

DETERMINANTS OF STUDENTS' ENTREPRENEURIAL INTEREST: THE ROLE OF ENTREPRENEURSHIP WORKSHOPS, BUSINESS OPPORTUNITIES, AND SELF-CONFIDENCE

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ABSTRACT

This study examines the associations of entrepreneurship workshops, perceived business opportunities, and self-confidence with students' entrepreneurial interest at UIN Antasari Banjarmasin. Entrepreneurial interest is conceptualized as an initial attraction to entrepreneurship rather than an established intention or observable entrepreneurial behavior. An associative quantitative, cross-sectional design was employed. The population comprised 249 active students registered in entrepreneurship workshops organized by the Entrepreneurship and Career Development Unit (UPKK) in 2024–2025, from which 71 eligible respondents were selected using purposive sampling; the Slovin formula was used as a sample-planning reference. Data were collected using a five-point Likert-scale questionnaire and analyzed using IBM SPSS Statistics 23 through item-validity and reliability testing, regression-assumption tests, multiple linear regression, t-tests, an F-test, and coefficients of determination. The overall model was significant ($F = 18.611$, $p < .001$). Entrepreneurship workshops ($t = 2.411$, $p = .019$), business opportunities ($t = 2.011$, $p = .048$), and self-confidence ($t = 5.287$, $p < .001$) each showed positive, statistically significant associations with entrepreneurial interest. Adjusted R^2 was .430. Self-confidence exhibited the largest conditional association according to the reported t-statistics. These findings suggest that university entrepreneurship programs should combine experiential learning, opportunity evaluation, and confidence-building activities; causal effects cannot be inferred from the present design.

Keywords : entrepreneurship workshop, business opportunity, self-confidence, entrepreneurial interest, university students

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1. INTRODUCTION

Entrepreneurship is increasingly positioned as an important career pathway for university students because higher education graduates enter a labor market that cannot be addressed solely through wage employment. Indonesia's official labor statistics reported an open unemployment rate of 4.76% in February 2025, while the unemployment rate among university graduates in 2025 was 5.39% (BPS-Statistics Indonesia, 2025, 2026). These conditions reinforce the relevance of developing students not only as prospective employees but also as individuals capable of identifying and creating economic opportunities.

Universities can contribute to this process through entrepreneurship education and practice-oriented interventions. Entrepreneurship education is not limited to classroom knowledge; workshops can provide short, focused learning experiences that expose students to entrepreneurial attitudes, business planning, opportunity recognition, motivation, and marketing skills. Meta-analytic evidence indicates that entrepreneurship education has a positive, although context-dependent, effect on entrepreneurial intention and self-efficacy, and that program duration and design can shape its effectiveness (Martínez-Gregorio et al., 2021). Recent university-based studies likewise show that entrepreneurship education can strengthen entrepreneurial intention through cognitive and psychological mechanisms, including attitude, competence, and self-efficacy (Hou et al., 2023; Fan et al., 2024).

Entrepreneurial interest is also related to how students perceive business opportunities. Opportunity recognition reflects the ability to identify unmet needs, market demand, useful resources, and ideas that can be transformed into viable products or services. Hassan et al. (2020) found that opportunity recognition positively influences entrepreneurial intention among university students. This relationship is important because an individual may possess entrepreneurial knowledge but remain reluctant to start a business when market opportunities are perceived as unclear or inaccessible.

A third factor is self-confidence. In entrepreneurship, confidence is reflected in belief in one's abilities, a positive self-concept, and the willingness to make decisions independently. These attributes may support a student's appraisal that starting a business is personally achievable. Self-confidence is conceptually related to, but not identical with, entrepreneurial self-efficacy or perceived behavioral control. A meta-analysis involving 89 primary studies and 51,919 participants found that entrepreneurial self-efficacy was among the important cognitive predictors of entrepreneurial intention (Liao et al., 2022). Together, workshop learning, perceived opportunities, and confidence may illuminate different facets of students' entrepreneurial interest.

Entrepreneurial interest is distinct from entrepreneurial intention and actual entrepreneurial behavior. Interest denotes an initial attraction, enjoyment, and inclination toward entrepreneurship; intention concerns a more explicit commitment or plan to undertake entrepreneurial activity, whereas behavior entails observable actions such as establishing or operating a venture. Interest may precede intention, but the present cross-sectional study does not test this temporal sequence. Because the outcome indicators assess enjoyment, attraction, and involvement (Slameto, 2015), entrepreneurial interest—rather than future start-up plans or realized entrepreneurial activity—is the concept that directly matches the instrument and the study's purpose.

At UIN Antasari Banjarmasin, the Entrepreneurship and Career Development Unit (UPKK) has regularly organized entrepreneurship workshops as part of its efforts to prepare students and alumni for competitive careers and entrepreneurship. The workshops held in 2024 and 2025 included themes related to personal branding, start-up motivation, and digital marketing. The present study focuses on students who participated in these activities, making it possible to examine whether workshop experience, perceived business opportunities, and self-confidence are associated with their entrepreneurial interest.

Existing studies inform different parts of this explanation. Arifin et al. (2025) examined entrepreneurship workshops and entrepreneurial interest; Hassan et al. (2020) studied opportunity recognition and entrepreneurial intention; and Liao et al. (2022) synthesized cognitive antecedents, including self-efficacy. Findings concerning confidence are not uniform: Agustin et al. (2023) reported no significant association with entrepreneurial interest in their sample. However, examining these factors as separate correlates provides an incomplete account of how learning exposure, perceived environmental possibilities, and psychological readiness may coexist in students who have already attended entrepreneurship workshops. The need is therefore not simply to combine three variables, but to articulate why they represent conceptually distinct yet complementary sources of entrepreneurial interest in this specific learning context.

The present study addresses this gap by estimating a single additive model that includes entrepreneurship workshops as an educational input, business opportunities as a perceived external feasibility cue, and self-confidence as an internal readiness factor. Workshops can make entrepreneurial work more familiar through knowledge and applied practice; awareness of viable opportunities may make that knowledge economically relevant; and confidence may help students view entrepreneurial action as achievable. Grounded in the Theory of Planned Behavior (Ajzen, 1991), this framework clarifies why different

educational, contextual, and psychological domains may each be associated with entrepreneurial interest. The novelty lies in their theory-informed joint examination among UPKK workshop participants, not in a claim to have tested causal mediation, interaction, or the full TPB model.

This study therefore aims to analyze (1) the joint relationship of entrepreneurship workshops, perceived business opportunities, and self-confidence with entrepreneurial interest and (2) the unique association of each predictor while accounting for the others, among UIN Antasari Banjarmasin students who participated in UPKK entrepreneurship workshops.

2. LITERATURE AND HYPOTHESIS

Entrepreneurial Interest

Entrepreneurial interest describes positive psychological attraction toward entrepreneurship. This study measures enjoyment, attraction, and involvement (Slameto, 2015). The outcome should not be conflated with entrepreneurial intention, which involves a more deliberate plan to engage in entrepreneurship, or entrepreneurial behavior, which refers to observable action. The Theory of Planned Behavior (TPB) identifies attitudes toward behavior, subjective norms, and perceived behavioral control as determinants of behavioral intention (Ajzen, 1991). TPB is used here as a conceptual lens for interpreting possible precursors of interest; the questionnaire does not directly operationalize the complete TPB system, and interest is not treated as a validated substitute for intention.

More specifically, TPB distinguishes the desirability of a behavior (attitude), perceptions of important others' expectations (subjective norms), and judgments about one's capability to carry it out (perceived behavioral control). Entrepreneurship workshops may contribute knowledge and experiences that inform favorable attitudes and perceived capability. Perceiving business opportunities can shape the appraisal of desirability and external feasibility; it is a contextual perception rather than a separate, directly measured TPB component. Self-confidence is most closely aligned with the belief-related aspect of perceived behavioral control, although general self-confidence is not synonymous with an entrepreneurship-specific self-efficacy scale. Subjective norms are not directly measured in this study. These are proposed theoretical linkages, not empirically tested TPB mediating pathways (Ajzen, 1991; Hassan et al., 2020; Liao et al., 2022).

Entrepreneurship Workshops and Entrepreneurial Interest

Entrepreneurship workshops are structured learning activities intended to develop entrepreneurial attitudes and practical capabilities. The indicators considered here include entrepreneurial attitude, business-planning skills, opportunity recognition, motivation, and marketing skills (Syera, 2023; Virianita et al., 2022). From a TPB perspective, exposure to business concepts and real tasks may improve attitudes toward entrepreneurship by making it more attractive, while skill practice may support perceived behavioral control by making entrepreneurial tasks appear more manageable. These are plausible educational mechanisms rather than measured mediators in the present model.

Empirical evidence generally supports a positive relationship between entrepreneurship education and entrepreneurial intention. Martínez-Gregorio et al. (2021) found a positive effect of entrepreneurship education in a meta-analysis of educational interventions. Hou et al. (2023) further showed that university entrepreneurship education facilitates entrepreneurial intention through competency- and passion-related mechanisms. In the Indonesian context, Arifin et al. (2025) specifically reported that entrepreneurship workshops influence students' entrepreneurial interest. Accordingly, the first partial hypothesis is formulated as follows:

H1: Entrepreneurship workshops have a positive and significant effect on students' entrepreneurial interest.

Business Opportunities and Entrepreneurial Interest

Business opportunities refer to possibilities that can be identified and exploited to create economic value. In this study, the construct is represented by market needs and demand, skills and expertise, and creativity (Kartawinata et al., 2023). Opportunity perception is important because entrepreneurial action requires individuals to connect their capabilities with a market problem or unmet need.

Hassan et al. (2020) reported that opportunity recognition was positively associated with entrepreneurial intention. Theoretically, perceived market demand can make entrepreneurship appear valuable, thus contributing to an attitude-related evaluation, while perceived access to opportunities can inform judgments of feasibility and control. Opportunity recognition should therefore be understood as a contextual input into TPB-relevant beliefs, not as a literal fourth TPB construct. Students who identify a market need and can connect it to their skills may find entrepreneurship more personally relevant. Thus: H2: Business opportunities have a positive and significant effect on students' entrepreneurial interest.

Self-Confidence and Entrepreneurial Interest

Self-confidence reflects belief in one's own abilities, a positive self-concept, and independence in decision-making (Hendriana, 2012). Within a TPB-informed interpretation, confidence may be associated with perceived behavioral control because entrepreneurship requires decisions under uncertainty, initiative, and persistence. Nevertheless, self-confidence is a broad psychological attribute, whereas entrepreneurial self-efficacy concerns beliefs about executing specified entrepreneurial tasks. Their conceptual overlap supports a theoretical interpretation but does not establish measurement equivalence or demonstrate a causal pathway.

Liao et al. (2022) found self-efficacy to be a vital predictor of entrepreneurial intention. Hassan et al. (2020) similarly reported a positive relationship between entrepreneurial self-efficacy and intention. However, Indonesian findings are not fully consistent; Agustin et al. (2023) reported that self-confidence did not significantly influence entrepreneurial interest in their sample. The inconsistency provides a basis for re-examining the relationship in a different institutional context. Therefore:

H3: Self-confidence has a positive and significant effect on students' entrepreneurial interest.

Integrated Model

The predictors represent complementary domains of possible entrepreneurial interest: workshops provide educational exposure and task familiarity, opportunity perceptions supply an external market-related evaluation, and self-confidence reflects internal psychological readiness. Linking these domains to TPB clarifies why they may matter in parallel: attitudes may be informed by learning and perceived opportunity, whereas perceived control may be informed by skills and confidence. Their simultaneous inclusion tests whether each predictor remains associated with interest after accounting for the others. Because the estimated regression contains no interaction terms, it does not test whether the variables reinforce one another statistically.

H4: Entrepreneurship workshops, business opportunities, and self-confidence simultaneously have a significant effect on students' entrepreneurial interest.

3. RESEARCH METHODS

This study employed a field-based associative quantitative design to examine the influence of three independent variables—entrepreneurship workshops (X1), business opportunities (X2), and self-confidence (X3)—on entrepreneurial interest (Y). The study was conducted at UIN Antasari Banjarmasin. The research context was selected because UPKK had routinely organized entrepreneurship workshops from 2022 to 2025, providing a relevant setting for examining entrepreneurial interest among participating students.

The target population consisted of 249 active students recorded as participants in UPKK entrepreneurship workshops held in 2024–2025: Personal Branding and Motivation Start Up in 2024 (119 participants) and Personal Branding and Digital Marketing in 2025 (130 participants). Purposive sampling was chosen because the study specifically required respondents who (a) were active UIN Antasari Banjarmasin

students in the 2025/2026 academic year and (b) had participated in an UPKK entrepreneurship workshop in 2024 or 2025. These eligibility criteria ensured direct experience with the workshop setting whose evaluation formed one independent variable. The Slovin formula, $n = N/(1 + Ne^2)$, using $N = 249$ and $e = .10$, produced approximately 71 respondents as a sample-planning reference. Because participation was not selected randomly, $e = .10$ should not be interpreted as an achieved probability-based sampling margin of error. With 71 observations and three predictors, the model has approximately 23.7 observations per predictor and 67 residual degrees of freedom, allowing estimation of the specified regression. An a priori power analysis was not reported, however, so statistical power for small associations and the generalizability of the findings remain limited.

Primary data were collected using a closed-ended online questionnaire distributed through Google Forms. Each item was measured on a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Secondary data were obtained from institutional workshop records and relevant scholarly literature.

Entrepreneurship workshops (X1) were operationalized through entrepreneurial attitude, business-planning skills, opportunity recognition, motivation, and marketing skills (Syera, 2023; Virianita et al., 2022). Business opportunities (X2) were operationalized through market needs and demand, skills and expertise, and creativity (Kartawinata et al., 2023). Self-confidence (X3) was assessed through self-belief, positive self-concept, and independent decision-making (Hendriana, 2012). Entrepreneurial interest (Y) was assessed through enjoyment, attraction, and involvement (Slameto, 2015). These cited publications provide the indicator frameworks used to construct the questionnaire; the manuscript does not claim that the original sources' complete item wording was reproduced verbatim. Item-by-item wording changes or translation procedures cannot be specified from the research documentation currently reported.

Instrument appraisal in the present report consists of item-total correlation testing and Cronbach's alpha internal-consistency analysis. A separate expert-judgment procedure for content validity or a documented pilot-based content appraisal is not reported; therefore, formal expert-based content validity is not claimed. This reporting boundary should be distinguished from the statistical validity and reliability results described below. Future work should document item-level adaptation decisions, expert review, and instrument pretesting to strengthen transparency and content validity.

Data analysis was performed using IBM SPSS Statistics 23. Instrument quality was assessed through item validity and Cronbach's alpha reliability tests. The regression assumptions were examined through the Kolmogorov-Smirnov normality test, tolerance and variance inflation factor (VIF) for multicollinearity, and scatterplot inspection for heteroscedasticity. Multiple linear regression was then used to estimate the effects of X1, X2, and X3 on Y. Partial effects were evaluated using t-tests at $\alpha = .05$, the simultaneous effect using an F-test, and explanatory power using R^2 and adjusted R^2 .

Table 1. Operationalization of Research Variables

Variable	Indicators	Source
Entrepreneurship workshops (X1)	Entrepreneurial attitude; business planning; opportunity recognition; motivation; marketing skills	Syera (2023); Virianita et al. (2022)
Business opportunities (X2)	Market needs and demand; skills and expertise; creativity	Kartawinata et al. (2023)
Self-confidence (X3)	Self-belief; positive self- concept; independent decision- making	Hendriana (2012)

Entrepreneurial interest (Y)	Enjoyment; attraction; involvement	Slameto (2015)
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Source: Indicator frameworks adapted from the cited literature; item-level source mapping and expert content-validity procedures were not documented in the available research report.

4. RESULTS AND DISCUSSION

Respondent Characteristics

A total of 71 valid questionnaires were analyzed. Female respondents represented 63.38% of the sample and male respondents 36.62%. Most respondents were from the 2022 cohort (74.65%), followed by the 2023 cohort (19.72%) and the 2024 cohort (5.63%). By faculty, the largest groups were from the Faculty of Islamic Economics and Business (38.03%) and the Faculty of Ushuluddin and Humanities (36.62%). Regarding workshop participation, 46.48% had attended once, 28.17% twice, 5.63% three times, and 19.72% more than three times. Nearly half (49.30%) reported participating on their own initiative, while 33.80% participated based on lecturer recommendations. These characteristics indicate that the sample includes students with varying levels of exposure to entrepreneurship activities.

Table 2. Selected Respondent Characteristics

Characteristic	Category	n	%
Gender	Male	26	36.62
Gender	Female	45	63.38
Cohort	2022	53	74.65
Cohort	2023	14	19.72
Cohort	2024	4	5.63
Workshop attendance	Once	33	46.48
Workshop attendance	Twice	20	28.17
Workshop attendance	Three times	4	5.63
Workshop attendance	> 3 times	14	19.72

Source: Research data, 2026.

Instrument and Assumption Testing

All questionnaire items were valid because their item-total correlation coefficients exceeded the critical r value of .233 at the 5% significance level. Reliability analysis also indicated acceptable internal consistency: Cronbach's alpha was .877 for entrepreneurship workshops, .662 for business opportunities, .623 for self-confidence, and .829 for entrepreneurial interest. Thus, all constructs met the study's predetermined reliability threshold of .60.

Table 3. Reliability Test Results

Variable	Cronbach's alpha	Criterion	Result
Entrepreneurship workshops	0.877	> 0.60	Reliable
Business opportunities	0.662	> 0.60	Reliable
Self-confidence	0.623	> 0.60	Reliable
Entrepreneurial interest	0.829	> 0.60	Reliable

Source: IBM SPSS Statistics 23 output, 2026.

The Kolmogorov-Smirnov normality test produced an Asymp. Sig. (2-tailed) value of 0.075, exceeding 0.05, indicating normally distributed residuals. Multicollinearity was not detected: tolerance values were 0.853, 0.929, and 0.909 for entrepreneurship workshops, business opportunities, and self-confidence, respectively, while VIF values were 1.173, 1.076, and 1.101. The scatterplot also showed randomly

dispersed residuals around zero without a clear pattern, indicating no evident heteroscedasticity. These results support the use of multiple linear regression.

Multiple Regression and Hypothesis Testing

The estimated regression equation was $Y = 3.002 + 0.175X_1 + 0.296X_2 + 0.923X_3$. All three coefficients were positive, indicating that higher entrepreneurship-workshop, business-opportunity, and self-confidence scores were associated with higher entrepreneurial-interest scores after controlling for the other measured predictors. The unstandardized coefficient was numerically greatest for self-confidence ($B = .923$), followed by business opportunities ($B = .296$) and entrepreneurship workshops ($B = .175$). However, different numbers of questionnaire items and potential differences in score dispersion make raw B values unsuitable for comparing standardized predictor importance. The reported t-statistics and their derived partial associations offer a more appropriate, explicitly conditional comparison; neither establishes causality.

Table 4. Multiple Regression and Partial Hypothesis Tests

Predictor	B	Std. Error	t	p	Decision
Constant	3.002	3.333	—	—	—
Entrepreneurship workshops (X1)	0.175	0.073	2.411	0.019	H1 supported
Business opportunities (X2)	0.296	0.147	2.011	0.048	H2 supported
Self-confidence (X3)	0.923	0.175	5.287	< 0.001	H3 supported

Source: IBM SPSS Statistics 23 output, 2026.

The simultaneous test produced $F = 18.611$, exceeding the critical F value of 2.74, with $p < 0.001$. Therefore, entrepreneurship workshops, business opportunities, and self-confidence jointly have a statistically significant relationship with students' entrepreneurial interest, supporting H4. The model yielded $R = 0.674$, $R^2 = 0.455$, and adjusted $R^2 = 0.430$. Accordingly, after adjustment for the number of predictors, the model explains 43.0% of the variation in entrepreneurial interest, while 57.0% is associated with factors outside the model.

Table 5. Overall Model Test and Coefficient of Determination

Statistic	Value
F	18.611
F critical	2.74
Significance	< 0.001
R	0.674
R^2	0.455
Adjusted R^2	0.430
Std. error of estimate	2.439

Source: IBM SPSS Statistics 23 output, 2026.

Effect of Entrepreneurship Workshops on Entrepreneurial Interest

The results show that entrepreneurship workshops have a positive and significant effect on entrepreneurial interest ($B = 0.175$; $t = 2.411$; $p = 0.019$). This finding suggests that students who evaluate their workshop experiences more positively also tend to report stronger interest in entrepreneurship. In substantive terms, workshops may reduce the psychological and informational distance between students and entrepreneurship by introducing planning, marketing, opportunity recognition, and entrepreneurial motivation in an applied format.

This result is consistent with Arifin et al. (2025), who found that entrepreneurship workshops influence students' entrepreneurial interest. It is also aligned with broader international evidence. Martínez-

Gregorio et al. (2021) reported that entrepreneurship education produces a positive effect on entrepreneurial intention and self-efficacy, although the magnitude varies according to program characteristics. Hou et al. (2023) showed that university-based entrepreneurship education can foster entrepreneurial intention by developing competencies and entrepreneurial passion. Fan et al. (2024) similarly found a positive association between entrepreneurship education and students' entrepreneurial intention, with attitude and self-efficacy serving as important mechanisms.

The implication is that workshops should not be treated merely as ceremonial or one-off events. Their contribution is more likely to be strengthened when activities are experiential, problem-based, and linked to concrete entrepreneurial tasks. The respondent profile also shows that almost half of the participants had attended only once. This provides a practical basis for UPKK to design a progressive workshop series rather than isolated sessions, because repeated exposure may allow knowledge and motivation to develop into stronger entrepreneurial readiness.

Effect of Business Opportunities on Entrepreneurial Interest

Business opportunities also have a positive and significant effect on entrepreneurial interest ($B = 0.296$; $t = 2.011$; $p = 0.048$). Although the significance level is close to the .05 threshold, the result supports the proposition that students are more interested in entrepreneurship when they perceive market needs, recognize the relevance of their skills, and believe that creative ideas can be transformed into viable offerings.

This finding supports the original study's comparison with Afif (2023), which reported that perceived opportunities influence entrepreneurial interest. It is also consistent with Hassan et al. (2020), who found that opportunity recognition positively affects entrepreneurial intention among university students. Opportunity recognition provides a bridge between entrepreneurial aspiration and a concrete market possibility: students may be more willing to consider entrepreneurship when they can identify who needs a product or service, what problem can be solved, and which personal capabilities can be mobilized.

For entrepreneurship programs, this result suggests that opportunity-recognition skills should be deliberately trained. Workshops can incorporate customer-problem identification, market observation, simple validation interviews, competitor mapping, and rapid testing of business ideas. Such activities can help students move from an abstract desire to 'become an entrepreneur' toward identifying a specific and feasible opportunity.

Effect of Self-Confidence on Entrepreneurial Interest

Self-confidence had the largest t-statistic in the reported model ($B = 0.923$, $t = 5.287$, $p < 0.001$). Students who expressed greater belief in their capabilities, a positive self-concept, and independent decision-making also tended to report greater entrepreneurial interest. A plausible psychological interpretation is that confidence reduces perceived personal barriers: unfamiliar tasks may seem more manageable, uncertainty less paralyzing, and the step from recognizing a business opportunity to imagining oneself pursuing it more achievable. This interpretation corresponds most closely with TPB's perceived-behavioral-control dimension (Ajzen, 1991), while recognizing that the general confidence items used here do not directly measure entrepreneurial self-efficacy. The study did not test fear of failure, risk tolerance, or mediation, so these proposed mechanisms remain explanatory hypotheses rather than demonstrated pathways.

This result is consistent with studies emphasizing entrepreneurial self-efficacy. Hassan et al. (2020) found that self-efficacy positively predicts entrepreneurial intention, while Liao et al. (2022), through meta-analysis, identified self-efficacy as an important cognitive antecedent of entrepreneurial intention. The present result also supports Indonesian studies cited in the original research, including Oktavia (2024) and Ariqa (2025), which reported significant effects of self-confidence on entrepreneurial interest.

The finding differs from Agustin et al. (2023), who reported no statistically significant relationship between self-confidence and entrepreneurial interest in their sample. Differences in student settings, prior entrepreneurship exposure, indicator construction, and model specifications may plausibly contribute to such variation, but this study does not test those explanations. Because the present sample comprises students who had already attended UPKK workshops, learning exposure may be relatively common while students' beliefs about personal capability still vary. This interpretation aligns with evidence that entrepreneurship education may work through attitudes and self-efficacy (Fan et al., 2024), without assuming that the present cross-sectional regression demonstrates those mediating processes.

For an additional comparison on the same statistical basis, partial R^2 can be derived from each t-statistic using $t^2/(t^2 + df)$, with $df = 67$. The resulting approximate partial R^2 values are 0.080 for entrepreneurship workshops, .057 for business opportunities, and 0.294 for self-confidence. Thus, self-confidence shows the largest conditional association in this sample even when predictor scale differences make unstandardized coefficients hard to compare. Partial R^2 values quantify the association for one predictor conditional on the others; they are not additive components of the overall R^2 . The numerical ordering does not prove that psychological factors are universally more important than educational or external factors, or that increasing self-confidence would necessarily cause higher entrepreneurial interest.

Integrated Interpretation, Contribution, and Novelty

The jointly significant regression model is consistent with a multifactor explanation in which educational, contextual, and psychological domains each contribute distinct statistical information about entrepreneurial interest. Workshops can build familiarity with entrepreneurship, perceived opportunities can make venture ideas appear viable, and confidence can make undertaking the tasks seem personally attainable. In a TPB-informed account, these domains may be linked to attitudes and perceived behavioral control (Ajzen, 1991). The model does not directly measure subjective norms, TPB mediators, or interaction effects. Consequently, its evidence supports complementary independent associations rather than an empirically established causal chain or synergy among the three predictors.

The principal theoretical contribution is to distinguish entrepreneurial interest—an attraction-based outcome—from entrepreneurial intention and actual entrepreneurial behavior while integrating three theory-informed correlates within a single model of workshop participants at an Islamic university in Indonesia. The analysis supports the relevance of educational exposure, perceived opportunity, and psychological readiness when considered together. In this sample, their model accounted for $R^2 = .455$ of the variance in interest (adjusted $R^2 = 0.430$), leaving substantial unexplained variation. These findings refine a TPB-informed interpretation of students' entrepreneurial interest, but they neither validate the full TPB nor identify mediating pathways or cause-and-effect relations.

For university management, the evidence suggests a layered program design: first, applied workshops that develop planning and digital-marketing skills; second, opportunity-recognition activities such as customer-problem interviews and low-cost market validation; and third, confidence-building through guided pitching, feedback, peer practice, and mentoring. These proposals follow the three observed domains rather than relying on workshops alone. UPKK could evaluate the program with repeated measures of interest, entrepreneurial intention, skill development, and subsequent actions, while recognizing that the present study did not assess intervention effectiveness.

5. CONCLUSION AND RECOMMENDATIONS

Conclusion

Among 71 UIN Antasari Banjarmasin students who had attended UPKK entrepreneurship workshops, entrepreneurship workshops, perceived business opportunities, and self-confidence were each positively associated with entrepreneurial interest in a three-predictor regression ($p = 0.019$, 0.048 , and < 0.001 , respectively); the overall model was significant ($F = 18.611$, $p < 0.001$) and accounted for adjusted $R^2 =$

0.430. Self-confidence had the largest conditional statistical association, as indicated by its t-statistic and derived partial R^2 , although this result does not imply causal or universally superior importance. The theoretical contribution lies in viewing entrepreneurial interest as an early attraction-based outcome associated with educational exposure, evaluations of opportunity, and personal readiness. These factors can be interpreted through TPB-related attitudes and perceived behavioral control, while subjective norms, intention, and actual entrepreneurship behavior were not directly modeled.

Recommendations

For UPKK and university administrators, the recommended response is a sequenced entrepreneurship-development program rather than isolated workshops. An initial workshop can address entrepreneurial attitudes, basic business planning, and digital marketing; subsequent sessions can guide students through customer-problem discovery, simple demand validation, and business-idea screening; and follow-up mentoring can include guided pitches, constructive feedback, small-scale prototypes, and reflective exercises designed to develop practical confidence. These are program-design recommendations informed by associations in the data, not interventions whose effectiveness was tested by this study.

University program evaluation should distinguish immediate interest, stated entrepreneurial intention, and actual behavior, tracking outcomes across time where feasible. For students, progress may be supported by low-risk experiments such as interviews with prospective customers, campus market tests, and mentored pilot ventures. Longitudinal monitoring can help examine whether improved interest subsequently develops into intention and concrete entrepreneurial action.

The study is limited by purposive sampling of 71 prior workshop participants in a single institutional setting, a cross-sectional self-report design, and the absence of documented a priori power analysis or expert-based content-validation procedures. Two scales also have modest reported internal consistency (Cronbach's $\alpha = 0.662$ for business opportunities and 0.623 for self-confidence), which should temper precision claims. Regression coefficients describe adjusted associations, not causal effects; workshops, opportunity perceptions, and confidence were not experimentally manipulated. Further research should report item-level instrument adaptation, assess content validity and psychometric structure, recruit larger samples across institutions, and compare workshop participants and non-participants through longitudinal or quasi-experimental designs. Tests of attitudes, subjective norms, entrepreneurial self-efficacy, perceived control, and possible mediating processes could clarify how early interest develops into entrepreneurial intention and observable behavior.

Declarations

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