



The Effect of Attitude Toward Entrepreneurship Education and Environmental Factors on Continuance of Entrepreneurship Engagement

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ABSTRACT

The growing concern over educated unemployment in Indonesia has strengthened the role of entrepreneurship education as an alternative career pathway for university students. Yet many students who successfully initiate ventures during entrepreneurship programs struggle to sustain their entrepreneurial involvement afterward. This study aims to examine how Attitude Toward Entrepreneurship Education (ATEE) and Environmental Factors (EF) influence the Continuance of Entrepreneurship Engagement (CEE) among participants of the Wadhwani Ignite Program at Universitas Lampung. A quantitative approach was applied through a structured questionnaire distributed to 219 valid respondents, followed by validity, reliability, classical assumption testing, and multiple regression analysis. The findings show that both ATEE and EF significantly affect CEE, with EF demonstrating a stronger and more consistent influence. Students reported meaningful learning experiences and increased motivation from the program, yet many discontinued their ventures due to limited access to funding, mentoring gaps, and the absence of long-term institutional support. Descriptive results also reveal a gap between students' desire to pursue entrepreneurship and their confidence in sustaining the businesses initiated during the program. The regression model explains 30.7% of the variation in CEE, underscoring that while educational attitudes contribute to entrepreneurial persistence, environmental support becomes the decisive factor in sustaining student ventures. These results highlight the need for universities to reinforce entrepreneurial ecosystems beyond classroom instruction.

Keywords: Entrepreneurship Education, Environmental Factors, Entrepreneurship Engagement, Wadhwani Ignite Program

ABSTRAK

Peningkatan angka pengangguran terpelajar di Indonesia menjadikan pentingnya pendidikan kewirausahaan sebagai alternatif bagi mahasiswa untuk membangun masa depan yang lebih layak. Namun, banyak mahasiswa yang memulai usaha selama program kewirausahaan tidak mampu mempertahankan keterlibatan kewirausahaan mereka setelah program berakhir. Penelitian ini bertujuan untuk menganalisis pengaruh Sikap Terhadap Pendidikan Kewirausahaan (ATEE) dan Faktor Lingkungan (EF) terhadap Kelanjutan Keterlibatan Kewirausahaan (CEE) di antara peserta Program Wadhwani Ignite di Universitas Lampung. Pendekatan kuantitatif digunakan melalui penyebaran kuesioner terstruktur kepada 219 responden valid, diikuti dengan uji validitas, reliabilitas, asumsi klasik, dan analisis regresi berganda.

Kata Kunci: Pendidikan Kewirausahaan, Faktor Lingkungan, Keterlibatan Kewirausahaan, Wadhwani Ignite Program

INTRODUCTION

Entrepreneurship has increasingly been recognized as a crucial driver of economic growth, innovation, and job creation, especially in countries where the formal labor market fails to accommodate the growing number of university graduates (Esfandiar et al., 2019; Guerrero et al., 2008). In Indonesia, this issue is particularly pressing. Educated unemployment remains high, fueled by structural mismatches between graduate competencies and labor market demands (GoodStats, 2024; Statistik, 2024). Consequently, entrepreneurship has become a strategic alternative career pathway for young people, including university students seeking economic independence and long-term employment opportunities (Romer, 1994).

Micro, small, and medium enterprises (MSMEs) play a critical role in Indonesia's economy, contributing over 60% to national GDP and providing employment for nearly 97% of the workforce (Ministry of Economic Affairs, 2024). Despite their importance, sustaining new ventures remains a significant challenge. Many student-led businesses fail to continue due to limited access to capital, inadequate experience, weak networks, and insufficient environmental support (Banerjee and Blickle, 2021; Gupta and Gregoriou, 2018). This pattern suggests that beyond initial motivation, maintaining entrepreneurial engagement requires a combination of strong internal commitment and supportive external conditions.

To address this, higher education institutions have expanded their entrepreneurship education initiatives, aiming to strengthen students' competencies, attitudes, and long-term entrepreneurial commitment. The University of Lampung (Unila) has collaborated with the Wadhwani Foundation to launch a structured entrepreneurship training program. The Wadhwani Foundation's Ignite program is a 14-week experiential learning initiative designed to guide students from ideation to execution. The program emphasized practical business skills, mentorship, and AI-driven tools to help participants build viable business models. It concludes in a Market Day, where students present and test their business concepts in a real-world setting. Although many students report improvements in entrepreneurial mindset and motivation, it remains unclear how many continue their entrepreneurial engagement after the program ends and what factors sustain such engagement.

Relevant empirical studies offer insights into the determinants of entrepreneurial continuity. Research consistently highlights that attitude toward entrepreneurship education (ATEE) plays a central role in shaping students' entrepreneurial decisions, motivation, and persistence (Amofah & Saladrigues, 2022; Jena, 2020). Students who perceive entrepreneurial learning as valuable tend to develop stronger resilience, confidence, and willingness to sustain entrepreneurial activities. Similarly, previous studies emphasize the importance of environmental factors (EF), such as access to funding, mentorship, institutional policies, and networks, in supporting the transition from entrepreneurial intention to long-term engagement (Dubey & Sahu, 2022; Sánchez et al., 2022). Without adequate

environmental reinforcement, even highly motivated students may struggle to continue their entrepreneurial ventures.

However, existing literature reveals notable gaps. First, most prior studies focus primarily on entrepreneurial intention or short-term outcomes immediately after entrepreneurship training rather than on the continuance of entrepreneurship over time (Alshebami, 2024; Datta et al., 2020; Zhao & Wibowo, 2021). Second, the application of the Entrepreneurial Continuance Logic (ECL), which explains entrepreneurial persistence through the interplay of commitment, climate, and responsiveness, remains limited in student contexts (Datta et al., 2020). Third, empirical examinations of how ATEE and EF jointly influence entrepreneurial continuity within structured university programs are still rare.

These gaps became even more evident through the pre-survey conducted with 41 participants of the Wadhwani Ignite Program 2024. While 63.4% indicated that they had initiated a business during or after the program, only 31.7% reported that their business was still operating at the time of the survey. Despite their generally positive attitudes toward entrepreneurship education, students commonly cited insufficient environmental support, such as limited funding access, lack of mentors, and absence of long-term institutional follow-up, as barriers to sustaining their ventures. This discrepancy indicates that even when students develop strong entrepreneurial attitudes, sustaining business engagement requires supportive external conditions.

These findings highlight the central research problem of this study: To what extent do attitudes toward entrepreneurship education and environmental factors influence the continuance of entrepreneurial engagement among students who participated in the Wadhwani Ignite Program? Addressing this problem is essential to ensure that entrepreneurship programs in higher education foster not just entrepreneurial initiation but also entrepreneurial sustainability.

Grounded in the Entrepreneurial Continuance Logic (Datta et al., 2020), this study posits that Attitude Toward Entrepreneurship Education (ATEE) represents internal entrepreneurial commitment, while Environmental Factors (EF) represent the entrepreneurial climate that externally supports or constrains student entrepreneurs. When both elements function optimally, students are more likely to maintain their entrepreneurial engagement even after formal programs end.

Attitude toward entrepreneurship education (ATEE) reflects the extent to which students perceive entrepreneurial learning as valuable, relevant, and motivating. A positive attitude nurtures not only the acquisition of entrepreneurial knowledge but also resilience and persistence in sustaining entrepreneurial activities (Amofah and Saladrighes, 2022; Jena, 2020). Attitudes have been shown to possess strong explanatory power for entrepreneurial intention, with each component, affective, behavioral, and cognitive, exerting a significant influence on entrepreneurial motivation (Jena, 2020).

While prior studies frequently relied on behavioral models such as the Theory of Planned Behavior by Ajzen in 1991 to explain the role of attitude, this study applies the Entrepreneurial Continuance Logic (ECL) by Datta, Peck, Koparan, and Nieuwenhuizen to explain how positive attitudes toward entrepreneurship

education contribute to the Continuance of Entrepreneurship Engagement (CEE). According to ECL, entrepreneurial continuance results from the interaction between entrepreneurial commitment, entrepreneurial climate, and entrepreneurial responsiveness. In this framework, attitude represents part of the individual's entrepreneurial commitment, which motivates sustained participation in entrepreneurship (Datta et al., 2020).

Students who hold strong positive attitudes toward entrepreneurship education are more likely to sustain their involvement in entrepreneurial activities because they internalize the knowledge, motivation, and confidence gained through meaningful learning experiences. These positive attitudes strengthen psychological commitment and enhance students' responsiveness to challenges and opportunities, thereby increasing the likelihood of Continuance of Entrepreneurship Engagement (CEE). However, entrepreneurial persistence is not only shaped by internal readiness, but also by external conditions that support long-term engagement. Environmental factors such as institutional support, access to funding, mentoring, incubation programs, and conducive regulatory frameworks function as critical external enablers that transform entrepreneurial intention into sustainable practice. Within the framework of Entrepreneurial Continuance Logic (ECL), environmental factors represent the entrepreneurial climate that strengthens commitment and responsiveness, allowing entrepreneurs to adapt and sustain their ventures over time. Meanwhile, CEE as sustained behavioral commitment reflects the effectiveness of entrepreneurship education when supported not only by resilience but also by strong entrepreneurial networks and ecosystems. Thus, a supportive entrepreneurial environment becomes a crucial bridge between initial entrepreneurial intention and long-term entrepreneurial engagement. Based on these theoretical foundations, this study aims to analyze how Attitude Toward Entrepreneurship Education and Environmental Factors influence the Continuance of Entrepreneurship Engagement among participants of the Wadhwani Ignite Program at Universitas Lampung.

METHODS

This study employed a quantitative research design to examine the influence of Attitude Toward Entrepreneurship Education (ATEE) and Environmental Factors (EF) on the Continuance of Entrepreneurship Engagement (CEE) among participants of the Wadhwani Ignite Program at Universitas Lampung. The research population consisted of 1,320 students participating in the program, and the sample was obtained using a combination of convenience sampling, proportionate stratified random sampling, and purposive sampling to ensure representation and relevance. The minimum required sample size was determined using Slovin's formula with a 10% margin of error, resulting in 100 respondents, while 219 valid responses were ultimately analyzed. Data were collected through a structured questionnaire measured using a five-point Likert scale, with measurement instruments adapted from validated prior studies for each variable. Data analysis was conducted using SPSS 27, beginning with validity and reliability testing, followed by normality, multicollinearity, and heteroscedasticity tests to ensure compliance with classical assumptions. Multiple regression analysis was then applied to determine the

statistical influence of ATEE and EF on CEE, supported by t-tests for hypothesis testing and the coefficient of determination (R^2) to evaluate explanatory power.

RESULTS AND DISCUSSION

Research results in this study derive from the questionnaire distributed to students participating in the Wadhwani Ignite Program at the University of Lampung. A total of 244 questionnaires were initially distributed. However, during the data cleaning stage, responses with incomplete answers, extreme outliers, and patterned responses were removed to maintain data accuracy and reliability. After this screening process, 219 responses were deemed valid and used for analysis. This high response validity indicates strong participant engagement and ensures data integrity for subsequent statistical tests.

The demographic profile of respondents is presented in Table 1. A majority of participants were female (66.4%), indicating higher engagement of female students in the Wadhwani program. Most respondents were between 20–22 years old (79.9%), the typical age range of students in their mid-to-late university journey. Additionally, 60.8% were in their 7th semester, aligning with students who have completed entrepreneurship-related courses and have more exposure to practical business activities.

Table : 1 Characteristics of Respondents

Characteristics	Category	Percentage
Gender	Female	66.4%
	Male	33.6%
Age	<20 years old	18.9%
	20-22 years old	79.9%
	23-25 years old	0.8%
	>25 years old	0.4%
Semester	Semester 3	16%
	Semester 5	21.3%
	Semester 6	0.4%
	Semester 7	61.5%
	Semester 11	0.4%
	Semester 13	0.4%

These characteristics show that respondents represent an academically mature group with significant exposure to entrepreneurship education, making them ideal subjects for evaluating continuance of entrepreneurial engagement.

During the Wadhwani Ignite Program, respondents developed various business ventures as part of the program's practical entrepreneurship learning process. Most students operated businesses in the Food and Beverage sector, accounting for 47.1% (115 businesses), followed by 19.7% (48 businesses) in the Technology or Digital sector, 13.1% (32 businesses) in Fashion and Apparel, 8.6% (21 businesses) in Crafts and Handicrafts, and 11.3% (26 businesses) across other categories. In terms of operational age, 77.3% (187 businesses) had been running for less than six months, while 9.9% (24 businesses) had operated for six months to one year, 8.7% (21 businesses) for one to two years, and only 4.1% (10 businesses) had been active for more than two years. Business continuity also varied, with 141 respondents (57.8%) reporting that their ventures were no longer operating after the program, while 103 respondents (42.2%) stated that their businesses were still active. Students who discontinued their ventures frequently cited difficulty managing business tasks alongside academic responsibilities, limited time availability, and insufficient or nonexistent capital to maintain operations after the structured program support ended.

To ensure instrument quality, validity and reliability tests were performed. In this study, the number of samples was 219. The r-table value for $N = 219$, with degrees of freedom $df = N - 2$ ($219 - 2 = 217$) and a two-tailed significance level of 5%, is 0.133. all calculated r values for each item are higher than the table r value of 0.133 at a significance level of 5%. This indicates that all items in the variables Attitude Toward Entrepreneurship Education (X1), Environmental Factors (X2), and Continuance of Entrepreneurship Engagement (Y1) are valid. Each item has a significant correlation with the total score of its respective variable. Thus, all items have met the required validity criteria and are suitable for use in further analysis. As shown in Table 2, all items had correlation values above the r-table (0.133), indicating strong construct validity. Reliability tests showed Cronbach's Alpha values above 0.80 for all variables, classifying them as very reliable. Attitude Toward Entrepreneurship Education (X1) has a Cronbach's Alpha value of 0.809, indicating a high level of reliability. Environmental Factors (X2) obtained a Cronbach's Alpha value of 0.827, which is also categorized as having very high reliability. Continuance of Entrepreneurship Engagement (Y1) shows a Cronbach's Alpha value of 0.862, which indicates a very high level of reliability. These results confirm that the questionnaire items effectively measure the intended constructs.

Table : 2 Validity and Reliability Test Results

Variable	Result	Conclusion	Cronbach's Alpha	Reliability
ATEE	r-calculated > r-table	Valid	0.808	Reliable
EF	r-calculated > r-table	Valid	0.827	Reliable

CEE	r-calculated > r-table	Valid	0.862	Reliable
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Before conducting the regression analysis, classical assumption tests were performed to ensure that the model met the statistical requirements for producing unbiased and reliable estimates. The normality test using the Kolmogorov-Smirnov method showed a significance value of 0.200, indicating that the residuals were normally distributed. Multicollinearity was not detected, it shows that there is no multicollinearity in this research model because every independent variable has a VIF value of less than 10 and Tolerance value more than 0.10. Attitude Toward Entrepreneurship Education (X1) and Environmental Factors both have 0.605 tolerance value with the VIF 1.653. Furthermore, the heteroscedasticity test using the Glejser method indicated significance values greater than 0.05, the results shown the significance (Sig.) value for Attitude Toward Entrepreneurship Education (X1) is 0.938, while the significance value for Environmental Factors (X2) is 0.276. Both significance values are greater than 0.05, which indicates that neither X1 nor X2 has a significant effect on the absolute residuals. Collectively, these results confirm that the regression model satisfies the key classical assumptions and is appropriate for hypothesis testing.

The multiple linear regression analysis was performed to evaluate the combined influence of Attitude Toward Entrepreneurship Education (ATEE) and Environmental Factors (EF) on Continuance of Entrepreneurship Engagement (CEE). Before interpreting the coefficients, the classical assumptions were examined and met, ensuring the model was appropriate and unbiased. The results show that both independent variables have positive coefficients, indicating that improvements in students' attitudes toward entrepreneurship education and the supportiveness of their environment are associated with higher levels of entrepreneurial continuation.

Specifically in table 3, the ATEE variable obtained a coefficient of 0.204 with a significance of 0.005, which shows that students with more positive perceptions of entrepreneurship education tend to sustain their entrepreneurial efforts. Meanwhile, the EF variable produced a stronger coefficient of 0.402 with $p < 0.001$, demonstrating the considerable importance of environmental support, such as access to resources, mentorship, and institutional encouragement, in shaping students' ability to continue their entrepreneurial activities. Together, these results indicate that both internal attitudes and external support systems play meaningful roles in influencing CEE.

Table : 3 Multiple Linear Regression Results

Model	B	Std. Error	Beta	T	Sig.
Constant	5.510	1.411		3.904	<.001
ATEE	.161	.057	.204	2.806	.005
EF	.297	.054	.402	5.525	<.001

The results of the t-test support both hypotheses developed in the study. For Hypothesis 1 (H1), the significance level for ATEE was 0.005, which is below the threshold of 0.05. The t-value of (X1) is 2.806. The t-table is known to be 1.971 with a significance of $0.05/2 = 0.025$ (two-tailed test), which obtained from the formula $df = n-k-1$ ($219-2-1$) = 216, where n is number of samples and k is number of independent variables. It can be concluded that t-value (2.806) > t-table (1.971), therefore the H_0 is rejected and H_1 is accepted. This means ATEE significantly affects CEE, and thus H1 is accepted. This finding aligns with the theoretical foundation of Entrepreneurial Continuance Logic (ECL), which explains that sustained entrepreneurial action is strengthened when individuals have strong internal commitment formed through meaningful educational experiences.

Similarly, Hypothesis 2 (H2) is also accepted, as the EF variable demonstrated a significance value of <0.001. The t-value is 5.525 and the t-table is obtained from the same formula. It can be concluded that the t-value (5.092) > t-table (1.976), therefore the null hypothesis is rejected (H_0 is rejected and H2 is accepted). This confirms that when students receive supportive environmental conditions continuation of entrepreneurship becomes more likely.

The coefficient of determination ($R^2 = 0.307$) indicates that 30.7% of the variance in CEE is explained jointly by ATEE and EF. This value reflects a moderate explanatory power for behavioral studies, where human actions are typically influenced by many external factors not included in a single model. Although 69.3% of the variation in CEE remains unexplained, this is consistent with entrepreneurship research, where personal traits, market conditions, confidence levels, and external shocks often exert significant influence. Overall, the results confirm that both hypotheses are supported and that environmental support plays a particularly strong role in sustaining students' entrepreneurial engagement beyond formal training.

The results provide compelling evidence that both internal and external factors influence entrepreneurial continuation among university students. The results of the multiple linear regression analysis using a sample of $N = 219$ show that Attitude Toward Entrepreneurship Education (ATEE) has a significant and positive effect on Continuance of Entrepreneurship Engagement (CEE). This is reflected in the regression coefficient $b_1 = 0.204$, with $t = 2.806$ and $p = 0.005$, which is below the 0.05 significance level. These findings confirm that H_1 is accepted, meaning that students who develop positive attitudes toward their entrepreneurship classes are more likely to continue engaging in entrepreneurial activities after the program ends. In simpler terms, when students feel that their learning is useful, motivating, and relevant to real business situations, they tend to carry that motivation forward into actual entrepreneurial behavior. This result is consistent with previous research, who found that positive attitudes toward entrepreneurship education shape students' intentions to become entrepreneurs, even though these intentions do not always lead to long-term engagement (Jena, 2020). It also aligns with prior study, which show that entrepreneurship education can improve students' confidence and readiness, but its impact weakens when practical support, such as mentoring or financial guidance, is limited (Tesvati & Tiatri, 2022).

Looking at these findings through the lens of the Entrepreneurial Continuance Logic (ECL) makes the pattern even clearer. ECL explains that long-term entrepreneurial activity depends on the interaction between internal factors, such as motivation, attitudes, confidence, and external support systems, including access to capital, mentoring, and institutional support. In this study, ATEE acts as the internal factor that strengthens students' motivation and shapes their willingness to stay committed to entrepreneurship. However, some of the lower descriptive scores, especially those related to funding access, suggest that positive attitudes alone are not enough to ensure that students can sustain their businesses. Even when students are highly motivated, they may struggle to continue their ventures if the environment does not provide the practical support they need. This reinforces ECL's argument that entrepreneurial sustainability requires both strong internal readiness and a supportive external environment.

When linked directly to the Wadhwani Foundation Program, these results show that the program has successfully achieved its core educational mission, which building entrepreneurial attitudes, confidence, and aspiration among students. The experiential learning model, mentoring sessions, and business validation activities implemented by Wadhwani have evidently strengthened students' belief in their entrepreneurial potential. However, this study also reveals that strengthening the financial and execution-oriented components of the program is essential if these positive attitudes are to be transformed into long-term, sustainable entrepreneurial engagement.

Environmental Factors (EF) emerged as the strongest predictor of Continuance of Entrepreneurship Engagement (CEE) in this study. The regression results show a coefficient of $b_2 = 0.402$, with a t-value of 5.525 and a significance level of $p < 0.001$, indicating a highly significant positive effect. Because the p-value is far below 0.05, H_2 is accepted, confirming that students who experience a supportive academic, social, and institutional environment are much more likely to continue their entrepreneurial activities after the program. When compared to the effect of Attitude Toward Entrepreneurship Education (ATEE), EF shows a noticeably stronger coefficient, which means that even though attitudes help spark entrepreneurial interest, long-term entrepreneurial involvement is more strongly shaped by the real support students receive from their surroundings. This highlights that entrepreneurship does not happen in isolation, it is an activity deeply influenced by social, institutional, and economic conditions. Prior research supports this idea, showing that strong entrepreneurial ecosystems, mentoring systems, business facilities, and structured institutional programs are essential for helping young entrepreneurs maintain their ventures over time (Amofah and Saladrigues, 2022; Donald et al., 2024)

These findings also align with studies showing that environmental support enhances entrepreneurial self-efficacy, expands access to funding opportunities, and strengthens business sustainability (Dubey and Sahu, 2022; Idowu, 2023; Tetteh et al., 2024; Zhai, 2023). Within the framework of Entrepreneurial Continuance Logic (ECL), the dominant effect of EF in this study further reinforces the theory's core argument: entrepreneurial continuity occurs when internal motivation is supported

by enabling external conditions, such as access to resources, social networks, and real opportunities for action (Datta et al., 2020). In the context of the Wadhwani Ignite Program, this means that mentoring, structured learning, and institutional guidance are key factors that help students stay engaged in entrepreneurship even after the formal course ends. However, the lower descriptive score on investor-related indicators suggests that partnerships with external funding institutions and industry players still need to be strengthened. Overall, the results show that Environmental Factors play the most decisive role in supporting students' long-term entrepreneurial engagement, emphasizing the need for universities to build a comprehensive entrepreneurial ecosystem that connects classroom learning with real-world opportunities.

The findings of this study show that both Attitude Toward Entrepreneurship Education (ATEE) and Environmental Factors (EF) play important roles in shaping students' Continuance of Entrepreneurship Engagement (CEE), but EF emerges as the stronger predictor. ATEE significantly contributes by strengthening students' confidence, motivation, and readiness to remain involved in entrepreneurial activities after completing the Wadhwani Ignite Program, reflecting the internal driver emphasized in the Entrepreneurial Continuance Logic (ECL). However, environmental support, such as mentoring, access to resources, institutional guidance, and real opportunities, has a much larger influence on sustaining entrepreneurial behavior, confirming ECL's core idea that long-term entrepreneurial continuation occurs when personal motivation is supported by enabling external conditions. In the context of the Wadhwani Ignite Program, this means that while classroom learning helps shape students' entrepreneurial mindset, the program's ecosystem and institutional support are ultimately what allow students to maintain their ventures over time. Together, these results highlight that entrepreneurship education and a strong entrepreneurial environment must work hand in hand to ensure that students not only develop business ideas, but continue pursuing and growing them beyond the program.

CONCLUSION

In conclusion, the findings of this study show that the continuance of students' entrepreneurial engagement after participating in the Wadhwani Ignite Program is shaped by the combined influence of internal psychological readiness and external environmental support. Attitude Toward Entrepreneurship Education (ATEE) significantly enhances students' willingness to sustain their entrepreneurial activities, indicating that meaningful and well-structured entrepreneurship education can strengthen their internal commitment to entrepreneurship. Meanwhile, Environmental Factors (EF) emerge as the strongest predictor of entrepreneurial continuance, demonstrating that access to mentorship, institutional support, opportunities for practice, and broader entrepreneurial networks plays a crucial role in enabling students to maintain their ventures beyond the learning process. These results align with the Entrepreneurial Continuance Logic (ECL), affirming that entrepreneurial sustainability is not driven solely by what students learn in the classroom, but by the extent to which their environment allows that

knowledge to be applied in real, practical contexts. Overall, this study concludes that sustaining student entrepreneurship requires a synergistic strengthening of both educational experiences and the entrepreneurial ecosystem that surrounds students as they transition from learning to practice.

The study concludes that the sustainability of students' entrepreneurial engagement within the Wadhwani Ignite Program depends on a synergy between strengthening entrepreneurship education and building a supportive campus entrepreneurial environment. While entrepreneurship education plays a vital role in nurturing motivation and shaping mindsets, its effectiveness is limited when not accompanied by tangible support such as mentoring structures, funding access, incubation services, and real opportunities for action. The findings therefore imply that efforts to enhance student entrepreneurship should not only focus on improving curriculum design but also on developing comprehensive institutional systems that continue supporting students beyond the classroom. Future research may expand this work by incorporating additional variables, such as psychological capital, family support, or prior entrepreneurial experience, to capture a broader spectrum of factors that influence entrepreneurial continuation. Such studies could provide deeper insights into how educational programs can be further optimized to cultivate long-term entrepreneurial sustainability among young entrepreneurs.

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