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Implementation of the Integrated Entrepreneurship Learning Model on Entrepreneurial Interest Through Motivation as a Mediating Variable

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ABSTRACT

Objective*: The Entrepreneurship Learning Model implemented at the Faculty of Economics and Business (FEB), Surabaya State University (Unesa), is an integrated learning model. This model aims to enhance students' entrepreneurial interest through entrepreneurial motivation.* ***Method****: This study employs a quantitative research method. Data were collected through questionnaires, with respondents consisting of FEB Unesa students, and the data were obtained in 2024. The data were analyzed using Structural Equation Modeling–Partial Least Squares (SEM-PLS).* ***Results****: The results indicate that: 1.) the integrated learning model implemented at FEB has a significant effect on students' entrepreneurial motivation; 2.) entrepreneurial learning motivation has a significant effect on entrepreneurial interest; and 3.) the learning model has a significant indirect effect on entrepreneurial interest through motivation.* ***Novelty:*** *These findings have several important implications. From an academic perspective, the development of entrepreneurship curricula in higher education should not rely solely on formal classroom learning (credit-based courses) but must also be supported by non-formal learning activities such as training, seminars, practical experiences, and the development of a real entrepreneurial ecosystem. Practically, these results also support the Merdeka Belajar Kampus Merdeka (MBKM) policy, particularly in designing programs such as Wirausaha Merdeka and entrepreneurship internships.*

INTRODUCTION

Graduate employability has emerged as one of the most pressing challenges confronting Indonesian higher education today. Empirical data underscore the severity of this structural problem. According to the latest figures from Statistics Indonesia (Badan Pusat Statistik/BPS), out of a labour force of 155.27 million people, 7.35 million individuals remain unemployed (Zaki, 2026). More critically, the open unemployment rate among university graduates holding D4, S1, S2, or S3 degrees reached 6.23% in February 2025—the highest level recorded in the past three years (Ahdiat, 2025). The problem is especially acute among young people: the unemployment rate for those aged 15–24 stands at 16.26%, the highest across all age groups (Baskoro, 2026), placing Indonesia's youth unemployment rate among the highest in Asia, just below India's 17.6% (Friawan, 2026). These figures collectively reflect a serious mismatch between the outcomes of higher education and the demands of the labour market.

In response to the scarcity of formal employment opportunities, many university graduates turn to entrepreneurship as an alternative career pathway. This direction is broadly aligned with the Indonesian National Competency Qualification Standards (*Standar Kompetensi Kerja Nasional Indonesia*/SKKNI), which require undergraduate graduates at Level 6 to be capable of "applying their field of expertise and utilising science, technology and/or the arts within their field to solve problems and adapting to the situations they encounter". Similarly, national standards for higher education as stipulated in Regulation of the Minister of Education and Culture No. 3 of 2020 mandate that graduate competencies encompass attitudes, knowledge, and skills sufficient for

independent professional practice.

However, evidence suggests that entrepreneurship as an alternative path remains fragile. Data from the Ministry of Cooperatives and SMEs show that around 50% of MSMEs fail to survive their first year of operation, while only a small proportion are able to endure the crisis period during their first five years (Olam, 2025). This pattern signals that existing higher education practices may be insufficient in equipping students with the practical and applied entrepreneurial competencies they need to sustain a business beyond its early stages. This concern is also reflected at the global level: the Global Entrepreneurship Monitor (GEM) 2023/2024 Global Report found that entrepreneurial education continues to be assessed as poor by national entrepreneurship experts across most economies (Hill et al., 2024), a finding that resonates strongly within the Indonesian context.

Previous studies have demonstrated that students' enthusiasm for entrepreneurship is significantly shaped by the pedagogical approaches employed in entrepreneurship courses (Ramadhani & Nurnida, 2017). Practice-based methods including project-based learning and entrepreneurship training have been shown to enhance students' motivation and intention to start a business (Anggraini et al., 2024; Rahmawati & Susanto, 2026). However, the majority of these studies address cognitive or environmental variables in isolation, without comprehensively integrating formal and non-formal learning dimensions. Furthermore, most prior studies implicitly assume that entrepreneurial motivation functions as a reliable and positive mediator (Herijanto & Sitepu, 2025; Yulastri et al., 2026) between learning interventions and entrepreneurial interest — an assumption that has rarely been empirically challenged, particularly in contexts where entrepreneurship participation is institutionally mandated rather than voluntarily driven (Huang et al., 2023). Integrated entrepreneurship learning models combining academic activities such as courses with non-academic activities such as training programmes (Laine et al., 2024), seminars (Said et al., 2026), and business competitions (Gonzalez, 2021) — remain relatively underexplored within the Indonesian higher education context, and no prior study has examined such a model within the specific institutional ecosystem of the Merdeka Belajar Kampus Merdeka (MBKM) framework. This study therefore makes three distinct contributions to the entrepreneurship education literature: first, it empirically tests and challenges the assumption that entrepreneurial motivation necessarily mediates the relationship between integrated learning and entrepreneurial interest; second, it extends the application of the Theory of Planned Behaviour and Self-Determination Theory to a non-Western, policy-driven educational context; and third, it introduces an empirically grounded, context-specific understanding of how integrated entrepreneurship learning operates within Indonesia's MBKM ecosystem a contribution that carries relevance for higher education systems in other developing economies implementing similar competency-based curriculum reforms. This study aims to address this gap empirically.

RESEARCH METHOD

Research Design

This study employs an explanatory research design with a confirmatory approach, aimed at testing causal relationships among variables based on theoretically derived hypotheses (theory testing). Data were collected at a single point in time (cross-sectional), and causal

interpretations are therefore grounded in theoretical reasoning and prior empirical literature.

Analytical Technique

Data were analysed using Partial Least Squares Structural Equation Modelling (PLS-SEM) via SmartPLS software. PLS-SEM was selected for three reasons: 1.) the study is prediction-oriented, seeking to explain variance in the dependent variable; 2.) the research model involves a mediation structure; and 3.) PLS-SEM does not require data normality assumptions and performs reliably with limited sample sizes (Hair et al., 2019).

Research Variables

This study comprises three variables. The indicators for the Integrated Entrepreneurship Learning Model (X) were self-developed based on UNESCO's four pillars of education learning to know, learning to do, learning to be, and learning to live together (Delors, 1996) as no existing validated scale was found to fully capture the integrated formal and non-formal dimensions of entrepreneurship learning within the Indonesian higher education context. Items were constructed to reflect the specific activities implemented by the Entrepreneurship Development Centre at FEB Unesa, including formal coursework, business training, tenant programmes, seminars, and industry collaborations.

The indicators for Entrepreneurial Motivation (M) — comprising preference for entrepreneurship-related tasks and activities, effort invested to achieve success, persistence and determination, time dedicated to entrepreneurial tasks, and self-confidence during activities — were adapted from the Motivated Strategies for Learning Questionnaire (MSLQ) developed by Pintrich & Groot (1990), specifically its motivational subscales encompassing task value, effort regulation, persistence, time management, and self-efficacy. Items were modified to reflect the entrepreneurship learning context rather than general academic learning, ensuring contextual relevance to the study population.

The indicators for Entrepreneurial Interest (Y) namely independence from others, contribution to the social environment, and enjoyment of entrepreneurship were self-developed based on the conceptual dimensions of interest synthesised from the general theory of interest proposed, adapted to the entrepreneurship learning context of Indonesian higher education. As no single internationally validated scale was identified that fully captures these culturally and contextually specific dimensions of entrepreneurial interest among Indonesian university students, the indicators were constructed to reflect the affective and motivational orientations most relevant to the study context.

Data Collection

Data were collected through a structured survey administered to students at the Faculty of Economics and Business, Universitas Negeri Surabaya (Unesa). A total of 603 students completed the survey; however, following a screening process based on the predetermined inclusion criteria, 144 responses were excluded, yielding a final usable sample of 459 respondents. Two inclusion criteria were applied in this study: (1) respondents must have completed at least one entrepreneurship course, and (2) respondents must have participated in at least one non-credit entrepreneurship activity, such as entrepreneurship training, tenant/business booth programmes, seminars, or other equivalent activities. These criteria were established to ensure that all participants had been meaningfully exposed to both the formal (academic) and non-formal (non-

credit) dimensions of the Integrated Entrepreneurship Learning Model under investigation, thereby enhancing the construct validity of the data collected. The survey instrument employed a Likert scale to measure respondents' attitudes, opinions, and perceptions toward the phenomena under study (Sugiyono, 2017), which is appropriate given that the constructs measured perceptions of the learning model, entrepreneurial motivation, and entrepreneurial interest are latent variables that can only be captured through respondents' self-reported judgements.

Prior to full-scale data collection, the instrument underwent expert judgment to assess content validity, followed by a pilot test to refine item wording. In the main study, measurement validity and reliability were assessed using convergent validity (AVE ≥ 0.50), discriminant validity (Fornell-Larcker criterion and HTMT ratio), and composite reliability (CR ≥ 0.70), following Hair et al. (2019).

RESULTS AND DISCUSSION

Results

The survey data was collected via questionnaires distributed to respondents both offline and online. A total of 459 student respondents who met the criteria were included in the data. A summary of the respondents' characteristics is presented in Table 1.

Table 1. Based on Study Program

Study Program	**Amt**	%
Economics Education	47	10.24
Accounting Education	54	11.76
Business Education	43	9.37
Office Administration Education	38	8.28
Management	69	15.03
Accounting	61	13.29
Ismalic Economics	57	12.42
Economics	44	9.59
Digital Business	46	10.02
Based on Year of Admission		
Year	**Amt**	%
2020	127	27.67
2021	152	33.12
2022	119	25.93
2023	61	13.29

Source: Data Collection, 2024

By degree programme, the respondents came from various departments within the Faculty of Economics and Business. The majority of respondents were from the Management programme, numbering 69 (15.03%), followed by Accounting with 61 (13.29%), and Accounting Education with 54 (11.76%). Meanwhile, respondents from the Islamic Economics programme numbered 57 (12.42%), and from Economics 44 (9.59%). Other study programmes included Economics Education with 47 respondents (10.24%), Business Education with 43 respondents (9.37%), Digital Business with 46 respondents (10.02%), and Office Administration Education with 38 respondents (8.28%). This indicates that the research respondents were fairly evenly distributed across the available study programmes, with a predominance from the fields of management and accounting.

Based on year of admission, the majority of respondents were from the 2021 cohort, comprising 152 students (33.12%), followed by the 2020 cohort with 127 students (27.67%), and the 2022 cohort with 119 students (25.93%). Meanwhile, the 2023 cohort contributed the smallest number of respondents, namely 61 (13.29%). This distribution reflects that the majority of respondents have had longer academic experience and greater involvement in the entrepreneurial learning process on campus, particularly those from the 2020 and 2021 cohorts.

The measurement model was assessed by examining convergent validity, discriminant validity, and indicator reliability. Convergent validity was evaluated via factor loadings and Average Variance Extracted (AVE), while reliability was measured using Composite Reliability (CR) and Cronbach's Alpha. Discriminant validity was checked through cross-loadings, the Fornell-Larcker Criterion, and the Heterotrait-Monotrait Ratio (HTMT).

Validity Testing

Convergent validity for latent variables with reflective indicators was assessed using 'Outer loadings (measurement model)' and 'Cross loadings' results. A latent variable meets convergent validity criteria if each reflective indicator's correlation with its latent variable shows an outer loading above 0.6 and is statistically significant. The test results indicate that one indicator does not meet the criteria for convergent validity and must therefore be excluded from this study. The indicator excluded from this study is MINAT3.1. A retest was then conducted. The results of the subsequent test are presented in the figure and table. The test results are shown in Table 2 and Figure 2.

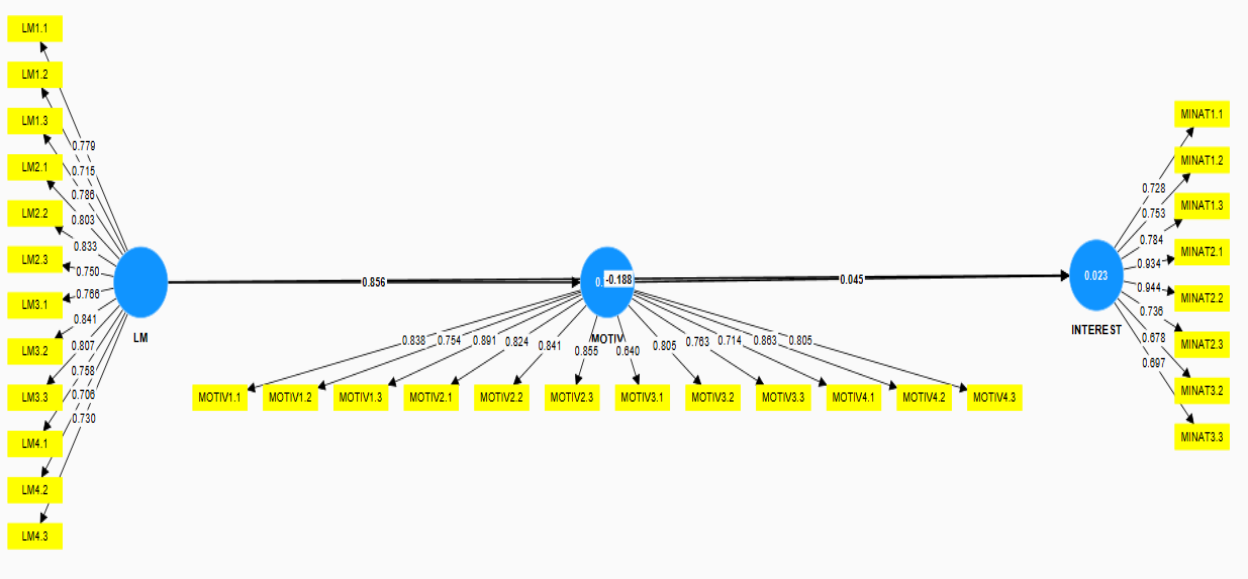

Figure 2. Research Model
Source: SmartPLS output

Table 2. Outer Loading (After Interest Indicator MINAT3.1 Was Removed from the Study)

	Outer loadings	Additional Information
LM1.1 <- Integrated Learning Model	0.779	Meets Convergent Validity
LM1.2 <- Integrated Learning Model	0.715	Meets Convergent Validity
LM1.3 <- Integrated Learning Model	0.786	Meets Convergent Validity
LM2.1 <- Integrated Learning Model	0.803	Meets Convergent Validity
LM2.2 <- Integrated Learning Model	0.833	Meets Convergent Validity
LM2.3 <- Integrated Learning Model	0.750	Meets Convergent Validity
LM3.1 <- Integrated Learning Model	0.766	Meets Convergent Validity
LM3.2 <- Integrated Learning Model	0.841	Meets Convergent Validity
LM3.3 <- Integrated Learning Model	0.807	Meets Convergent Validity
LM4.1 <- Integrated Learning Model	0.758	Meets Convergent Validity
LM4.2 <- Integrated Learning Model	0.706	Meets Convergent Validity
LM4.3 <- Integrated Learning Model	0.730	Meets Convergent Validity
MINAT1.1 <- Entrepreneurial Interest	0.728	Meets Convergent Validity
MINAT1.2 <- Entrepreneurial Interest	0.753	Meets Convergent Validity
MINAT1.3 <- Entrepreneurial Interest	0.784	Meets Convergent Validity
MINAT2.1 <- Entrepreneurial Interest	0.934	Meets Convergent Validity
MINAT2.2 <- Entrepreneurial Interest	0.944	Meets Convergent Validity
MINAT2.3 <- Entrepreneurial Interest	0.736	Meets Convergent Validity
MINAT3.2 <- Entrepreneurial Interest	0.678	Meets Convergent Validity
MINAT3.3 <- Entrepreneurial Interest	0.697	Meets Convergent Validity
MOTIV1.1 <- Entrepreneurial Motivation	0.838	Meets Convergent Validity
MOTIV1.2 <- Entrepreneurial Motivation	0.754	Meets Convergent Validity
MOTIV1.3 <- Entrepreneurial Motivation	0.891	Meets Convergent Validity
MOTIV2.1 <- Entrepreneurial Motivation	0.824	Meets Convergent Validity
MOTIV2.2 <- Entrepreneurial Motivation	0.841	Meets Convergent Validity
MOTIV2.3 <- Entrepreneurial Motivation	0.855	Meets Convergent Validity
MOTIV3.1 <- Entrepreneurial Motivation	0.640	Meets Convergent Validity
MOTIV3.2 <- Entrepreneurial Motivation	0.805	Meets Convergent Validity
MOTIV3.3 <- Entrepreneurial Motivation	0.763	Meets Convergent Validity
MOTIV4.1 <- Entrepreneurial Motivation	0.714	Meets Convergent Validity
MOTIV4.2 <- Entrepreneurial Motivation	0.863	Meets Convergent Validity
MOTIV4.3 <- Entrepreneurial Motivation	0.805	Meets Convergent Validity

Source: SmartPLS Output, 2024

Following a re-analysis, it was found that all indicators were valid as their outer loadings were >0.6. This indicates that all indicators met the criteria for convergent validity. Next, AVE gauges how much a construct accounts for the variance in its indicators. It represents the proportion of indicator variance explained by the latent construct relative to measurement error variance. The test results show that all variables with an AVE value ≥ 0.50 are considered to meet convergent validity, meaning that at least 50% of the variance of the indicators can be explained by the construct.

Table 3. AVE

	Average variance extracted (AVE)	Information
Integrated Learning Model	0.599	Valid
Entrepreneurial Interest	0.620	Valid
Entrepreneurial Motivation	0.644	Valid

Source: SmartPLS Output, 2024

Next, a test of discriminant validity was conducted, with the aim of determining the presence of discriminant validity within a research construct by examining the cross-loadings, using the SmartPLS software as shown in:

Table 4. Cross Loading

	Integrated Learning Model	Entrepreneurial Interest	Entrepreneurial Motivation	Additional Information
LM1.1	0.779	-0.070	0.636	Valid
LM1.2	0.715	-0.063	0.512	Valid
LM1.3	0.786	-0.107	0.595	Valid
LM2.1	0.803	-0.021	0.634	Valid
LM2.2	0.833	-0.112	0.712	Valid
LM2.3	0.750	-0.054	0.653	Valid
LM3.1	0.766	-0.210	0.650	Valid
LM3.2	0.841	-0.118	0.730	Valid
LM3.3	0.807	-0.135	0.743	Valid
LM4.1	0.758	-0.111	0.694	Valid
LM4.2	0.706	-0.191	0.711	Valid
LM4.3	0.730	-0.169	0.617	Valid
MINAT1.1	-0.032	0.728	-0.064	Valid
MINAT1.2	-0.100	0.753	-0.048	Valid
MINAT1.3	-0.062	0.784	-0.014	Valid
MINAT2.1	-0.154	0.934	-0.130	Valid
MINAT2.2	-0.144	0.944	-0.124	Valid
MINAT2.3	-0.076	0.736	-0.069	Valid
MINAT3.2	0.060	0.678	0.051	Valid
MINAT3.3	-0.052	0.697	-0.051	Valid
MOTIV1.1	0.763	-0.118	0.838	Valid
MOTIV1.2	0.615	-0.080	0.754	Valid
MOTIV1.3	0.766	-0.102	0.891	Valid
MOTIV2.1	0.679	-0.089	0.824	Valid
MOTIV2.2	0.712	-0.063	0.841	Valid
MOTIV2.3	0.722	-0.094	0.855	Valid
MOTIV3.1	0.574	0.030	0.640	Valid
MOTIV3.2	0.731	-0.156	0.805	Valid
MOTIV3.3	0.676	-0.134	0.763	Valid
MOTIV4.1	0.577	-0.093	0.714	Valid
MOTIV4.2	0.735	-0.123	0.863	Valid
MOTIV4.3	0.653	-0.064	0.805	Valid

Source: SmartPLS Output, 2024

Analysis results showed that all indicators had higher loading values on their respective constructs than on others. These findings indicate that each construct met the criteria for discriminant validity, namely the ability of the indicators to clearly distinguish one construct from another without overlap.

Reliability Tests

A composite reliability test was conducted to demonstrate the reliability of the indicators in relation to the construct they represent. Furthermore, this test serves to evaluate the consistency in measuring the variable. A composite reliability value above 0.70 indicates reliability.

Table 5. Composite Reability

	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Additional Information
Integrated Learning Model	0.939	0.941	0.947	Reliable
Entrepreneurial Interest	0.927	0.881	0.928	Reliable
Entrepreneurial Motivation	0.949	0.953	0.956	Reliable

Source: SmartPLS Output, 2024

All variables show composite reliability values exceeding 0.70, as presented in the table. Thus, the model satisfies composite reliability standards and exhibits strong reliability.

Structural Model Evaluation

The subsequent step involves evaluating the structural model, which predicts causal links among latent variables those not directly measurable. The inner model illustrates these causal relationships between latent variables, constructed on the basis of theoretical substance. The structural (inner) model was tested using the bootstrapping procedure in SmartPLS to analyze relationships among latent constructs. Key assessments included P-values, T-statistics, and confidence intervals. After performing the calculations using Bootstrapping, the results appear as shown in Table 6.

Table 6. Direct Effect

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values
Integrated Learning Model -> Entrepreneurial Motivation	0.856	0.858	0.017	51.601	0.000
Integrated Learning Model -> Entrepreneurial Interest	-0.150	-0.149	0.063	2.383	0.017
Entrepreneurial Motivation -> Entrepreneurial Interest	0.045	0.036	0.143	0.316	0.752

Source: SmartPLS Output, 2024

Table 6 presents the results of the direct effect analysis conducted using SmartPLS, examining the relationships among the Integrated Learning Model, Entrepreneurial Motivation, and Entrepreneurial Interest. The first path, from the Integrated Learning Model to Entrepreneurial Motivation, shows a very strong and positive coefficient of 0.856, with a T-statistic of 51.601 and a P-value of 0.000. Since the T-statistic far exceeds the threshold of 1.96 and the P-value is below 0.05, this relationship is statistically significant, indicating that the Integrated Learning Model has a substantial and meaningful positive effect on Entrepreneurial Motivation.

The second path, from the Integrated Learning Model to Entrepreneurial Interest, reveals a negative coefficient of -0.150, with a T-statistic of 2.383 and a P-value of 0.017. Although the effect is relatively weak and negative in direction, it remains statistically significant as the T-statistic exceeds 1.96 and the P-value is below 0.05. This finding suggests that the Integrated Learning Model unexpectedly has a significant negative influence on Entrepreneurial Interest, which warrants further investigation. The third path, from Entrepreneurial Motivation to Entrepreneurial Interest, yields a very small positive coefficient of 0.045, with a T-statistic of only 0.316 and a P-value of 0.752. Since the T-statistic is well below 1.96 and the P-value greatly exceeds 0.05, this relationship is not statistically significant, meaning that Entrepreneurial Motivation does not have a proven direct effect on Entrepreneurial Interest in this study. Overall, the findings indicate that while the Integrated Learning Model significantly influences both Entrepreneurial Motivation and Entrepreneurial Interest, the direct effect of Entrepreneurial Motivation on Entrepreneurial Interest is not supported by the data.

Next, the results of the tests for indirect effects are presented in Table 7. Table 7 presents the result of the indirect effect analysis using SmartPLS, examining whether Entrepreneurial Motivation mediates the relationship between the Integrated Learning Model and Entrepreneurial Interest. The only path tested in this table is the Integrated Learning Model → Entrepreneurial Motivation → Entrepreneurial Interest, which represents the indirect effect of the Integrated Learning Model on Entrepreneurial Interest through Entrepreneurial Motivation as a mediating variable. The original sample coefficient is 0.039, with a sample mean of 0.031 and a standard deviation of 0.122. The T-statistic of 0.317 is well below the threshold of 1.96, and the P-value of 0.751 is far greater than 0.05, indicating that this indirect effect is not statistically significant.

These findings suggest that Entrepreneurial Motivation does not significantly mediate the relationship between the Integrated Learning Model and Entrepreneurial Interest. In other words, the Integrated Learning Model does not influence Entrepreneurial Interest indirectly through Entrepreneurial Motivation. This result is consistent with the direct effect analysis in Table 6, which also showed that the path from Entrepreneurial Motivation to Entrepreneurial Interest was not significant, further confirming that the mediating role of Entrepreneurial Motivation in this model is not supported by the data.

Table 7. Indirect Effect

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values
Integrated Learning Model -> Entrepreneurial Motivation -> Entrepreneurial Interest	0.039	0.031	0.122	0.317	0.751

Source: SmartPLS Output, 2024

Model Fit Evaluation

The results of the data analysis show the model fit measurements for this study, as presented in Table 8.

Tabel 8. R-Square

	R Square	R Square Adj
Entrepreneurial Motivation	0.689	0.687
Entrepreneurial Interest	0.230	0.226

Source: SmartPLS Output, 2024

Table 8 presents the R-Square values for the two endogenous variables in the model. Entrepreneurial Motivation obtained an R-Square value of 0.689 and an adjusted R-Square of 0.687, indicating that approximately 68.9% of the variance in Entrepreneurial Motivation can be explained by the Integrated Learning Model. According to (Hair et al., 2017), an R-Square value of 0.67 is considered substantial, meaning that the model has a strong explanatory power in predicting Entrepreneurial Motivation.

Meanwhile, Entrepreneurial Interest obtained an R-Square value of 0.230 and an adjusted R-Square of 0.226, meaning that approximately 23.0% of the variance in Entrepreneurial Interest is explained by the variables in the model. This value is categorized as weak to moderate, suggesting that there are other factors outside the model that may contribute more significantly to explaining Entrepreneurial Interest.

Discussion

The Effect of the Integrated Learning Model on Motivation to Learn Entrepreneurship Among Students at the Faculty of Economics and Business, UNESA

Test results using SmartPLS software indicate that the Integrated Learning Model implemented by the Entrepreneurship Development Centre Team at the Faculty of Economics and Business (FEB), Surabaya State University (UNESA), has a significant effect on students' motivation to learn entrepreneurship. This learning model is designed with an approach that integrates theoretical and practical aspects through activities such as business training, student entrepreneurship projects, business mentoring, industrial placements, and collaboration with professional partners and the business world. With this approach, students not only understand entrepreneurial concepts cognitively but also gain real-world experience in managing businesses and tackling business challenges. These results align with the perspective (Gibb, 2002) that effective entrepreneurship education is that which incorporates experiential learning, enabling students to learn

through and for entrepreneurship, rather than merely about entrepreneurship. This is reinforced by (Deci & Ryan, 1985) theory of learning motivation, namely Self-Determination Theory, which states that intrinsic motivation grows when individuals feel a sense of autonomy (freedom of action) (Wang et al., 2019), competence (ability) (Manninen et al., 2022), and relatedness (social connectedness) (Chen et al., 2025). The Integrated Learning Model provides optimal scope for these three aspects. Furthermore, according to (Schunk et al., 2014), learning motivation increases when learners see a direct link between learning and personal goals or real life. Through this integrated model.

The Effect of Entrepreneurial Learning Motivation on Entrepreneurial Interest Among Students of the Faculty of Economics and Business, UNESA

SmartPLS analysis results indicate that entrepreneurial learning motivation does not significantly influence entrepreneurial interest among students at the Faculty of Economics and Business, Universitas Negeri Surabaya (UNESA), with a path coefficient of 0.045, T-statistic of 0.316, and p-value of 0.752. Although students demonstrate a high level of entrepreneurial learning motivation as evidenced by the strong effect of the Integrated Learning Model on motivation (O = 0.856; p = 0.000) — this motivation does not directly translate into greater entrepreneurial interest. This finding warrants a critical and multi-layered explanation.

From a measurement perspective, the possibility of a suppression effect warrants consideration. In PLS-SEM, suppression occurs when the independent variable (ILM) simultaneously exerts a strong influence on both the mediator (motivation) and the dependent variable (entrepreneurial interest), thereby limiting the independent contribution of the mediator to the dependent variable and rendering it statistically non-significant (Hair et al., 2019). In the present model, ILM accounts for a substantial proportion of variance in motivation (O = 0.856), leaving limited residual variance to explain the motivation → entrepreneurial interest pathway. In other words, the effect of motivation on entrepreneurial interest has likely been absorbed into the direct pathway from ILM to entrepreneurial interest.

From a contextual standpoint, a critical explanation lies in the nature of students' motivation itself. At FEB Unesa, entrepreneurship-related activities — both formal coursework and non-credit activities — are largely compulsory and embedded within the structured curriculum. This raises a fundamental question: does the motivation measured in this study genuinely reflect an intrinsic drive toward entrepreneurship, or does it primarily represent a response to academic requirements? Within the Expectancy-Value Theory framework (Eccles & Wigfield, 2002), motivation that originates from external obligation — rather than from internalized personal value — is unlikely to generate authentic entrepreneurial interest. The distinction between motivation to learn about entrepreneurship and motivation to become an entrepreneur is therefore critical in interpreting the findings of this study.

This finding also reveals a substantive limitation of the Theory of Planned Behaviour (TPB) as applied in entrepreneurship education research. TPB posits that behavioural intention is shaped by attitudes, subjective norms, and perceived behavioural control (Ajzen, 1991). Learning motivation addresses only a narrow subset of these elements and does not automatically strengthen perceived behavioural control or subjective norms. In structured educational contexts, students' reported motivation may more accurately reflect academic compliance than a deliberate commitment to entrepreneurship.

Moreover, TPB does not adequately account for affective barriers such as fear of failure, low entrepreneurial self-efficacy, or the absence of entrepreneurial role models — factors that may prevent motivated students from developing a genuine interest in starting a business. TPB-based models of entrepreneurial intention should therefore be supplemented with self-efficacy theory (Bandura, 1997) or entrepreneurial identity-based frameworks to more comprehensively capture the complexity of entrepreneurial interest formation within structured educational settings.

The Effect of the Integrated Learning Model on Entrepreneurial Interest, with Entrepreneurial Learning Motivation as a Mediating Variable

The results of this study indicate that the Integrated Entrepreneurship Learning Model (ILM) exerts a statistically significant direct effect on students' entrepreneurial interest at FEB Unesa; however, this effect is negative in direction (O = -0.150; T = 2.383; p = 0.017). Meanwhile, the indirect effect of ILM on entrepreneurial interest through motivation is non-significant (O = 0.039; T = 0.317; p = 0.751), indicating that motivation does not function as an effective mediator in this relationship.

The most critical and theoretically consequential finding is the negative direction of the direct effect of ILM on entrepreneurial interest. Intuitively, one might expect that greater exposure to an integrated entrepreneurship learning model would correspond with higher entrepreneurial interest among students. However, the present findings suggest otherwise, and several theoretical and contextual explanations may be advanced.

First, the high intensity of exposure to entrepreneurial realities — through business simulations, tenant/business booth programmes, internships, and direct interactions with the business world — may produce a realistic shock effect (Shepherd, 2004). Students who initially hold idealistic expectations about entrepreneurship may experience a decline in entrepreneurial interest upon direct confrontation with the complexity, risk, and demands of running an actual business. In other words, the ILM — designed to provide authentic entrepreneurial experience may inadvertently expose the gap between students' prior expectations and the realities of entrepreneurship, resulting in a short-term reduction in entrepreneurial interest.

Second, the possibility of multicollinearity or suppression effects within the structural model warrants consideration. The exceptionally high path coefficient for ILM → motivation (0.856) indicates that ILM dominates the variance in motivation. Under such conditions, when both motivation and ILM are simultaneously introduced as predictors of entrepreneurial interest, the direct path coefficient of ILM may be distorted including a reversal in sign to negative as a statistical artefact of the model structure, rather than a purely substantive reflection of the underlying relationship.

Third, from a TPB perspective (Ajzen, 2012), intensive exposure to entrepreneurship through a compulsory and structured curriculum may reduce students' perceived autonomy — one of the primary predictors of behavioural intention. When entrepreneurship is perceived as an academic obligation rather than a freely chosen pursuit, students' affective attitude toward entrepreneurship may weaken, ultimately exerting a negative influence on entrepreneurial interest (Samjuannita & Puspitowati, 2023).

These findings diverge from those of (Chahal et al., 2023; Karen Hapuk et al., 2020; Metty & Slamet, 2023), who reported significant mediating roles for motivation. This divergence is likely attributable to differences in institutional context and programme

characteristics: the aforementioned studies were generally conducted in settings where entrepreneurship activities were voluntary and interest-driven, resulting in more intrinsically motivated participants whose motivation more effectively translated into entrepreneurial interest.

These findings carry important implications for entrepreneurship curriculum development. Expanding the scope and intensity of integrated activities alone is insufficient; equal attention must be given to the quality of the learning experience and students' perceived autonomy throughout the process. Programmes that prioritise business incubation, mentoring by active entrepreneurs, and project-based learning designed to afford students genuine decision-making agency should be emphasised, so that learning motivation can authentically transform into entrepreneurial interest and readiness.

CONCLUSION

Fundamental Finding: This study examined the effect of the Integrated Entrepreneurship Learning Model (ILM) on Entrepreneurial Interest at FEB Unesa, with Entrepreneurial Motivation as a mediating variable. Three findings emerge. First, the ILM significantly and positively influences Entrepreneurial Motivation, confirming that integrated entrepreneurship learning effectively stimulates students' entrepreneurial drive. Second, Entrepreneurial Motivation does not significantly influence Entrepreneurial Interest, and its mediating role is likewise non-significant, suggesting that motivation generated through compulsory curriculum activities reflects academic compliance rather than genuine entrepreneurial aspiration. Third, the ILM exerts a significant but negative direct effect on Entrepreneurial Interest, interpreted as a potential realistic shock effect whereby intensive entrepreneurial exposure without adequate psychological preparation may temper rather than strengthen students' entrepreneurial interest. **Implication**: Theoretically, this study challenges the assumption that learning motivation reliably mediates entrepreneurship learning and entrepreneurial interest, suggesting that TPB-based models should be supplemented with self-efficacy and entrepreneurial identity frameworks. Practically, universities should redesign curricula toward autonomy-supportive, identity-centred learning experiences, and expand mentoring and incubation programmes. At the policy level, the MBKM framework should shift toward outcome-based evaluation metrics, strengthen the post-Immersion phase of Wirausaha Merdeka, and introduce greater flexibility to preserve students' intrinsic motivation. **Limitation**: This study has several limitations. The cross-sectional design limits causal inference. The use of purposive sampling within a single faculty restricts generalisability. The negative direct effect of ILM may partly reflect statistical artefacts from high collinearity within the model. Additionally, self-reported motivation indicators may capture academic rather than genuine entrepreneurial motivation. **Future Research**: Future studies should employ longitudinal designs to track changes in motivation and entrepreneurial interest over time. Additional constructs including entrepreneurial self-efficacy, fear of failure, risk tolerance, and entrepreneurial identity should be incorporated to improve model explanatory power. Replication across multiple universities and developing-economy contexts is encouraged, alongside qualitative approaches to further explore the psychological mechanisms underlying the realistic shock effect identified in this study.

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