklinggau, Class of 2025.

Keywords: Entrepreneurial Mindset, Entrepreneurial Interest, Students.

1. Introduction

Entrepreneurship has emerged as a critical global issue, particularly in the era of the digital economy, which is characterized by increasingly intense competition, rapid technological advancement, and growing demands for economic self-reliance. Fostering an entrepreneurial spirit among young people is therefore essential, particularly in preparing them to respond to economic challenges and increasingly competitive labor markets (Sakti et al., 2023). According to the Global Entrepreneurship Monitor (2022), entrepreneurial activity in various countries has increased significantly in response to global economic dynamics and structural changes in labor markets. Entrepreneurship is no longer viewed solely as a means of creating employment oppor-

tunities but has increasingly become an important driver of economic growth and innovation.

Despite the global upward trend in entrepreneurial activity, Indonesia continues to face several challenges in developing its entrepreneurial sector. According to data from the Central Statistics Agency (Badan Pusat Statistik/BPS) in February 2025, as reported by Suara.com, Indonesia's entrepreneurship ratio remained between 3.35% and 3.47%. This figure was relatively low compared with neighboring Southeast Asian countries, including Singapore, which recorded an entrepreneurship ratio of 8.76%, and Malaysia, which reached 4.7%. These figures suggest that Indonesia continues to face challenges in increasing the number of entrepreneurs and strengthening its entrepreneurial ecosystem.

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In addition to its relatively low entrepreneurship ratio, Indonesia continues to experience considerable unemployment. BPS data indicate that the number of unemployed individuals in Indonesia has reached approximately 7.05 million. The high level of unemployment, particularly among educated individuals, represents a significant socioeconomic challenge that requires immediate attention. In response to this issue, the Indonesian government, through the Ministry of Cooperatives and SMEs, has identified the development of young entrepreneurs as one of its national priorities. In 2021, the government introduced various programs aimed at developing young millennial entrepreneurs, with the objective of increasing the national entrepreneurship ratio to 3.9% by 2024. The creation of approximately 1.5 million new entrepreneurs was expected to generate employment opportunities and stimulate national economic growth. Economic conditions are frequently regarded as an indicator of societal welfare, whereby a higher number of business actors within a region may reflect stronger economic conditions (Ritonga, 2022).

Indonesia has substantial potential for entrepreneurship development, particularly given its large productive-age population. Nevertheless, this demographic potential has not yet been fully transformed into entrepreneurial activity. This situation is also evident at the regional level, including in South Sumatra Province and Lubuklinggau. Based on official BPS publications, the open unemployment rate (TPT) in South Sumatra Province was approximately 3.86% in August 2024.

At the local level, Lubuklinggau also faces challenges in developing entrepreneurship. Data published by BPS Lubuklinggau in August 2021 indicated that the number of unemployed individuals, including graduates of higher education institutions, reached 8,079 people. These figures were reported in the official publication of the Central Statistics Agency of Lubuklinggau (Badan Pusat Statistik Kota Lubuklinggau, 2021). Meanwhile, data published by the Office of Cooperatives and SMEs indicated that, of approximately 13,000 MSMEs operating in Lubuklinggau, only around 20% remained active (Dinas Koperasi dan UKM Kota Lubuk Linggau, 2024). This condition suggests that both the sustainability of entrepreneurial activities and the level of entrepreneurial interest in the region remain relatively limited.

Various initiatives have been implemented by the government and higher education institutions to encourage students to develop an interest in entrepreneurship. These initiatives include the Kampus Merdeka Program, Wirausaha Merdeka, the implementation of entrepreneurship courses as compulsory subjects, and various entrepreneurship training programs. However, these initiatives have not yet resulted in a substantial and evenly distributed increase in students' entrepreneurial interest, particularly at the regional level. According to BPS (2024), the national entrepreneurship ratio remained at 3.47% through 2024, indicating that the government's target had not yet been fully achieved. Furthermore, studies conducted by Hombing (2025) and Ramdani et al. (2023) indicate that students' entrepreneurial

interest remains relatively low despite their exposure to entrepreneurship education and related programs.

Students are expected to develop an open and entrepreneurial-oriented mindset rather than focusing exclusively on becoming job seekers, such as teachers or civil servants. They are also expected to have the capacity to create employment opportunities through entrepreneurial activities. A well-developed entrepreneurial mindset may encourage entrepreneurial interest by enabling students to recognize opportunities, respond to challenges, and develop the confidence to initiate business activities. Consequently, strengthening students' entrepreneurial orientation may contribute to reducing unemployment and supporting broader economic growth (Sakti et al., 2023).

The existing situation suggests that entrepreneurship programs continue to face several limitations, particularly because they tend to emphasize the acquisition of entrepreneurial knowledge while paying comparatively less attention to the development of an entrepreneurial mindset. This phenomenon is further illustrated by empirical evidence showing that a number of successful Indonesian entrepreneurs have educational backgrounds unrelated to economics or business.

For instance, Nadiem Makarim, who has an educational background in international relations, successfully founded Gojek and developed it into one of the pioneers of Indonesia's digital service-based technology industry. Similarly, William Tanuwijaya, who has a background in informatics engineering, successfully developed Tokopedia into a large-scale e-commerce company in Indonesia.

Likewise, Shinta Nurfauzia, who has a legal background, successfully established Lemonilo, a healthy food business that has gained recognition in both national and international markets. Edward Tirtanata, who has a background in international business, successfully developed Kopi Kenangan, a food and beverage enterprise that has experienced substantial growth. Furthermore, Achmad Zaky, who studied informatics engineering, successfully founded Bukalapak, which became one of Indonesia's prominent e-commerce platforms. Information regarding the backgrounds and profiles of these entrepreneurs was obtained from publications by CNBC Indonesia. These examples indicate that entrepreneurial success is not determined solely by formal educational background but is also shaped by an individual's mindset and interest in entrepreneurship (Hombing, 2025).

The Theory of Planned Behavior proposed by Ajzen (1991) provides a theoretical foundation for understanding entrepreneurial intention. The theory posits that intention serves as a primary predictor of behavior, including entrepreneurial behavior. Entrepreneurial interest does not emerge independently or solely as an innate characteristic; rather, it is influenced by a range of internal and external factors. Accordingly, variations in students' entrepreneurial interest may play an important role in determining the effectiveness of entrepreneurship development within higher education institutions.

One internal factor considered important in shaping entrepreneurial interest is an entrepreneurial mindset (Hombing, 2025). An entrepreneurial mindset reflects an individual's cognitive orientation toward recognizing opportunities, responding to challenges, managing risks, and interpreting failure (Lailatul, 2019). Previous studies have reported that entrepreneurial mindset positively influences students' entrepreneurial interest (Suryana, 2014; Wibowo & Pramudana, 2016; Anggraeni & Nurcaya, 2018). An entrepreneurial mindset encompasses creative and innovative thinking, an orientation toward opportunities, willingness to take calculated risks, and the ability to perceive failure as part of the learning process (Dweck, 2006).

Individual mindsets can generally be categorized into two types: fixed mindset and growth mindset. A fixed mindset is characterized by a tendency to avoid challenges, give up easily when confronted with difficulties, perceive effort as having limited value, disregard constructive criticism, and feel threatened by the success of others. In contrast, a growth mindset is reflected in the willingness to confront challenges, persistence in difficult situations, the perception of effort as a means of personal development, openness to criticism as a learning opportunity, and the ability to learn from the achievements of others (Dweck, 2006).

Within the entrepreneurial context, a growth mindset represents an important foundation for developing an individual's entrepreneurial interest and readiness. Entrepreneurial interest can be understood as an individual's inclination to feel attracted to and derive satisfaction from engaging in entrepreneurial activities. A strong entrepreneurial interest may encourage individuals to acquire knowledge, experiment with business activities, and persist in pursuing entrepreneurship as a potential career path.

Previous empirical studies have provided evidence regarding the relationship between entrepreneurial mindset and entrepreneurial interest. Hombing (2025), in a study conducted in Medan City involving mindset (X1), motivation (X2), and interest (Y), found that mindset had a significant effect on students' entrepreneurial interest, both partially and simultaneously. Similarly, Ramdani et al. (2023), in a study conducted at Siliwangi University in Tasikmalaya City involving entrepreneurial mindset (X), entrepreneurial interest (Z), and entrepreneurial decision-making (Y), reported that entrepreneurial mindset had a significant influence on students' entrepreneurial interest and served as an internal factor contributing to students' readiness and confidence in making entrepreneurial decisions.

Nevertheless, previous findings have not been entirely consistent. Several studies indicate that psychological factors do not always exert a significant influence on entrepreneurial interest. For example, Noegroho et al. (2024) found that entrepreneurial mindset had a very weak relationship with the entrepreneurship variable, with a coefficient of determination of only 2.3%. Similarly, Fauziah et al. (2025) reported that entrepreneurial mindset was not a dominant factor com-

pared with digital literacy. These findings suggest that the influence of entrepreneurial mindset on entrepreneurial interest may vary depending on the research context and the presence of other relevant factors.

2. Literature Review

2.1 Entrepreneurial Mindset

An entrepreneurial mindset refers to an individual's way of thinking that enables them to identify opportunities, respond to risks, generate innovative ideas, and remain resilient when facing challenges and failure. Dweck (2006) explains that mindset can generally be categorized into a fixed mindset and a growth mindset. A fixed mindset reflects the belief that an individual's abilities and intelligence are relatively fixed, whereas a growth mindset reflects the belief that abilities can be developed through effort, learning, experience, and persistence.

In the context of entrepreneurship, a growth-oriented mindset is particularly relevant because entrepreneurial activities require individuals to deal with uncertainty, challenges, risks, and potential failure. Kuratko (2016) defines an entrepreneurial mindset as a way of thinking that enables individuals to recognize opportunities, innovate, take calculated risks, and recover from failure. Similarly, Lailatul (2019) describes entrepreneurial mindset as an individual's perspective characterized by effective thinking, an orientation toward renewal and new ideas, and a focus on concrete actions in conducting business activities. Zimmerer and Scarborough (2018) further emphasize that entrepreneurs tend to possess characteristics such as willingness to take risks, future orientation, adaptability, and confidence in creating new opportunities.

Based on these perspectives, entrepreneurial mindset can be defined as an individual's cognitive orientation that enables them to recognize business opportunities, develop creative and innovative ideas, take calculated risks, and respond positively to challenges and failure. In this study, entrepreneurial mindset is measured using four main indicators: risk-taking, creativity, innovativeness, and action orientation. The indicators are synthesized from the theoretical perspectives of Lailatul (2019), Kuratko (2016), and Zimmerer and Scarborough (2018).

2.2 Entrepreneurial Interest

Entrepreneurial interest refers to an individual's psychological tendency to feel attracted to, enjoy, and become willing to engage in entrepreneurial activities. In the context of higher education, entrepreneurial interest is important because it represents an initial psychological foundation that may encourage students to consider entrepreneurship as a career option.

The Theory of Planned Behavior proposed by Ajzen (1991) explains that intention is an important antecedent of actual behavior. Within the entrepreneurial context, entrepreneurial interest or intention can therefore be understood as an individual's willingness and readiness to engage in entrepreneurial activities. The stronger

an individual's intention, the greater the likelihood that the individual will make efforts to initiate entrepreneurial behavior.

According to Indarto and Prawihatmi (2021), entrepreneurial interest may be encouraged by several factors, including the availability of facilities and opportunities, the need for self-realization, individual competencies, social support and recognition, and business opportunities.

In this study, entrepreneurial interest is measured through six indicators: the desire to start a business, interest in entrepreneurial activities, readiness to participate in business activities, courage to face business risks, plans to establish a business in the future, and confidence in one's ability to become an entrepreneur. These indicators are based on the synthesis of the Theory of Planned Behavior (Ajzen, 1991) and the perspectives of Rosmiati et al. (2015), Zunaedy et al. (2021), and Hisrich et al. (2020).

2.3 Relationship Between Entrepreneurial Mindset and Entrepreneurial Interest

Entrepreneurial mindset is theoretically expected to influence an individual's entrepreneurial interest. Students who possess a strong entrepreneurial mindset are more likely to perceive business opportunities positively, demonstrate creativity and innovation, tolerate calculated risks, and take action when opportunities arise. These characteristics may strengthen students' willingness and readiness to pursue entrepreneurial activities.

This relationship is supported by several previous studies. Hombing (2025) found that mindset had a significant influence on students' entrepreneurial interest, both partially and simultaneously. Ramdani, Sadiah, and Srigustini (2023) also demonstrated that entrepreneurial mindset had a significant effect on entrepreneurial interest and represented an important internal factor influencing students' readiness and confidence in making entrepreneurial decisions.

Similarly, Arrezqi, Wibowo, and Setyawan (2022), in their study entitled *The Influence of Entrepreneurial Mindset, Social Environment and Entrepreneurial Knowledge on Entrepreneurial Intention*, found that entrepreneurial mindset had a positive and significant effect on students' entrepreneurial intention.

The findings of Falabibah, Norisanti, and Saori (2024) further indicate that entrepreneurial mindset significantly influences students' entrepreneurial interest. Their study also found that entrepreneurial mindset contributes to the development of self-efficacy, suggesting that a strong entrepreneurial mindset may strengthen students' confidence in their ability to engage in entrepreneurial activities.

However, previous findings are not entirely consistent. Noegroho et al. (2024) reported a very weak relationship between entrepreneurial mindset and entrepreneurship, with a coefficient of determination of only 2.3%. Fauziah et al. (2025) also found that entrepreneurial mindset was not the dominant factor when compared with digital literacy. These differences indicate the

existence of a research gap concerning the extent to which entrepreneurial mindset influences entrepreneurial interest across different research contexts.

Therefore, the present study focuses specifically on economics students at higher education institutions in Lubuklinggau. This context is important because students from different higher education institutions may have different social, economic, educational, and entrepreneurial environments. The study seeks to re-examine whether entrepreneurial mindset has a positive and significant effect on entrepreneurial interest among economics students in Lubuklinggau.

2.4 Theoretical Framework and Hypothesis Development

The conceptual framework of this study is based on the assumption that entrepreneurial mindset represents an internal factor that influences students' entrepreneurial interest. Entrepreneurial mindset encompasses the ability to recognize opportunities, deal with risks, innovate, and respond positively to failure (Kuratko, 2016). A stronger entrepreneurial mindset is therefore expected to increase students' willingness, readiness, and confidence to engage in entrepreneurial activities.

Based on the theoretical arguments and findings of previous studies, the relationship between the variables can be expressed as follows:



Figure 1. Theoretical Framework

2.5 Research Hypotheses

Based on the theoretical foundation and empirical evidence discussed above, the hypotheses of this study are formulated as follows:

- H₀: Entrepreneurial mindset has no significant effect on the entrepreneurial interest of students of the Faculty of Economics and Business in Lubuklinggau.
- H₁: Entrepreneurial mindset has a positive and significant effect on the entrepreneurial interest of students of the Faculty of Economics and Business in Lubuklinggau.

3. Method

This study employed a quantitative approach. According to Wiratna (2025:39), quantitative research is a type of research that produces findings obtained through statistical procedures or other forms of quantification and measurement.

The study adopted a causal associative research design. According to Sugiyono (2023:19), causal associative research aims to examine the influence of independent variables on dependent variables. In this study, Entrepreneurial Mindset (X) was treated as the independent variable, while Entrepreneurial Interest (Y) was treated as the dependent

variable. Therefore, the study was conducted to examine the effect of entrepreneurial mindset on the entrepreneurial interest of students of the Faculty of Economics and Business in Lubuklinggau.

3.1 Research Model

This study proposes a research model to examine the effect of Entrepreneurial Mindset (X) on Entrepreneurial Interest (Y) among students of the Faculty of Economics and Business in Lubuklinggau. The model is developed based on the theoretical perspective that an entrepreneurial mindset represents an internal factor that can shape an individual's interest and intention to engage in entrepreneurial activities.

Entrepreneurial mindset encompasses an individual's ability to recognize opportunities, demonstrate creativity and innovation, take calculated risks, and translate ideas into action. A strong entrepreneurial mindset is expected to encourage students to develop greater interest, confidence, and willingness to engage in entrepreneurial activities.

Accordingly, the research model consists of one independent variable, namely Entrepreneurial Mindset (X), and one dependent variable, namely Entrepreneurial Interest (Y).

3.2 Research Location and Time

This research was conducted in Lubuklinggau, South Sumatra, Indonesia, focusing on students of the Faculty of Economics and Business at higher education institutions in the city. The research location was selected based on the objective of the study, which is to examine the effect of entrepreneurial mindset on the entrepreneurial interest of students of the Faculty of Economics and Business in Lubuklinggau.

The research was conducted from September 2025 to July 2026, covering the stages of research preparation, questionnaire distribution, data collection, data processing, data analysis, and interpretation of the research findings.

3.3 Population and Sample

The population of this study consisted of 582 Economics students enrolled at three higher education institutions in Lubuklinggau, South Sumatra, Indonesia. The institutions included Universitas PGRI Silampari, Universitas Bina Insan, and STIEBI Prana Putra. Based on data obtained from the Higher Education Database (PDDikti) in 2025, Universitas PGRI Silampari had 239 students, Universitas Bina Insan had 271 students, and STIEBI Prana Putra had 72 students, resulting in a total population of 582 Economics students.

The sample consisted of 100 Economics students from the three selected higher education institutions. The number of respondents was proportionally distributed according to the population size of each institution. Accordingly, 42 respondents were selected from Universitas PGRI Silampari, 46 respondents from Universitas Bina Insan, and 12 respondents from STIEBI Prana Putra. The proportional distribution was intended

to ensure that each institution was appropriately represented in the sample.

The respondents were Economics students from the 2025 cohort enrolled at the three higher education institutions in Lubuklinggau. The selection of these institutions was based on their provision of entrepreneurship-related learning, making them relevant to the objective of examining the effect of entrepreneurial mindset on students' entrepreneurial interest.

3.4 Research Instrument

The research instrument used in this study was a structured questionnaire designed to collect primary data regarding students' entrepreneurial mindset and entrepreneurial interest. According to Sugiyono (2023:234), a questionnaire is a data collection technique involving a set of written questions or statements that respondents are required to answer. This instrument is considered appropriate for the present study because the variables examined relate to students' psychological characteristics, perceptions, attitudes, and behavioral tendencies.

The questionnaire consisted of two main sections corresponding to the research variables. The first section measured Entrepreneurial Mindset (X), while the second section measured Entrepreneurial Interest (Y). The questionnaire items were developed based on the operational definitions and indicators of each variable.

Entrepreneurial Mindset (X) was measured using indicators consisting of risk-taking, creativity, innovativeness, action orientation, and a positive attitude toward failure. These indicators were derived from the theoretical perspectives of Kuratko (2016), Lailatul (2019), Zimmerer and Scarborough (2018), and Dweck (2006).

Entrepreneurial Interest (Y) was measured using six indicators: desire to start a business, interest in entrepreneurial activities, readiness to participate in business activities, courage to face business risks, plans to establish a business in the future, and confidence in one's ability to become an entrepreneur. These indicators were based on Ajzen (1991), Ardika et al. (2024), Zunaedy et al. (2021), Rosmiati et al. (2015), and Hisrich et al. (2020).

All questionnaire items were measured using a Likert scale. The questionnaire was administered to the selected respondents from the three higher education institutions included in the study. The instrument was subsequently used as the basis for measuring the level of entrepreneurial mindset and entrepreneurial interest among the respondents.

3.5 Data Analysis Technique

1. Validity Test

The validity test was conducted to determine the extent to which the research instrument accurately measures the construct it is intended to measure. According to Azwar (2017), validity refers to the degree of accuracy and precision of a measurement instrument in performing its measurement function. The validity test aims to determine whether the data obtained from the research instrument can be considered valid. In

this study, the validity test was applied to the questionnaire to assess the degree of correspondence between the actual conditions of the research object and the data reported by the researcher.

A research instrument is considered valid when it is capable of measuring the intended construct and accurately representing the data related to the variables under investigation. The validity testing in this study was performed with the assistance of SPSS version 24.

The validity test employed the item-total correlation method (Corrected Item-Total Correlation). Each questionnaire item was considered valid if the calculated correlation coefficient (r -count) was greater than the critical correlation coefficient (r -table) at a 5% significance level. This test was necessary because the data analyzed in this study were obtained through questionnaires. Therefore, the instrument needed to be confirmed as capable of accurately measuring Entrepreneurial Mindset and Entrepreneurial Interest, ensuring that the analytical results presented in Chapter IV accurately reflected the conditions of the respondents.

2. Reliability Test

The reliability test was conducted to assess the consistency of the research instrument in measuring the same construct under different conditions. Reliability indicates the extent to which the results obtained from a measurement instrument can be trusted and remain relatively consistent when the instrument is used as a data collection tool. The reliability analysis was performed with the assistance of SPSS version 24.

In this study, reliability was assessed using Cronbach's Alpha. This method was selected because it is widely used in social and educational research involving Likert-scale instruments. According to Ghazali (2018), an instrument is considered reliable when its Cronbach's Alpha value exceeds 0.60, indicating an acceptable level of internal consistency.

The reliability test conducted in this study produced a Cronbach's Alpha value of 0.829. Since the obtained value was greater than both the minimum threshold of 0.60 and the 0.70 criterion for good reliability, the research instrument can be considered highly reliable. This result indicates that the questionnaire items demonstrated a good level of internal consistency and were suitable for use in the subsequent analysis.

The reliability test was necessary because this study employed a questionnaire as the primary research instrument. Although the questionnaire items had previously been confirmed to be valid, the instrument also needed to demonstrate adequate consistency to ensure that the data obtained were sufficiently reliable as a basis for testing the research hypothesis.

3. Classical Assumption Test

Classical assumption tests are conducted prior to hypothesis testing and further data analysis to ensure that the regression model meets the required statistical criteria. Since this study employs simple linear regression analysis, classical assumption tests are necessary to

determine whether the regression model satisfies the underlying statistical requirements. Meeting these assumptions ensures that the results of the regression analysis can be interpreted appropriately and provide valid conclusions regarding the relationship between Entrepreneurial Mindset (X) and Entrepreneurial Interest (Y).

Normality Test

The normality test was conducted to determine whether the residual data in the regression model were normally distributed. Normality is one of the assumptions that should be satisfied before conducting simple linear regression analysis to ensure that the resulting analysis meets the required statistical criteria.

In this study, the normality test was performed using the One-Sample Kolmogorov-Smirnov Test with the assistance of SPSS version 24. The decision-making criteria were as follows:

- a) If the significance value (Sig.) > 0.05 , the data are considered to be normally distributed.
- b) If the significance value (Sig.) < 0.05 , the data are considered not to be normally distributed.

The normality test was conducted because this study employs simple linear regression, which is a parametric statistical analysis. Therefore, the data must satisfy the normality assumption so that the results concerning the effect of Entrepreneurial Mindset (X) on Entrepreneurial Interest (Y) can be interpreted appropriately.

Linearity Test

The linearity test was conducted to determine whether the relationship between Entrepreneurial Mindset (X) as the independent variable and Entrepreneurial Interest (Y) as the dependent variable was linear. This test is important because simple linear regression analysis can only be appropriately applied when the relationship between the two variables is linear.

In this study, the linearity test was performed using the Test for Linearity function in SPSS version 24. The decision-making criteria were based on the significance value of Deviation from Linearity, as follows:

1. If the significance value of Deviation from Linearity > 0.05 , the relationship between the two variables is considered linear.
2. If the significance value of Deviation from Linearity < 0.05 , the relationship between the two variables is considered non-linear.

The linearity test was conducted to ensure that the relationship between Entrepreneurial Mindset and Entrepreneurial Interest satisfies the assumption required for simple linear regression analysis. Therefore, the regression analysis presented in Chapter IV can be appropriately used to examine the effect of entrepreneurial mindset on entrepreneurial interest.

Heteroscedasticity Test

The heteroscedasticity test was conducted to determine whether there was unequal variance in the residuals of the regression model. A good regression model should be free from heteroscedasticity so that the estimated regression coefficients can be interpreted reliably and the resulting analysis remains accurate.

In this study, the heteroscedasticity test was performed using a Scatterplot with the assistance of SPSS version 24. The regression model was considered free from heteroscedasticity when the points in the scatterplot were randomly distributed above and below the zero line, did not form any specific pattern, and were not concentrated in a particular area of the graph.

The heteroscedasticity test was conducted because this study employed simple linear regression analysis, which assumes homoscedasticity, meaning that the residual variance remains relatively constant across the observations. Therefore, fulfilling this assumption helps ensure that the regression results presented in Chapter IV are reliable and are not affected by deviations caused by non-constant residual variance.

4. Simple Linear Regression

According to Sugiyono (2019), simple linear regression is used to predict the value of a dependent variable based on a single independent variable. Simple linear regression is a statistical method that can be used to estimate and predict the characteristics of a dependent variable based on changes in an independent variable (Hartono, 2020:95).

In this study, simple linear regression analysis was employed to examine the effect of Entrepreneurial Mindset (X) on Entrepreneurial Interest (Y). The analysis was conducted to determine the direction and magnitude of the effect of entrepreneurial mindset on students' entrepreneurial interest. The statistical calculations were performed using SPSS version 24.

5. t-Test

The t-test was conducted to determine whether Entrepreneurial Mindset (X) has a statistically significant partial effect on Entrepreneurial Interest (Y) among students.

The decision-making criteria are as follows:

1. If the significance value (Sig.) < 0.05 or the calculated t-value (t-count) > the critical t-value (t-table), H_0 is rejected and H_a is accepted, indicating that entrepreneurial mindset has a significant effect on entrepreneurial interest.
2. If the significance value (Sig.) > 0.05 or the calculated t-value (t-count) < the critical t-value (t-table), H_0 is accepted and H_a is rejected, indicating that entrepreneurial mindset does not have a significant effect on entrepreneurial interest.

The t-test was employed because the objective of this study is to empirically test the hypothesis concerning the effect of Entrepreneurial Mindset on Entrepreneurial Interest. The results of the t-test serve as the basis for determining whether the proposed research hypothesis is supported or rejected.

7. Coefficient of Determination

The coefficient of determination (R^2) was used to determine the extent to which Entrepreneurial Mindset (X) contributes to explaining the variation in Entrepreneurial Interest (Y) among students. The coefficient of determination ranges from 0 to

1. A higher R^2 value indicates a greater ability of entrepreneurial mindset to explain variations in students' entrepreneurial interest.

In this study, the coefficient of determination was obtained from the Model Summary output generated using SPSS version 24. The R^2 value was used to determine the percentage of variation in entrepreneurial interest that can be explained by entrepreneurial mindset, while the remaining proportion is attributed to other factors outside the research model.

The coefficient of determination was included in the analysis to provide a more comprehensive interpretation of the research findings. Thus, the analysis does not merely indicate whether entrepreneurial mindset has an effect on entrepreneurial interest, but also shows the extent to which entrepreneurial mindset contributes to explaining variations in students' entrepreneurial interest.

4. Results and Discussion

4.1 Respondent Characteristics

The respondents in this study were Economics students from the 2025 cohort enrolled at three higher education institutions in Lubuklinggau, namely Universitas PGRI Silampari, Universitas Bina Insan, and STIEBI Prana Putra. A total of 100 students were selected as research respondents, consisting of 42 students from Universitas PGRI Silampari, 46 students from Universitas Bina Insan, and 12 students from STIEBI Prana Putra.

Table 1. Percentage of Total Respondents

No	Higher Education Institution	Persentase
1	Universitas PGRI Silampari	42%
2	Universitas Bina Insan	46%
3	STIEBI Prana Putra	12%

Based on the table above, the respondents were drawn from three higher education institutions offering programs in economics and business in Lubuklinggau. The largest proportion of respondents came from Universitas Bina Insan, with 46 students (46%), followed by Universitas PGRI Silampari, with 42 students (42%), and STIEBI Prana Putra, with 12 students (12%).

The differences in the number of respondents resulted from the application of proportionate sampling, whereby the number of respondents selected from each institution was adjusted according to the size of its respective population. Consequently, each higher education institution was given a proportional opportunity to represent the study population.

The diversity of respondents' institutional backgrounds adds value to the study by allowing data to be collected from different academic environments. Although the respondents came from different institutions, they shared similar characteristics, namely that they were Economics students who received entrepreneurship-related education. This common characteristic supports the objectives of the study because the respondents had an academic background relevant to the variables of Entrepreneurial Mindset and Entrepreneurial Interest.

4.2 Data Analysis Results

In analyzing the data in this study, the process began with a questionnaire instrument test conducted among Economics students. The test was conducted to assess the quality of the questionnaire items included in the research instrument before the questionnaire was distributed to the research respondents. After the questionnaire items were tested, each item was evaluated to determine whether it was valid or invalid based on the responses obtained from the respondents. This process was conducted to ensure that the questionnaire items were capable of accurately measuring Entrepreneurial Mindset and Entrepreneurial Interest before the instrument was used for the main data collection.

1. Validity Test

The validity of the instrument items in this study was assessed using the Product-Moment correlation technique by comparing the calculated correlation coefficient (*r*-count) with the critical correlation coefficient (*r*-table). Based on a sample size of *N* = 30 and a 5% significance level, the critical value of *r*-table was 0.361.

A summary of the results of the instrument validity test is presented below:

Table 2. Validity Test Results of Variable X (Entrepreneurial Mindset)

No	R hitung	R tabel	Decision
Statement 1	0,565	0,361	Valid
Statement 2	0,482	0,361	Valid
Statement 3	0,395	0,361	Valid
Statement 4	0,323	0,361	Invalid
Statement 5	0,610	0,361	Valid
Statement 6	0,772	0,361	Valid
Statement 7	0,785	0,361	Valid
Statement 8	0,269	0,361	Invalid
Statement 9	0,296	0,361	Invalid
Statement 10	0,737	0,361	Valid
Statement 11	0,435	0,361	Valid
Statement 12	0,688	0,361	Valid
Statement 13	-0,134	0,361	Invalid
Statement 14	0,493	0,361	Valid
Statement 15	0,456	0,361	Valid
Statement 16	0,378	0,361	Valid
Statement 17	0,237	0,361	Invalid
Statement 18	0,660	0,361	Valid
Statement 19	0,507	0,361	Valid

Based on the results of the validity test for Variable X (Entrepreneurial Mindset) using SPSS version 24, a total of 19 questionnaire items were tested. The results showed that 14 items were declared valid, while 5 items were declared invalid.

Table 3. Validity Test Results of Variable Y (Entrepreneurial Interest)

R hitung	R tabel	Decision
0,446	0,361	Valid
0,552	0,361	Valid
0,770	0,361	Valid
0,723	0,361	Valid
-0,19	0,361	Invalid
0,678	0,361	Valid
0,824	0,361	Valid
0,695	0,361	Valid
0,393	0,361	Valid
0,268	0,361	Invalid
0,446	0,361	Valid
0,471	0,361	Valid
0,385	0,361	Valid
0,737	0,361	Valid
0,636	0,361	Valid
0,609	0,361	Valid
0,552	0,361	Valid
0,461	0,361	Valid
0,298	0,361	Invalid
0,687	0,361	Valid
0,380	0,361	Valid
0,201	0,361	Invalid
0,673	0,361	Valid
0,441	0,361	Valid

Based on the results of the validity test for Variable Y (Entrepreneurial Interest) using SPSS version 24, a total of 24 questionnaire items were tested. The results showed that 20 items were declared valid, while 4 items were declared invalid.

2. Reliability Test

The reliability test is used to determine whether the research instrument is reliable or not. In this study, reliability was assessed using Cronbach's Alpha, with an instrument considered reliable if the Cronbach's Alpha value is greater than 0.60. The results of the reliability test are presented in the table below.

Table 4. Reliability Test

Variabel	Cronbach's Alpha	Thres hold	Conclusion
X(Entrepreneurial Mindset)	0,859	0,6	Reliable
Y(Entrepreneurial Interest)	0,901	0,6	Reliable

Based on the data presented in the table above, the reliability test results for Variable X (Entrepreneurial Mindset) and Variable Y (Entrepreneurial Interest) show that the Cronbach's Alpha coefficients for both variables were above the minimum threshold of 0.60 (> 0.60). This indicates that the questionnaire items used in this study have a high level of reliability. Therefore, it can be concluded that the questionnaire demonstrates good internal consistency and is suitable for use as a data collection instrument for measuring each research variable.

4.3 Classical Assumption Test

1. Normality Test

Table 5. Normality Test

One-Sample Kolmogorov-Smirnov Test

		Standardized Residual
N		100
Normal Parameters	Mean	0.0000000
	Std. Deviation	9.949
Most Extreme Differences	Absolute	0.105
	Positive	0.105
	Negative	0.105
Test Statistic		-0.078
Asymp. Sig. (2-tailed)		0.086

Based on the results of the SPSS 22 analysis presented in the table above, the Asymp. Sig. (2-tailed) value was 0.086, which is greater than 0.05. According to the decision-making criteria for the Kolmogorov–Smirnov test, this result indicates that the data are normally distributed. Therefore, the regression model in this study satisfies the normality assumption required for the classical assumption tests.

2. Linearity Test

The linearity test was conducted to determine whether the relationship between the independent variable and the dependent variable was linear. The criterion used in this test is that the two variables are considered to have a linear relationship when the significance value of Linearity is less than 0.05 (Sig. < 0.05).

Table 6. Linearity test

			F	Sig.
Entrepreneurial Interest	Between Groups	(Combined)	5.184	.000
Entrepreneurial Mindset		Linearity	91.343	.000
		Deviation from Linearity	2.312	0.223
Within Groups				
Total				

Based on the analysis of the two variables, the significance value obtained was 0.223. This result indicates that the significance value of Deviation from Linearity was greater than the 0.05 threshold ($0.223 > 0.05$). Therefore, it can be concluded that there is a linear relationship between Entrepreneurial Mindset (X) and Entrepreneurial Interest (Y).

3. Heteroscedasticity Test

The ideal regression model is required to be free from heteroscedasticity. To detect the presence of heteroscedasticity in this study, a graphical analysis using a Scatterplot was employed. The results of the heteroscedasticity test obtained from the Scatterplot analysis are presented below:

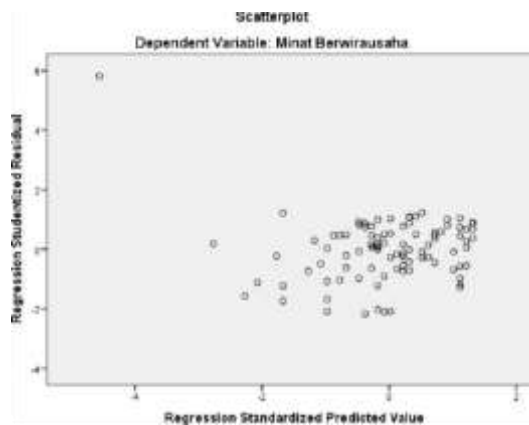


Figure 2. Heteroscedasticity Test

4.4 Hypothesis Testing

1. Simple Linear Regression

The analytical method employed in this study was simple linear regression to examine the effect of the independent variable (X) on the dependent variable (Y). The analysis was based on primary data obtained through the distribution of questionnaires to the selected respondents. The collected data were processed using SPSS version 24.

In this study, simple linear regression analysis was used to examine the effect of Entrepreneurial Mindset (X) on Entrepreneurial Interest (Y) among students of the Faculty of Economics and Business in Lubuklinggau. The results of the simple linear regression analysis are presented in the table below:

Table 7. Simple Linear Regression

Model	Standardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	30.747	6.261		4.911	.000
Entrepreneurial Mindset	.807	.100	.632	8.072	.000

a. Dependent Variable: Entrepreneurial Interest

Based on the table above, the significance value was 0.000, which is lower than the 0.05 significance level ($0.000 < 0.05$). Therefore, it can be concluded that Entrepreneurial Mindset (X) has a significant effect on Entrepreneurial Interest (Y).

The interpretation of the regression equation is as follows:

1. a = Constant value (*Unstandardized Coefficients*)

In this study, the constant value is 30.747. This value indicates that when Entrepreneurial Mindset (X) is assumed to be constant at zero (0), the predicted value of Entrepreneurial Interest (Y) is 30.747.

2. b = Regression coefficient

The regression coefficient for Entrepreneurial Mindset (X) is 0.807. This means that for every

ry one-unit increase in Entrepreneurial Mindset (X), Entrepreneurial Interest (Y) is expected to increase by 0.807 units. The positive regression coefficient indicates a positive relationship between Entrepreneurial Mindset and Entrepreneurial Interest, meaning that an increase in entrepreneurial mindset tends to be followed by an increase in entrepreneurial interest.

2. t-Test

The t-test was used to determine the extent to which an individual independent variable influences the variation in the dependent variable. The decision criterion is that if the significance value (Sig.) is less than 0.05 (Sig. < 0.05), the independent variable is considered to have a statistically significant effect on the dependent variable. The criteria for accepting or rejecting the hypothesis are as follows:

1. If the calculated t-value (t-count) > the critical t-value (t-table), H_0 is rejected and H_a is accepted, indicating a statistically significant effect.
2. If the calculated t-value (t-count) < the critical t-value (t-table), H_0 is accepted and H_a is rejected, indicating that there is no statistically significant effect.

The hypothesis testing in this study was performed using SPSS version 24, with the summary of the results presented in the table below.

Table 8. t-Test

Model		Standardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	30.747	6.261		4.911	.000
	Entrepreneurial Mindset	.807	.100	.632	8.072	.000

a. Dependent Variable: Entrepreneurial Interest

Based on the table above, the calculated t-value (t-count) was 8.072, which was greater than the critical t-value (t-table) of 1.984, while the significance value was 0.000, which was lower than 0.05. Therefore, H_0 is rejected, and H_a is accepted. This result indicates that Entrepreneurial Mindset has a positive and statistically significant effect on Entrepreneurial Interest among students.

3. Coefficient of Determination Test (R^2)

The coefficient of determination test was conducted to determine the extent to which Entrepreneurial Mindset (X) contributes to explaining the variation in Entrepreneurial Interest (Y). The results of the coefficient of determination analysis are presented in the table below:

Table 8. Coefficient of determination test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.632 ^a	.399	.393	10.000

a. Predictors: (Constant), Entrepreneurial Mindset

b. Dependent Variable: Entrepreneurial Interest

Based on Table 4.12, the coefficient of determination (R Square) was 0.399, indicating that the model has a moderate level of explanatory power. This result shows that 39.9% of the variation in the dependent variable (Entrepreneurial Interest) can be explained by the independent variable (Entrepreneurial Mindset). Meanwhile, the remaining 60.1% is explained by other variables that are not included in the regression model.

4.6 Discussion

1. The Strength of the Relationship between Entrepreneurial Mindset and Entrepreneurial Interest among Faculty of Economics and Business Students Based on the Linearity Test

Based on the results of the linearity test, the significance value of Deviation from Linearity was 0.223. This value was greater than the significance level of 0.05 ($0.223 > 0.05$). Therefore, it can be concluded that the relationship between Entrepreneurial Mindset and Entrepreneurial Interest is linear.

This result indicates that changes in Entrepreneurial Mindset are accompanied by changes in Entrepreneurial Interest in the same direction. In other words, the better the entrepreneurial mindset possessed by students, the higher their interest in entrepreneurship. Conversely, when students have a relatively low entrepreneurial mindset, their interest in entrepreneurship also tends to be lower. The linear relationship indicates that Entrepreneurial Mindset is one of the factors that contributes to increasing students' interest in entrepreneurship.

Students with a strong entrepreneurial mindset are generally better able to identify and utilize business opportunities, demonstrate greater willingness to face risks, think creatively and innovatively, and perceive challenges as opportunities for growth. These characteristics encourage greater interest in starting a business and considering entrepreneurship as a potential career choice in the future. Conversely, students with a less developed entrepreneurial mindset tend to hesitate to start a business because they may lack confidence in their abilities.

The findings of this study are consistent with the Theory of Planned Behavior (TPB) proposed by Ajzen (1991), which explains that an individual's intention to engage in a particular behavior is influenced by their attitude toward that behavior. In this study, Entrepreneurial Mindset represents one of the factors that contributes to the development of students' positive attitudes toward entrepreneurship. Students with a strong entrepreneurial mindset tend to be more optimistic when facing challenges, more capable of identifying business opportunities, more confident in their abilities, and more willing to make entrepreneurial decisions. These positive attitudes subsequently encourage greater entrepreneurial interest.

In addition, the findings are also supported by the Entrepreneurial Event Model (EEM) proposed by Shapero and Sokol. The model explains that an individual's entrepreneurial intention is influenced by perceptions of feasibility and desirability in starting a business. An entrepreneurial mindset can strengthen students' confidence in their ability to operate a business and encourage them to perceive entrepreneurship as an attractive and feasible career option. Therefore, the stronger the entrepreneurial mindset possessed by students, the greater their interest in becoming entrepreneurs.

The findings of this study also reinforce the results of previous studies by Hombing et al. (2025), Falabibah et al. (2024), and Gilang et al. (2023), which found a positive relationship between entrepreneurial mindset and entrepreneurial interest. These findings indicate that students with a strong entrepreneurial mindset tend to have a higher level of entrepreneurial interest.

However, the findings of this study are not entirely consistent with the study conducted by Lailatul Azizah (2019), which found that entrepreneurial mindset did not have a direct effect on entrepreneurial decisions among MSME actors in Magelang City and Regency. That study indicated that entrepreneurial decisions were more strongly influenced by environmental factors than by entrepreneurial mindset. The difference in findings may be attributed to differences in respondent characteristics and the variables examined. The present study involved students who were still in the stage of developing entrepreneurial interest, whereas Lailatul Azizah's study involved MSME actors who had already reached the stage of making decisions regarding business operations.

Therefore, the linear relationship between Entrepreneurial Mindset and Entrepreneurial Interest may be more apparent among students than among established business owners who have already encountered various external factors in operating their businesses.

2. The Role of Entrepreneurial Mindset in Entrepreneurial Interest among Faculty of Economics and Business Students Based on the Results of Simple Linear Regression Analysis

Based on the results of the simple linear regression analysis, the significance value was 0.000, which was lower than the 0.05 significance level ($0.000 < 0.05$). In addition, the analysis produced a constant value of 30.747 and a positive regression coefficient of 0.807. These results indicate that Entrepreneurial Mindset has a positive and significant effect on Entrepreneurial Interest among Economics students at higher education institutions in Lubuklinggau from the 2025 cohort.

The positive regression coefficient indicates that an increase in Entrepreneurial Mindset is followed by an increase in Entrepreneurial Interest. Thus, the stronger the entrepreneurial mindset possessed by students, the higher their interest in entrepreneurship.

Conceptually, these findings demonstrate that Entrepreneurial Mindset is not merely a way of thinking about business but also represents a

psychological foundation that shapes how students perceive opportunities, challenges, risks, and failure in entrepreneurial activities. Students with a strong entrepreneurial mindset tend to view challenges as opportunities for learning, demonstrate a willingness to take calculated risks, think creatively and innovatively, and believe that entrepreneurial abilities can be continuously developed through experience and learning. These characteristics encourage confidence and readiness to start a business, thereby increasing entrepreneurial interest.

The findings are consistent with the Theory of Planned Behavior. The theory explains that intention is a primary factor preceding the occurrence of a particular behavior. Entrepreneurial interest is influenced by attitudes toward the behavior, subjective norms, and perceived behavioral control. In this study, Entrepreneurial Mindset represents an internal factor that contributes to the formation of positive attitudes toward entrepreneurship while strengthening students' confidence in their ability to operate a business. When students possess a strong entrepreneurial mindset, they are likely to develop more positive attitudes toward entrepreneurship and feel more capable of starting a business. This condition ultimately increases their entrepreneurial interest. These findings are particularly relevant to the characteristics of the respondents, namely Economics students at higher education institutions in Lubuklinggau. During their studies, students are exposed to various courses related to economics, management, accounting, and entrepreneurship. Such knowledge provides a conceptual foundation for understanding the business world. However, knowledge alone does not necessarily encourage an individual to pursue entrepreneurship. Entrepreneurial interest is more likely to develop when such knowledge is supported by a strong entrepreneurial mindset.

Thus, students not only understand business theories but also develop the confidence to identify opportunities, make decisions, and deal with uncertainty, which are important characteristics of entrepreneurial activity. Consequently, students with a strong entrepreneurial mindset are better prepared to face the challenges of the business world and are more likely to demonstrate a higher level of entrepreneurial interest.

The findings are also consistent with the study by Katarina Uli P. Br. Hombing, Natalia E. T. Sihombing L., and Primawati Degodona (2025), which concluded that entrepreneurial mindset has a positive and significant effect on entrepreneurial interest among students at Universitas HKBP Nommensen Medan. Similar findings were reported by Ruhanadara, Suharyono, and Ananda Sabil Hussein (2023), who found that entrepreneurial mindset has a positive and significant effect on students' entrepreneurial intention. Furthermore, Gilang Ramdani, Ati Sadiyah, and Astri Srigustini (2023) demonstrated that the stronger students' entrepreneurial mindset, the higher their entrepreneurial interest.

The findings also differ from those of Lailatul Azizah (2019), who found that entrepreneurial mindset did not have a direct effect on entrepre-

neurial decisions. This difference may be explained by the distinction between the dependent variables examined. The present study investigates the effect of mindset on entrepreneurial interest, whereas Lailatul Azizah's study examines its effect on entrepreneurial decision-making. Entrepreneurial interest represents an initial stage involving an individual's intention or desire to engage in entrepreneurship, whereas an entrepreneurial decision represents an actual action that may be influenced by various other factors, including business experience, economic conditions, environment, and self-efficacy. Therefore, the influence of mindset may be stronger in shaping entrepreneurial interest than in determining the actual decision to establish and operate a business.

Based on the results of the simple linear regression analysis, theoretical considerations, and previous empirical findings, it can be concluded that Entrepreneurial Mindset is an important factor influencing students' Entrepreneurial Interest. The stronger the entrepreneurial mindset, the higher the students' entrepreneurial interest. The findings of this study demonstrate that Entrepreneurial Mindset plays an important role in shaping entrepreneurial interest among Economics students at higher education institutions in Lubuklinggau. The practical implication is that the development of entrepreneurial mindset should receive greater attention from higher education institutions, particularly among Economics and Business students in Lubuklinggau.

The curriculum should not focus solely on the mastery of entrepreneurial concepts and theories but should also be designed to develop entrepreneurial mindsets through practical learning experiences. This can be achieved through business case studies, entrepreneurship practices, business incubators, business plan competitions, internships in small and medium-sized enterprises, and collaboration with local entrepreneurs. Through such approaches, students can acquire not only theoretical knowledge but also practical experience that strengthens their creativity, problem-solving abilities, willingness to take risks, and confidence in starting a business.

3. The Effect of Entrepreneurial Mindset on Entrepreneurial Interest among Faculty of Economics and Business Students Based on the Coefficient of Determination (R^2)

Based on the coefficient of determination (R^2) test, the R-squared value was 0.399, or 39.9%. This result indicates that Entrepreneurial Mindset explains 39.9% of the variation in Entrepreneurial Interest. Therefore, Entrepreneurial Mindset makes a substantial contribution to students' entrepreneurial interest, although it is not the only factor influencing it. The contribution of 39.9% demonstrates that Entrepreneurial Mindset plays an important role in shaping entrepreneurial interest among Economics students in Lubuklinggau.

Meanwhile, the remaining 60.1% is attributable to other factors outside the Entrepreneurial Mindset variable examined in this study. These factors may originate from both internal and external sources. According to the theory proposed by Indarto and Prawihatni (2021), entrepreneurial

interest can be influenced by various factors, including the availability of facilities and opportunities, the need for self-actualization, individual abilities or competencies, social support and recognition, and the availability of business opportunities. These factors may contribute to the development of entrepreneurial interest in addition to Entrepreneurial Mindset.

This finding demonstrates that entrepreneurial interest is a complex construct that is not determined solely by Entrepreneurial Mindset but is also influenced by various internal and external factors.

From the perspective of the Theory of Planned Behavior proposed by Ajzen (1991), entrepreneurial interest is influenced by attitudes toward the behavior, subjective norms, and perceived behavioral control. This study focuses only on Entrepreneurial Mindset as one internal factor that contributes to the formation of positive attitudes toward entrepreneurship and strengthens students' confidence in their ability to engage in entrepreneurial activities.

Other factors, such as entrepreneurship education, self-efficacy, entrepreneurial motivation, family environment, social support, entrepreneurial experience, access to capital, and a supportive business environment, may also influence the development of entrepreneurial interest. This condition is relevant to the characteristics of the respondents as Economics students at higher education institutions in Lubuklinggau. Although they have acquired entrepreneurial knowledge through their academic studies, their career choices after graduation may also be influenced by other considerations, such as employment opportunities, family economic conditions, income security, practical business experience, and support from their surrounding environment.

The findings are also supported by the studies of Ruhanadara, Suharyono, and Ananda Sabil Hussein (2023); Gilang Ramdani, Ati Sadiyah, and Astri Srigustini (2023); Misbakhul Arrezqi, Bagus Yuniarto Wibowo, and Nanang Adie Setyawan (2022); and Zaina Falabibah, Nor Norisanti, and Sopyan Saori (2024), which demonstrated that entrepreneurial mindset contributes to increasing entrepreneurial interest among students.

Based on the coefficient of determination test, theoretical perspectives, and previous empirical findings, it can be concluded that Entrepreneurial Mindset contributes substantially to students' Entrepreneurial Interest, accounting for 39.9% of its variation. Nevertheless, entrepreneurial interest is not determined solely by Entrepreneurial Mindset but is also influenced by various other factors that were not examined in this study.

Therefore, future research is encouraged to incorporate additional variables in order to provide a more comprehensive understanding of the factors influencing students' entrepreneurial interest.

5. Conclusions and Suggestions

5.1 Conclusions

Based on the results of the research on the effect of Entrepreneurial Mindset on Entrepreneurial Interest among Economics students at higher education institutions in Lubuklinggau, as

well as the results of the data analysis and discussion that have been presented in the previous chapters, the following conclusions can be drawn:

1. Based on the results of the linearity test, the Deviation from Linearity value was 0.223, which was greater than the significance level of 0.05 ($0.223 > 0.05$). These results indicate that the relationship between Entrepreneurial Mindset and Entrepreneurial Interest is linear. Thus, an increase in Entrepreneurial Mindset tends to be followed by an increase in Entrepreneurial Interest among students of the Faculty of Economics and Business in Lubuklinggau. This linear relationship indicates that Entrepreneurial Mindset is one of the factors associated with the formation of students' Entrepreneurial Interest.
2. Based on the results of the simple linear regression analysis and t-test, the significance value was 0.000, which was lower than 0.05 ($0.000 < 0.05$), with a calculated t-value of 8.072, which was greater than the critical t-value of 1.984. In addition, the regression coefficient was 0.807, which was positive. These results indicate that Entrepreneurial Mindset has a positive and significant effect on Entrepreneurial Interest among students of the Faculty of Economics and Business in Lubuklinggau. This means that the better the Entrepreneurial Mindset possessed by students, the higher their interest in entrepreneurship.
3. Based on the results of the coefficient of determination (R^2) test, the R Square value was 0.399, or 39.9%. This indicates that Entrepreneurial Mindset contributes 39.9% to the variation in Entrepreneurial Interest among students of the Faculty of Economics and Business in Lubuklinggau, while the remaining 60.1% is influenced by other factors that were not examined in this study. Therefore, Entrepreneurial Mindset is one of the important factors in increasing students' Entrepreneurial Interest, although it is not the only factor influencing the formation of such interest.

5.2 Suggestions

Based on the results of the research that has been conducted, the researcher provides several suggestions as follows:

1. For students, students are expected to continuously develop their Entrepreneurial Mindset by improving their creativity, willingness to take calculated risks, ability to identify business opportunities, and ability to perceive challenges and failures as part of the learning process. The development of such a mindset is expected to increase students' interest in starting and developing their own businesses independently after completing their education.
2. For higher education institutions, higher education institutions are expected to continuously improve entrepreneurship development programs through learning activities, seminars, training programs, business incubation, entrepreneurship competitions, and practical business activities. These efforts are expected to contribute to the development of

students' Entrepreneurial Mindset, thereby increasing their interest in entrepreneurship.

3. For future researchers, this study only analyzes the effect of Entrepreneurial Mindset on Entrepreneurial Interest, with a contribution of 39.9%. Therefore, the remaining 60.1% of the variation in Entrepreneurial Interest is influenced by other factors. Future researchers are therefore encouraged to incorporate additional variables that are theoretically related to Entrepreneurial Interest, such as entrepreneurship education, self-efficacy, family environment, social support, financial literacy, entrepreneurial motivation, and other relevant factors. In addition, future research may involve a broader range of respondents so that the findings can achieve a higher level of generalizability.

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