
Entrepreneurship Education and Business Communication as Drivers of Students' Entrepreneurial Interest

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Abstract: *Entrepreneurship education plays an important role in developing students' potential to become future entrepreneurs. Universities are expected to foster students' entrepreneurial interest by integrating entrepreneurship-related courses into the curriculum. In addition to Entrepreneurship courses, Business Communication courses are also considered important because communication skills are essential for supporting business activities and promoting products effectively. However, despite the high intentions and desires of students to become entrepreneurs, the level of entrepreneurial interest among students at Yapis Wamena Scientific Charity University (UNA'IM) remains relatively low. Several factors contribute to this condition, including limited capital, lack of confidence in facing business risks, and limited business opportunities. This study aims to examine the role of Entrepreneurship and Business Communication courses in increasing students' entrepreneurial interest at UNA'IM Yapis Wamena, particularly within the Faculty of Economics and Business. This research employs a qualitative approach using interviews, observations, and documentation as data collection techniques. The informants consisted of students from eight study programs at UNA'IM who had experience related to entrepreneurship learning. The findings reveal that although Entrepreneurship and Business Communication courses contribute to students'*

understanding of entrepreneurship and communication skills in business activities, their role in increasing students' entrepreneurial interest is still limited. Other factors such as family support, personal motivation, and economic conditions also play significant roles in shaping students' entrepreneurial intentions

INTRODUCTION

Entrepreneurship courses are one of the courses that can develop students' potential in the business sector. This course is able to increase knowledge and stimulate students' interest in starting a new business (entrepreneurship). Entrepreneurship courses are able to shape students' character and they can't wait to dive straight into the world of business to become entrepreneurs. The reasons behind the need for entrepreneurship education, one of which is the obligation to train and educate the younger generation so that they can have the ability to create jobs for themselves (Ciputra, 2009). The Entrepreneurship course is an interesting and quick to understand course, and can be implemented in everyday life. Apart from the Entrepreneurship Course, there is also an important course, apart from Public Relations, namely Business Communication.

The Business Communication course itself can provide students with knowledge to be able to communicate, convey messages in transactions in the business world. Communication science is very much needed in the business world. In the business world, communication is used by salespeople, telephone recipients, or those using official letters from the company (Vik & Gilsdorf). According to Purwanto (2006), business communication is communication that can be carried out in the business world which consists of various types of communication, both verbal and non-verbal.

An entrepreneur must have creative and innovative abilities in the business world, namely products, how to prepare work plans, product marketing or other business activities. Communication is not only related to how to speak, but can also convey messages or convey information through various media, such as: videos, advertisements, images and other media. Through this information, entrepreneurs are required to be as creative as possible so that other people (consumers) can be interested in the products offered,

According to Suryana (2006), there are several extrinsic factors that can influence a person's interest in entrepreneurship, namely: opportunities, family environment, community environment, and education/knowledge. Entrepreneurial interest according to Yanto (2009) is a person's ability to develop themselves and have the courage to create new businesses independently to meet life's needs and solve life's problems. In the research of Aini, Q. & Oktafani, F. (2020) in their research entitled "The Influence of Entrepreneurship Knowledge, Entrepreneurial Motivation and Family Environment on the Entrepreneurial Interest of Students at the Faculty of Communication and Business, Telkom University," stated that currently entrepreneurship has become a trend among young people.

Many young people are competing to start their own businesses. Darmawati (2016) explained that entrepreneurship has become a trend among young people, as an opportunity to prove themselves to their parents and family. Ropke (in Suryana, Y. & Bayu, K. (2013)) explains

entrepreneurship as a process of creating things that are new and different from existing ones (innovative) with the aim of achieving individual welfare and providing added value to society. Indonesia itself is a country that is still crawling towards being a developed country. It can be seen from the many creative and innovative young entrepreneurs who are born, such as Nadim Makarim who is successful with his Go-Jek.

The success of an entrepreneur cannot be separated from the role of communication in business. Universities must play a role in fostering students' interest in entrepreneurship by introducing knowledge about entrepreneurship, which is then included in the curriculum. From here, students are given guidance and directed to look for opportunities to open their own businesses and build start-ups.

Entrepreneurial activities can be carried out in various ways, but the first step that must be taken is to increase public knowledge and awareness about the interest in entrepreneurship, as is the case with students at the Yapis Wamena Scientific Charity University. Of the eight study programs, there is one study program that does not require an entrepreneurship course, and only one study program has a business communication course, namely the Business Administration Study Program (S1). What happens in the field is that, despite high intentions and desires, there is still a lack of student interest in entrepreneurship at UNA'IM Yapis Wamena. The causes are minimal capital, lack of courage to face risks, and lack of opportunity.

This research aims to find out the role of Entrepreneurship and Business Communication courses in triggering an increase in interest in entrepreneurship for UNA'IM Yapis Wamena students, especially at FEB.

METHOD

This study uses a qualitative research approach. Qualitative research aims to understand social phenomena from the perspective of participants by exploring experiences, perceptions, and meanings related to the research topic. According to John W. Creswell (2014), qualitative research focuses on exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The research was conducted at Yapis Wamena Scientific Charity University (UNA'IM). The informants in this study were students who take entrepreneurship courses in each study program across faculties at the university. In total, there are eight study programs involved in this research. These students were selected as research informants because they have direct experience related to the entrepreneurship learning process being studied.

The selection of informants in qualitative research is carried out using sampling techniques that consider the relevance of participants to the research objectives. This study uses a non-probability sampling technique, namely purposive sampling and accidental sampling. Purposive sampling is used to determine informants based on certain considerations so that the selected informants are considered capable of providing relevant and in-depth information related to the research topic. Meanwhile, accidental sampling is conducted by selecting informants who are encountered by the researcher in the field and are willing to provide information. The data sources in this study consist of primary data and secondary data. According to Lexy J. Moleong (2005), primary data are the main sources of data in qualitative research, obtained directly from informants through interviews and observations. In this study, primary data were obtained from student informants, with five students selected from each study program. Meanwhile, secondary data were obtained from supporting sources such as books,

scientific journals, documents, and other literature relevant to the research topic.

Data collection techniques are important procedures used by researchers to obtain comprehensive and accurate information related to the research problem. According to Suharsimi Arikunto (2018), data collection techniques are systematic methods used to gather the data needed in research. In this study, several techniques were used to collect data. First, a literature study was conducted by reviewing books, scientific literature, and previous research related to the research problem. Second, observation was carried out through direct observation of activities or situations related to the research object in order to obtain contextual information, as explained by Lexy J. Moleong (2016). Third, documentation was used to collect written data such as notes, transcripts, books, journals, meeting minutes, and other documents relevant to the research topic (Suharsimi Arikunto, 2002). Finally, interviews were conducted through direct conversations between the researcher and the informants in order to obtain detailed and reliable information regarding the research topic.

Research instruments are tools used by researchers to facilitate the process of collecting data in a systematic and accurate manner. According to Suharsimi Arikunto (2002), research instruments are facilities used by researchers to obtain more complete and systematic data. The instruments used in this study include an interview guide, which serves as a reference for researchers when conducting interviews with informants, a field notebook used to record important observations during the research process, and recording equipment used to document the interview process so that the collected information can be reviewed and analyzed accurately.

Data analysis in qualitative research is carried out continuously throughout the research process. According to Lexy J. Moleong (2016), data analysis is the process of organizing and interpreting data in order to obtain meaningful findings. The stages of data analysis in this study include data management, which involves organizing and preparing the collected data, data analysis to identify patterns or themes that emerge from the information obtained, and interpretation of the results, in which the researcher explains the meaning of the findings in relation to the research objectives and theoretical framework.

To ensure the credibility and validity of the research findings, this study applies triangulation techniques. Qualitative data are generally processed through stages such as recording, typing, editing, and organizing the information into descriptive text so that it can be easily understood and interpreted. According to Norman K. Denzin (2009), triangulation is a method used to examine a phenomenon from different perspectives by combining several data sources or methods. Through triangulation, researchers compare information obtained from interviews, observations, and documentation so that the credibility and reliability of the research findings can be strengthened.

FINDINGS AND DISCUSSION

Findings

The results of this study describe students' perceptions regarding entrepreneurship, business communication, and entrepreneurial interest based on interviews conducted with students from several study programs at Yapis Wamena Scientific Charity University (UNA'IM).

The first finding relates to entrepreneurship, which includes several important aspects such as the desire to achieve, the desire to be responsible, future orientation, and attitudes toward

money. Based on interviews with several students from the Faculty of Economics and Business, particularly those from the Business Administration Study Program, it was found that the desire to become an entrepreneur arises because students want to achieve more success than before. Some students stated that entrepreneurship provides an opportunity to improve their achievements and develop their potential. In addition, several students explained that they are interested in entrepreneurship because they want to explore and develop their talents through a trial-and-error process.

Furthermore, the desire to be responsible also influences students' interest in entrepreneurship. Approximately half of the interviewed students stated that their motivation to become entrepreneurs is influenced by economic conditions in Wamena, where the cost of living is relatively high and many families experience economic limitations. Therefore, students are motivated to start a business so that they can help improve their family's economic condition and make their families proud. On the other hand, some students revealed that their entrepreneurial motivation is influenced by encouragement or pressure from family members, although there are also those who develop entrepreneurial intentions based on their own personal interests.

Another important aspect identified is future orientation. Most of the interviewed students, both from the Faculty of Economics and Business and from other study programs, expressed that entrepreneurship is seen as an opportunity to create better security for their future. They believe that running a business can help them organize and improve their lives in the long term. In addition, students' attitudes toward money also play a role in encouraging entrepreneurial intentions. Many students stated that they want to become entrepreneurs because they expect to earn higher income, improve their financial condition, and expand their businesses in the future.

The second finding relates to business communication. Based on interviews with several students who took the Business Communication course, it was found that this course has an important social function in supporting communication skills. Students stated that the course helps them communicate more effectively, exchange information, and promote products through various digital platforms such as WhatsApp, Instagram, and Facebook. However, around 40 percent of the interviewed students indicated that they still have difficulty understanding the material because they feel that the course lacks practical application in daily activities.

In addition to its social function, business communication also plays a role in decision-making processes. Some students explained that the knowledge obtained from the Business Communication course can be applied to solve various business-related problems. For example, students stated that products that were previously sold through direct word-of-mouth communication can now be promoted through social media platforms or WhatsApp groups, which helps increase sales and expand their market reach.

The third finding concerns entrepreneurial interest among students. Based on the interviews, it was found that many students take advantage of available opportunities to start small businesses. Some students reported engaging in entrepreneurial activities such as selling traditional Papuan products like noken and bracelets, as well as other products such as phone credit, snacks, and coffee. The income generated from these activities is often used to support their educational needs, including tuition fees, transportation costs, and daily living expenses.

Another factor influencing entrepreneurial interest is the family environment. Many students from different faculties, including the Faculty of Social and Political Sciences, the Faculty

of Science and Technology, and the Faculty of Economics and Business, stated that their entrepreneurial motivation is strongly influenced by family support. This support may take the form of financial assistance, encouragement from parents, or the fact that they come from families that already run businesses.

Education also plays an important role in shaping entrepreneurial interest. Interviews with students from several study programs revealed that entrepreneurship courses provide valuable knowledge about the importance of entrepreneurship and motivate students to achieve success similar to that of other entrepreneurs. However, students also identified several obstacles to starting a business, including limited capital, limited business opportunities, and insufficient practical training.

Another factor influencing entrepreneurial interest is income expectations. Many students, particularly those from the Public Administration Study Program, expressed interest in entrepreneurship because they hope to obtain better income. They believe that entrepreneurship can help increase their monthly earnings, provide additional pocket money, and support both personal and family needs.

Finally, pride and social recognition also contribute to students' entrepreneurial motivation. Based on interview results, several students expressed a desire to become entrepreneurs because they want to gain respect from others, receive recognition from society, and prove that they are capable of achieving success similar to other entrepreneurs.

Discussion

Entrepreneurship has become an important aspiration for many students at Yapis Wamena Scientific Charity University. Based on the research findings, several factors influence students' entrepreneurial attitudes and interests, including the desire to achieve, responsibility toward family, future orientation, and attitudes toward money.

The desire to achieve is one of the factors that encourage students to start a business or become entrepreneurs. Many students express a desire to demonstrate their existence, achievements, and abilities through entrepreneurial activities. Entrepreneurship is also seen as a means to develop talents and explore new experiences. For some students, running a business provides an opportunity to challenge themselves and prove that they are capable of achieving success independently.

Another factor influencing entrepreneurial motivation is the desire to be responsible. The research findings show that around 30 percent of active students at UNA'IM Yapis Wamena already work as civil servants but still have an interest in entrepreneurship because they feel responsible for supporting their families. Their entrepreneurial motivation is closely related to economic responsibilities, particularly the need to fulfill daily household needs. Meanwhile, students who do not yet have permanent employment also show an interest in entrepreneurship due to family expectations or economic demands. Some students are encouraged to manage family businesses such as small kiosks or agricultural activities, while others are motivated by the number of family members they must support.

In addition, future orientation plays an important role in shaping students' entrepreneurial aspirations. Many students view entrepreneurship as a way to improve their family's economic conditions and build a brighter future. They believe that entrepreneurship can

provide opportunities for better living standards and long-term financial security. This perception encourages students to consider entrepreneurship as a viable career path after completing their studies.

Students' attitudes toward money also contribute to their interest in entrepreneurship. Many students from different study programs express their motivation to engage in business activities in order to earn income that can help fulfill their daily needs and personal desires. Financial independence and the opportunity to increase income are therefore seen as strong incentives for students to pursue entrepreneurial activities.

The role of business communication is also highlighted in this study. In the business environment, communication skills are essential for influencing others, particularly in attracting consumers and promoting products. Effective communication enables entrepreneurs to deliver messages creatively and persuasively so that their products or services can be well received by potential customers. In addition, studying business communication helps students develop the ability to exchange information and interact with customers more effectively.

Business communication also supports the decision-making process in entrepreneurial activities. Students in the Business Administration Study Program believe that the knowledge gained from the Business Communication course can serve as valuable capital when starting and managing a business. Effective communication skills help them analyze problems, discuss possible solutions, and make appropriate decisions when facing business challenges.

Furthermore, several factors influence students' entrepreneurial interest, including opportunities, family environment, education, income expectations, and personal pride. The availability of business opportunities encourages students to start small businesses using resources available in their surroundings. Some students take inspiration from their peers or from everyday objects that can be turned into products with economic value. For example, simple materials such as cardboard can be transformed into creative products like decorative lamps that can be sold. This finding is consistent with the research conducted by Noviani A. H., which shows that the availability of business opportunities is one of the supporting factors that influence students' entrepreneurial interest.

The family environment also plays a significant role in shaping students' entrepreneurial intentions. In addition to personal motivation, family support often becomes a key factor in encouraging students to start a business. Some students receive financial support from their families, while others grow up in families that are already involved in entrepreneurial activities. This finding is in line with the research by Noviani A. H., which indicates that family and community support significantly contribute to students' entrepreneurial interest.

Another important factor is education, particularly entrepreneurship education provided by the university. Many students state that the way lecturers deliver course material in entrepreneurship classes is interesting and easy to understand, which increases their motivation to start a business. However, students also face several obstacles, including limited opportunities to start a business, lack of confidence, and especially limited access to capital and practical training. These findings are consistent with the research conducted by Tiara N. R. (2017), which found that the delivery of entrepreneurship course material significantly influences students' entrepreneurial interest.

Income expectations also emerge as a key motivating factor. Students believe that entrepreneurship can provide additional income that can be used to meet personal needs, support family members, and even help finance their education. The possibility of improving their financial condition motivates many students to consider entrepreneurship as an attractive career option.

Finally, personal pride and social recognition also influence students' entrepreneurial aspirations. Some students express a desire to gain respect and recognition from others by becoming successful entrepreneurs. They believe that entrepreneurship can enhance their social status and provide opportunities to achieve financial success and independence.

Overall, the findings indicate that although Entrepreneurship and Business Communication courses contribute to the development of students' entrepreneurial interest, these courses do not fully determine students' entrepreneurial intentions. Other factors such as family support, personal motivation, business opportunities, and peer influence also play significant roles. Therefore, it is important for Yapis Wamena Scientific Charity University to provide more comprehensive entrepreneurship development programs, including regular entrepreneurship training and practical business activities. Such initiatives would help students not only gain theoretical knowledge but also develop the practical skills and confidence needed to start and manage their own businesses.

Conclusion

Based on the findings and discussion, it can be concluded that entrepreneurial interest among students at Yapis Wamena Scientific Charity University (UNA'IM) is influenced by several internal and external factors. Internal factors include the desire to achieve, responsibility toward family, future orientation, attitudes toward money, and personal pride. These factors encourage students to pursue entrepreneurial activities as a means of achieving financial independence, improving their economic conditions, and gaining social recognition.

External factors also play an important role in shaping students' entrepreneurial intentions. Family support, business opportunities, and peer influence are significant contributors that motivate students to start small businesses. Many students are inspired by their family background, economic conditions, and the surrounding environment, which encourage them to utilize available opportunities to generate income and support their educational needs.

The study also highlights the role of entrepreneurship education, particularly the Entrepreneurship and Business Communication courses, in developing students' entrepreneurial awareness and communication skills. These courses help students understand the importance of effective communication in business activities, including product promotion, customer interaction, and decision making. However, the findings indicate that the contribution of these courses to increasing entrepreneurial interest is still limited, as students feel that the learning process lacks sufficient practical experience and real business exposure.

Therefore, universities need to strengthen entrepreneurship education by providing more practical learning activities, such as entrepreneurship training, business simulations, and mentoring programs. By combining theoretical knowledge with practical experience, students will be better prepared to develop entrepreneurial skills and confidence to start and sustain their own businesses in the future.

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