



**THE INFLUENCE OF TRAINING, ENTREPRENEURSHIP EDUCATION
AND MOTIVATION ON TECHNOPRENEUR INTEREST AMONG THE
GEN Z GENERATION**

Muhammad Randika Agusti Syah Putra ¹
Universitas Pelita Bangsa, Bekasi, Indonesia
agustirandika@gmail.com

Muhammad Kosim ²
Universitas Pelita Bangsa, Bekasi, Indonesia
muhammadkosim@pelitabangsa.ac.id

Adibah Yahya ³
Universitas Pelita Bangsa, Bekasi, Indonesia
adibah.yahya@pelitabangsa.ac.id

Prasetyo Harisandi³
Universitas Pelita Bangsa, Bekasi, Indonesia
Prasetyoharisandi@pelitabangsa.ac.id

Abstract

This study aims to analyze the influence of entrepreneurial training, entrepreneurial education, and motivation on technopreneurial interest among Generation Z. A quantitative approach was employed using multiple linear regression analysis. The respondents consisted of 100 individuals from Generation Z. The results indicate that entrepreneurial training does not have a statistically significant effect on technopreneurial interest, with a significance value of 0.081 (> 0.05) and a regression coefficient of 0.238. In contrast, entrepreneurial education shows a highly significant influence with a significance value of 0.000 and a regression coefficient of 0.556. Furthermore, entrepreneurial motivation also significantly influences technopreneurial interest, with a significant value of 0.002 and a regression coefficient of 0.240. Therefore, it can be concluded that entrepreneurial education and motivation are key factors that drive Generation Z's interest in becoming technopreneurs, while training has not yet made a statistically significant contribution.

Keywords: Entrepreneurial Training, Entrepreneurial Education, Motivation, Technopreneurial Interest, Generation Z



INTRODUCTION

Digital transformation in Indonesia is a strategic government policy to encourage people and business actors to utilize digital technology to the fullest. Information and communication technology is now a key element in increasing national competitiveness in the era of Society 5.0, which is a continuation of the Industrial Revolution 4.0. This change creates great opportunities for various sectors, especially the creative economy, which is recognized as having significant potential in supporting Indonesia's economic growth. By utilizing digital technology, business actors can expand their markets, increase efficiency, and create innovations that are relevant to the demands of the times (Falach et al., 2024). One sector that has great potential in supporting national economic growth in Indonesia is the creative economy sector, such as entrepreneurship.

In recent decades, advances in information and communication technology have changed the way people interact, work, and do business. This transformation not only includes the implementation of new tools but also involves profound changes in business models, operational processes, and marketing strategies (Prasetyo Harisandi 2023). Advances in information and communication technology provide tools and platforms that not only make everyday life easier but also open up new opportunities in various fields, including entrepreneurship. Technologies such as social media, e-commerce, cloud computing, and artificial intelligence have changed the way individuals run their businesses, creating more efficient, innovative, and integrated entrepreneurial models over time. This technological transformation allows business processes to be more flexible, cost-effective, and able to reach a global audience (Arsi & Safrin, nd).



Information technology serves as an important means of supporting business sustainability and plays a crucial role at all levels of business. One form of application of information technology in the business world is through a digital platform, known as e-commerce, which is a key element in providing broader and more targeted market access (Falach et al., 2024). Entrepreneurship, as one of the important pillars of the economy, has also experienced a paradigm shift due to the impact of technological transformation. Modern entrepreneurship no longer relies on traditional methods but utilizes technology to create greater added value. Digitalization has changed the way business actors identify opportunities, manage resources, and reach consumers. The use of digital technology, such as e-commerce platforms, has given business actors access to a wider market, while social media allows for more personal and interactive marketing. In other words, technology is a catalyst in creating a more inclusive and competitive entrepreneurial ecosystem (Isa et al., 2023).

A country is classified as a developed or developing country in the economic sector can be seen from the number of entrepreneurs it has. The World Bank states that the requirements for a country's economy to be said to be advanced if at least 4% of its citizens work as entrepreneurs. However, until now, the Indonesian people who work as entrepreneurs are still around 3.3%. This number is still below neighboring countries, such as Malaysia, which has reached around 5% and Singapore at around 7% (Erren Setyaki & Sugiyanto Sugiyanto, 2023). There is a gap between the minimum number of entrepreneurs needed and the number of entrepreneurs in Indonesia today to be classified as a country with an advanced economy. A survey conducted by the Global Entrepreneurship Monitor stated that the level of ease of starting a business in Indonesia is ranked



4th out of 47 countries in the world (Noor et al., 2023). So, it can be said that starting a business in Indonesia is very easy.

Meanwhile, according to the results of a survey conducted by the Global Entrepreneurship Index, entrepreneurial activity in Indonesia in 2018 was ranked 94th out of 137 countries. The ranking of entrepreneurial activity in Indonesia is far behind neighboring countries, such as Malaysia at 58th and Singapore at 27th (Laksono & Soleh, 2022). The reason for the low entrepreneurial activity in Indonesia, even though starting a business is relatively easy, is because of the low interest of Indonesian people in entrepreneurship. This is in line with the results of a survey conducted by the Global Entrepreneurship Monitor, which states that the interest in entrepreneurship of Indonesian people is ranked 22nd out of 47 countries (Yulistiani et al., 2023). Interest in entrepreneurship is a belief that is recognized by someone to start a new business and consciously plans to do so.

Entrepreneurial interest can also be interpreted as a conscious state of mind that leads to an interest in entrepreneurial action (Nengseh & Kurniawan, 2021) states that entrepreneurial interest is a person's desire, interest, and willingness to work hard in creating and running a business to meet their life needs without fear of the risks that will occur. Thus, it can be concluded that entrepreneurial interest is a desire, interest, and belief that is consciously recognized by oneself to carry out creative and innovative entrepreneurial actions in facing life's challenges without fear of the risks that will occur. Interest plays an important role in a person's behavior (Sari et al., 2021)

The higher the interest in entrepreneurship that a person has, the more optimal the efforts they make. A person who has an interest in entrepreneurship tends to be interested in knowing and learning things related to entrepreneurship



without any element of coercion. A person's interest in entrepreneurship is influenced by internal and external factors. Stewart, et al. (1998) in (Marwati et al., 2022) stated that the internal factors that influence a person's interest in entrepreneurship are entrepreneurial motivation and external factors come from the family environment. According to McMullen & Shepherd (2006) in (Managerial et al., 2023) stated that the factors that influence a person's interest in entrepreneurship are entrepreneurial education factors and entrepreneurial motivation.

Entrepreneurial education factors are related to a person's knowledge of the market and technology. Meanwhile, entrepreneurial motivation is the driving force that causes a person to take advantage of business opportunities. Work motivation is possessed by every human being, but there are some people who are more active entrepreneurs than others. Most entrepreneurs will work harder if they do not face obstacles in realizing what is expected. As long as work motivation remains strong, the greater the opportunity for individuals to be more consistent with their business goals (Adiba Yahya 2021). There are also entrepreneurs who are motivated to work without expecting any reward, because they feel pleasure and happiness in facing various conditions and in overcoming difficult situations. Motivation is also something that needs to be considered by business actors, because if examined further, there is a tendency that entrepreneurs who have high motivation are able to achieve optimal business performance, while those who have low motivation tend to have difficulty in achieving the business targets that have been set. An entrepreneur's performance will be good if their needs for achievement, power, and affiliation are met. If these needs are met in an entrepreneur, they will be motivated to continue developing



their business and be willing to carry out business activities with enthusiasm and good performance (Kosim et al., 2023).

Entrepreneurship education and entrepreneurial motivation factors are important components when someone assesses business opportunities from changes in the surrounding environment (Prasetyo Harisandi 2023). Factors that influence students' interest in entrepreneurship are entrepreneurship education. Entrepreneurship education is a science or art that studies the behavior, nature, characteristics, and character of a person who creatively realizes innovative ideas into the real world. Entrepreneurship education is a science that studies all forms of information in the form of memories and understanding of how to do business so as to give rise to the courage to take risks in pioneering, running, and developing a business (Maziriri et al., 2025). Thus, it can be concluded that entrepreneurship education is a conscious effort made by someone to learn about the values, attitudes, behaviors, and abilities of an entrepreneur in analyzing opportunities and realizing creative and innovative ideas and daring to take risks when pioneering, running, and developing a business. Through entrepreneurship education, students' entrepreneurial insight increases and they are more confident in making decisions to become entrepreneurs, increasing creativity and innovation, character, intellectuality, and improving the quality of other human resources so that they are finally able to stand alone (Economic Education et al., 2024)

Generation Z or often abbreviated as Gen Z, generally refers to a group of individuals born after the mid-1990s to the early 2010s. (Hidayat et al., 2022) stated that Generation Z was born between 1995 and 2012. Generation Z, who were born and raised in a digital ecosystem, have a competitive advantage in



utilizing technology to create and manage businesses. This generation is known for their adaptive, creative, and tech-savvy characteristics, making them the main actors of transformation in the entrepreneurial sector. They can integrate technology into every aspect of business, from product design, marketing, to data analysis for strategic decision making. With a deep understanding of technology, Generation Z can create business models that are more relevant to the needs of the modern market, such as digital platform-based businesses, creative services, to products that prioritize sustainability. Technopreneurs can also be simply defined as business opportunities that utilize technology that is currently developing (Setiyawan & Ulfatun, 2023)

Meanwhile, the definition of a technopreneur according to (Falach et al., 2024) is an entrepreneur who builds his business based on his expertise in the field of science and technology, and produces innovative products that are useful not only for himself, but for the welfare of his nation and country. The world of technology that is currently growing all over the world is an opportunity that is very worthy of consideration and worth trying. Along with the development of digital technology that plays a role in the industrial sector, the field of entrepreneurship has the opportunity to grow even bigger (Fiqih Maria 2023). Indonesia has a number of potentials such as a large demographic population, increasingly easy and cheap internet access, and quite high penetration. This certainly opens the way for local entrepreneurs to develop technology-based businesses that are wide open. The need for qualified technopreneurs who use technology to boost their businesses is also increasing. This is indicated by the many new discoveries or innovations created based on digital technology.



Therefore, to meet these needs, it is necessary to find out what factors influence the interest of Generation Z in becoming a technopreneur.

Different from previous studies that generally discuss entrepreneurial interests in general without explicitly linking them to the concept of technopreneurship, this study provides a new contribution by combining three main variables in one testing model that focuses on the behavior of generation Z, a generation that grew up in the digital era and has unique characteristics in receiving education and building technology-based entrepreneurial motivation. In addition, this research approach is more contextually relevant because it is carried out during an increasingly rapid digital transition, where technopreneurship is not only a trend but also a necessity in facing global economic challenges.

LITERATURE REVIEW

The Influence of Entrepreneurship Training on Gen Z Technopreneur Interests

Entrepreneurship training plays an important role in shaping technopreneurship interest among Generation Z. This generation grew up in the digital era, so training that integrates technology and entrepreneurship can improve their understanding of technology-based business opportunities. Effective training provides practical knowledge, technical skills, and hands-on experience in developing technology business ideas. Research by Wardani et al. (2020) shows that technopreneurial learning has a positive and significant influence on the technopreneurship intention of vocational high school students in Palembang. This shows that structured and relevant training can increase



students' interest in becoming technopreneurs. Thus, the first hypothesis in this study is:

H1: Entrepreneurship training has a positive and significant effect on technopreneur interest among Generation Z.

The Influence of Entrepreneurship Education on Gen Z Technopreneur Interests

Entrepreneurship education plays a role in shaping the entrepreneurial mindset and attitude among Generation Z. Through a curriculum that includes entrepreneurial theory and practice, students can understand the process of starting and managing a business, including technology-based businesses. This education also increases students' self-confidence and self-efficacy in facing entrepreneurial challenges (Praseto Harisandi, 2024). Research by Sari et al. (2023) found that entrepreneurial knowledge obtained from Technopreneurship and Innovation courses has a positive and significant effect on students' interest in entrepreneurship. This shows that entrepreneurship education integrated with technology can increase technopreneur interest among students. Thus, the second hypothesis in this study is:

H2: Entrepreneurship education has a positive and significant influence on technopreneur interest among Generation Z.

The Influence of Motivation on Gen Z Technopreneur Interests

Internal motivation, such as the desire to be financially independent and create innovation, as well as external motivation, such as social support and market opportunities, can influence Generation Z's interest in becoming a technopreneur. Strong motivation drives individuals to take risks and commit to

running a technology-based business. Research by Desembrianita et al. (2023) shows that strengthening entrepreneurial motivation through community service activities can increase students' interest in entrepreneurship. This emphasizes the importance of motivation in shaping technopreneur interest among Generation Z. Thus, the third hypothesis in this study is:

H3: Motivation has a positive and significant influence on technopreneur interest among Generation Z.

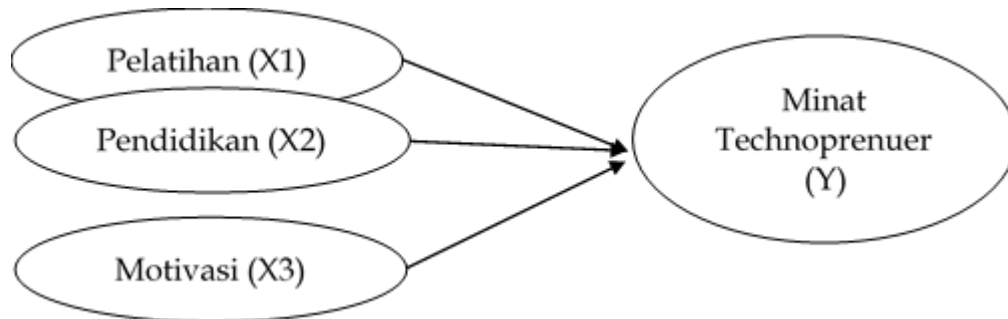


Figure 1. Research Design

From the image above, it can be seen that Entrepreneurship training functions as a practical medium to introduce the younger generation to the world of technology-based businesses through business simulations, mentoring, and experience-based learning. According to Aziz & Mahmood (2021), applied training increases self-confidence and important skills such as creativity and problem solving, which are essential in technopreneurship. Entrepreneurship education complements training by providing a theoretical basis, understanding of digital strategies, and insight into technology-based markets. Al-Qadasi et al. (2022) showed that education integrated with a digital approach can increase students' self-efficacy and business literacy, especially for Gen Z who are familiar with technology and value flexibility and innovation. Motivation is a key factor that bridges the results of training and education to real action. Hadiyati (2021)



emphasized that motivation—both intrinsic and extrinsic—determines whether individuals will actually realize their interests in technopreneurship. Without strong motivation, training and education will not be enough to produce entrepreneurial action. These three variables support each other and form a comprehensive learning ecosystem. Training becomes effective if accompanied by education that provides a theoretical framework, while motivation becomes an internal driver that drives individuals to practice the knowledge and skills they have acquired. Research by Putra et al. (2023) reinforces this by stating that Gen Z is more interested in becoming technopreneurs when the learning approach is interactive, project-based, and allows them to feel the direct impact of their innovation. The combination of the three produces young technopreneurs who are adaptive, innovative, and ready to face the challenges of the digital economy.

RESEARCH METHOD

This study involved 100 respondents from Generation Z (aged between 17-27 years) who had attended entrepreneurship training or education, both formal and non-formal. In this model, there are three independent variables, namely entrepreneurship training (X1), entrepreneurship education (X2), and motivation (X3), and one dependent variable, namely technopreneur interest (Y). Entrepreneurship training refers to practical activities aimed at improving technical and managerial skills in building a business. Entrepreneurship education includes aspects of knowledge, attitudes, and values obtained through formal and informal education systems. Meanwhile, motivation is an internal drive such as the desire to achieve, independence, and the need to innovate. The instrument used was a questionnaire with a Likert scale of 1-5 distributed to



respondents. The collected data were analyzed using multiple linear regression techniques, to determine the effect of each variable partially and simultaneously on technopreneur interest.

The data collection technique used is a survey method using a questionnaire instrument. This method was chosen because it is able to reach many respondents effectively and efficiently, especially considering the characteristics of Generation Z who are very familiar with digital technology. This questionnaire was distributed online, for example via Google Form, to 100 respondents who are part of Generation Z and have experience or interest in technology-based entrepreneurship. This analysis includes classical assumption tests such as normality, multicollinearity, and heteroscedasticity tests to ensure that the regression model used is appropriate. Furthermore, a t-test is carried out to measure the influence of each variable partially, and an F-test is used to test the influence simultaneously. The results of this analysis will show how much training, education, and motivation contribute to increasing technopreneur interest among Generation Z.

Table 1.
Operationalization of Variables

Variables	Definition	Indicator	Questionnaire
Training (X1)	This entrepreneurship training is the process of transferring knowledge and skills from the source to the recipient to improve a person's enthusiasm, attitude, behavior, and ability in handling a business or efforts to find, create, and apply	Knowledge, Attitude, Skills Readiness to work, Increasing innovation, Independence, Risk taking, Creativity, Able to apply training results	I gained new knowledge about entrepreneurship after attending the training. Entrepreneurship training shaped my positive attitude towards the business world. The training helped me improve my skills in managing a business. I feel more prepared to enter the workforce after taking entrepreneurship training.



	working methods in a business activity to obtain greater profits (Hutagalung, 2016).		<p>The training material encouraged me to create innovations in business.</p> <p>I became more independent in making decisions after attending the training.</p> <p>I am more willing to take risks in entrepreneurship after taking the training.</p> <p>The training improved my ability to think creatively</p> <p>I am able to directly apply training materials in entrepreneurial activities.</p> <p>10. The training I attended was relevant to the challenges of today's business world.</p>
Education (X2)	According to Puspitasari, P. (2017), Entrepreneurship education is a tool that can combat unemployment and poverty and can also be a means of creating a financially independent society.	<p>Desire</p> <p>Program Insights</p> <p>Grow Awareness</p>	<p>Desire</p> <p>I have a strong desire to become an entrepreneur after receiving entrepreneurship education. Entrepreneurship education encouraged me to start my own business.</p> <p>I am more motivated to try business because of the education I received.</p> <p>Outlook</p> <p>Entrepreneurship education programs provide a comprehensive understanding of the business world.</p> <p>I got new insights from entrepreneurship education materials</p> <p>Entrepreneurship education provides practical and theoretical provisions for entrepreneurship.</p> <p>Grow Awareness</p> <p>Entrepreneurship education made me realize the</p>



			<p>importance of innovation in business.</p> <p>I became more aware of my potential in the business world.</p> <p>I became more confident in my choice as a prospective entrepreneur.</p> <p>10. Entrepreneurship education encourages me to think creatively and innovatively.</p>
Motivation (X3)	<p>Entrepreneurial motivation is the driving force within a person to carry out entrepreneurial activities in order to achieve entrepreneurial goals (Koranti, 2013).</p>	<p>Having a desire to succeed</p> <p>There is encouragement in entrepreneurship</p> <p>There is hope in the future</p> <p>There are awards in entrepreneurship</p>	<p>Desire to Succeed</p> <p>1. I have a strong desire to succeed as an entrepreneur</p> <p>2. I want to prove my abilities through entrepreneurship.</p> <p>3. I believe that with diligent effort I can achieve success.</p> <p>Encouragement</p> <p>4. I feel a strong urge to start my own business.</p> <p>5. I am motivated by the success of other young entrepreneurs</p> <p>Hope</p> <p>6. I see bright future prospects in the business world</p> <p>7. I feel that entrepreneurship is the way to achieve success in life.</p> <p>8. I feel called to be an entrepreneur as part of my life dream.</p> <p>Award</p> <p>9. I feel satisfied if the business I run gets recognition.</p>



			10. I feel proud when I receive praise or recognition for my efforts.
Technopreneur interest (Y)	According to Sudarsih, 2013 Technopreneurship is the process and formation of new businesses that involve technology as its basis with the hope that the creation of appropriate strategies and innovations can later position technology as one of the factors for national economic development.	Mastery of technology and information Implementation of engineering technical science Task and result oriented Risk taker Leadership Originality Future oriented	<p>Mastery of technology and information</p> <p>1.I am interested in using technology to build my business.</p> <p>2.I enjoy learning new technologies to apply in business.</p> <p>Implementation of engineering technical science</p> <p>3.I want to apply the engineering knowledge that I have learned into the business world.</p> <p>4.I am able to integrate technology into my business strategy</p> <p>Task and result oriented</p> <p>5.I focus on completing tasks and achieving maximum results in my efforts.</p> <p>Risk taker</p> <p>6.I dare to take risks in creating technology-based businesses.</p> <p>Leadership</p> <p>7.I feel I have the leadership skills to manage a technology-based business.</p> <p>Originality</p> <p>8.I want to create original products/services with a touch of technology.</p> <p>Future oriented</p> <p>9. I believe that technopreneurs have promising prospects in the future.</p> <p>10. I have a long-term vision in building a</p>



			technology-based business.
--	--	--	----------------------------

RESULTS AND DISCUSSION

The research results are based on the results of the analysis used to conduct model testing and hypothesis testing. The results were obtained from data processing using SPSS.

Table 2

Multiple Linear Regression Hypothesis Test (Partial Hypothesis Test (t))

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-2.064	3,546		-.582	.562
	Entrepreneurship Training	.238	.135	.235	1,764	.081
	Entrepreneurship Education	.556	.128	.580	4.364	.000
	Entrepreneurial Motivation	.240	.076	.169	3.139	.002

a. Dependent Variable: Technopreneur Interests

The partial t-test is used to determine the influence of each independent variable individually on the dependent variable, namely Technopreneur Interest.

- Entrepreneurship Training has a significance value of 0.081, greater than 0.05, which means that it is statistically insignificant to the technopreneur interest. Although the coefficient value of 0.238 indicates a positive relationship, its partial influence is not strong enough to state that training has a significant contribution.
- Entrepreneurship Education shows very significant results with a significance value of 0.000 and a regression coefficient of 0.556. This shows



that the higher the entrepreneurship education received, the greater the respondent's interest in becoming a technopreneur.

- Entrepreneurial Motivation also has a significant effect on technopreneur interest, with a significance value of 0.002. The regression coefficient of 0.240 shows that the higher the entrepreneurial motivation, the greater the interest in becoming a technopreneur.

Table 3
ANOVA test

ANOVA ^a						
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3448.926	3	1149.642	90.130	.000 ^b
	Residual	1224.514	96	12,755		
	Total	4673.440	99			
a. Dependent Variable: Technopreneur Interests						
b. Predictors: (Constant), Entrepreneurial Motivation, Entrepreneurial Education, Entrepreneurial Training						

The ANOVA test shows that the three independent variables (training, education, and motivation) simultaneously have a significant effect on technopreneur interest. This can be seen from the significance value of 0.000, which is smaller than 0.05, and the calculated F value of 90.130, far exceeding the F table. This means that the regression model used is feasible, and the three variables together have a strong influence on technopreneur interest.



Correlation Analysis of Entrepreneurship Training (X1) and Performance (Y)

Table 4
Correlation Test of X1 against Y

Table with 5 columns: Model, R, R Square, Adjusted R Square, Std. Error of the Estimate. Row 1: .811 a, .658, .655, 4.03689. Includes a note: a. Predictors: (Constant), Entrepreneurship Training

Based on the results of the SPSS output on the correlation analysis of entrepreneurship training on technopreneur interest, an R value of 0.811 was obtained, indicating a strong positive relationship between entrepreneurship training and technopreneur interest among Gen Z. This value is in the strong correlation category, because it is above 0.7 and approaches the maximum number of 1.0. This means that the better and more effective the entrepreneurship training provided, the higher a person's interest in entering the world of technopreneurship. In addition, the R Square value of 0.658 indicates that around 65.8% of the variation in technopreneur interest can be explained by the entrepreneurship training variable. The remaining 34.2% is explained by other factors outside this model. This figure shows that training has a significant contribution in encouraging technopreneurial interest, especially in providing practical knowledge, improving technical skills, and forming a positive attitude towards technology-based digital entrepreneurship. Thus, entrepreneurship training plays an important role in encouraging technopreneur interest among the younger generation. High-quality training can foster self-confidence, technical skills, and entrepreneurial insights that are relevant to the digital era.

Correlation Analysis of Entrepreneurship Education (X2) Against Performance (Y)



Table 5
Correlation Test of X2 against Y

Table with 5 columns: Model, R, R Square, Adjusted Square, RStd. Error of the Estimate. Row 1: 1, .836 a, .700, .696, 3.78536. Footer: a. Predictors: (Constant), Entrepreneurship Education

The results of the analysis show an R value of 0.836, which means that there is a very strong and positive relationship between entrepreneurship education and technopreneur interest.

Furthermore, the R Square value of 0.700 shows that 70% of the variation in technopreneur interest is explained by entrepreneurship education.

Correlation Analysis of Entrepreneurial Motivation (X3) and Performance (Y)

Table 6
Correlation Test of X3 against Y

The Influence of Training, Entrepreneurship ...



Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.859 ^a	.738	.730	3.57146
a. Predictors: (Constant), Entrepreneurial Motivation				

From the analysis results, the R value of 0.859 indicates that there is a very strong and positive relationship between entrepreneurial motivation and technopreneur interest. This means that the higher a person's level of motivation in entrepreneurship, the higher the likelihood that they will be interested in becoming a technopreneur. Motivation here can come from internal factors such as the desire to be financially independent, the spirit of innovation, and personal satisfaction, or from external factors such as family encouragement, social environment, and market opportunities. The R Square value of 0.738 states that 73.8% of the variation in technopreneur interest is explained by entrepreneurial motivation.

This is a very high number, indicating that motivation is a dominant factor in shaping technopreneur interest among generation Z. This generation is known as a dynamic and ambitious generation, so that motivational drive plays an important role in determining their career choices, especially in the fields of technology and entrepreneurship. Thus, entrepreneurial motivation makes a significant contribution to technopreneur interest. To increase this interest, motivation-enhancing strategies such as mentoring, providing successful role models, and a reward system for innovative ideas are very important to implement, especially in the context of developing digital entrepreneurship among Gen Z.

SYNTHESIS OF TOPIC 1, n. (Policy Synthesis)

Entrepreneurship Training for Technopreneur Interests



The results of multiple linear regression show that entrepreneurship training has a coefficient of 0.238 and a significance of 0.081 (> 0.05), which means that its partial effect on technopreneur interest is not significant. However, the correlation test shows an R value of 0.811 and an R^2 of 0.658, indicating that the contribution of training in general is still large in shaping Gen Z technopreneur interest. The insignificance of the regression could be caused by the quality of training that is not in accordance with the needs of today's technopreneurs. According to Putri & Nugroho (2022), effective training must be adaptive to technological developments and use experiential learning methods. Wardani et al. (2020) also emphasized that project-based training has a positive effect on students' technopreneur interest. Generation Z is very familiar with digital and interactive approaches. Therefore, digital platform-based training, such as webinars, online workshops, and technology business simulations, is more effective than traditional methods.

Fitriani et al. (2021) support that digital-based training significantly increases interest in technology entrepreneurship. Practically, training remains important as a means of strengthening technopreneur interest, especially if its quality is improved. Training content should include technical skills such as coding, digital marketing, and design thinking. The involvement of mentors, real case studies, and integration with technological developments will make training more meaningful and impactful.



Entrepreneurship Education towards Technopreneur Interest

Regression analysis shows that entrepreneurship education has a significant effect on technopreneur interest, with a coefficient of 0.556 and a significance of 0.000. The correlation value of 0.836 and R^2 of 0.700 indicate that education explains 70% of the variation in technopreneur interest, making it one of the dominant factors. Entrepreneurship education forms an innovative mindset and increases self-confidence to start a technology business. Sari et al. (2023) emphasized that technopreneurship courses, which combine theory and practice, increase students' interest in technology entrepreneurship. The integration of project-based learning and startup case studies helps students apply their knowledge directly. Gen Z, as digital natives, is more responsive to collaborative and technology-based learning methods. Fauziah & Prasetyo's (2021) study shows that an entrepreneurship curriculum that includes digital and information technology elements can increase digital entrepreneurship intentions among students. The effectiveness of education depends not only on conceptual material but also on the teaching approach. Project-based learning, business simulations, and campus incubators provide real experiences that build students' interest and technopreneur readiness. Education must also equip students with 21st-century skills such as leadership, problem-solving, and critical thinking. In practice, these findings are a signal for universities to adjust their curriculum to the needs of the digital business world. Providing special courses, collaborating with startups, and ongoing coaching will encourage the birth of young technopreneurs who are ready to compete.

Entrepreneurial Motivation towards Technopreneur Interest



Motivation is proven to be the most dominant variable in influencing technopreneur interest, with a regression coefficient of 0.240 and a significance of 0.002. The correlation value of 0.859 and R^2 of 0.738 indicate that motivation explains 73.8% of the variation in technopreneur interest. This confirms that internal and external drives play an important role in shaping the intention to become a technopreneur. Factors such as the desire for success, financial freedom, social recognition, and the drive for innovation are very influential on Gen Z. They not only want to earn income, but also social impact and meaning in their work. Desembrianita et al. (2023) stated that experiential learning and social entrepreneurship activities significantly increase technopreneur motivation and interest. Intrinsic motivation can be strengthened through successful role models, relatable startup success, and inspiring communities.

Putra & Syahrani (2022) also showed that students with high motivation are more active in developing digital business ideas and are ready to face risks. A supportive ecosystem, such as a startup community, business idea competitions, and recognition of young people's innovation, will foster technopreneur motivation and interest. The educational and family environment must also strengthen the values of independence, achievement, and the spirit of technological exploration. Implicitly, educational institutions must pay attention to building motivation as the main foundation. Without motivation, training and education will not be enough to encourage someone to become a strong technopreneur.



CONCLUSIONS

Based on the results of multiple linear regression analysis and correlation test, it was found that simultaneously the three independent variables had a significant effect on technopreneur interest. This was proven through the ANOVA test, which showed a significance value of 0.000 and an F-count of 90.130, which means that the regression model used is feasible and able to explain the relationship between variables. Partially, entrepreneurship education and entrepreneurial motivation have a positive and significant effect on technopreneur interest. Entrepreneurship education showed the greatest effect with a regression coefficient value of 0.556 and a significance of 0.000. This indicates that improving the quality of entrepreneurship education plays a major role in increasing the interest of the younger generation in technopreneurship. Entrepreneurial motivation also contributes significantly with a coefficient of 0.240 and a significance value of 0.002. Motivation is a dominant factor in shaping the desire and determination of the younger generation to enter the technology-based business world. Meanwhile, entrepreneurship training partially does not have a significant effect on technopreneur interest, with a significance value of 0.081 (> 0.05), although the correlation shows a strong relationship. This indicates that the effectiveness of training is highly dependent on the quality of the material, delivery method, and its relevance to the needs of today's technology business world. Overall, it can be concluded that entrepreneurship education and motivation are two main factors that significantly drive technopreneur interest among Generation Z, while entrepreneurship training remains important but needs to be improved in quality and relevance in order to have a more significant impact on technology-based entrepreneurship interest.

**REFERENCES**

- Aditya Saleh, M., Fraick Nicky Gillian Ratumbuysang, M., Hasanah, M., & Fadhilah Hakim Harahap, A. (2024). *Pengaruh Lingkungan Keluarga Dan Pendidikan Kewirausahaan Terhadap Minat Berwirausaha Mahasiswa Melalui Self Efficacy Pada Mahasiswa Jurusan Ilmu Pengetahuan Sosial*. 12(3).
- Al-Qadasi, A. A., Abas, Z. B., & Ismail, M. (2022). *Entrepreneurship Education and Technopreneurial Intention Among Youth in Emerging Economies*. *Education and Training*, 64(3), 385–403.
- Arsi, N., & Safrin, F. A. (N.D.). 2023. *The Effect Of Family Background, Lifestyle, And Association On Interest In The Entrepreneurship Of The Young Generation (Gen-Z) In Medan City*. *Jornal of Of Innovation In Education*. 3(2).
- Asiah, N., Yahya, A., Asti, E. G., Permana, I., Hidayat, N. P., & Muarif, D. S. (2024). Peningkatan kompetensi UMKM dalam penyusunan anggaran penjualan di Cikarang Pusat. *Jurnal Komunitas: Jurnal Pengabdian kepada Masyarakat*, 6(2), 165–171.
- Aziz, R. A., & Mahmood, R. (2021). *The Impact of Entrepreneurial Training on Entrepreneurial Intention: Evidence from Malaysia*. *Journal of Entrepreneurship Education*, 24(6).
- D., Jonathan, R., & Handoyo, S. E. (2023). *Pengaruh Ekspektasi Pendapatan Dan Pendidikan Kewirausahaan Melalui Motivasi Berwirausaha Terhadap Niat Berwirausaha*. *Jurnal Kewirausahaan*. 05(03), 722–731.
- Erren Setyaki, & Sugiyanto Sugiyanto. (2023). Pengaruh Pendidikan Kewirausahaan, Lingkungan Keluarga, Motivasi Berwirausaha Terhadap Minat Berwirausaha. *Profit: Jurnal Manajemen, Bisnis Dan Akuntansi*, 2(4), 277–294.
- Falach, G., Oktavia, C., & Hidayah, I. (2024). The Integration Of Technology, Entrepreneurship, And Accounting: Pillars Of Sustainable Business For Generation Z. *Journal Of Islamic Accounting And Finance*, 4(2).
- Hadiyati, E. (2021). *Motivasi, Pendidikan Kewirausahaan dan Pengaruhnya terhadap Minat Berwirausaha Mahasiswa*. *Jurnal Ekonomi dan Kewirausahaan*, 21(1).
- Hariroh, F. M. R., Hermiati, N. F., & Rustamaji, A. C. P. (2023). Analisis literasi kewirausahaan, karakter wirausaha dan aktualisasi diri terhadap minat berwirausaha mahasiswa kewirausahaan Universitas Pelita Bangsa. *INNOVATIVE: Journal of Social Science Research*, 3(4), 8533–8540.
- Harisandi, P., Hariroh, F. M. R., & Zed, E. Z. (2023). Media sosial, pendidikan kewirausahaan berdampak terhadap minat berusaha dimensi oleh inovasi



- mahasiswa di Cikarang. *Jurnal Pendidikan dan Kewirausahaan*, 11(3), 784–802.
- Harisandi, P., Hariroh, F. M. R., Zakiatul Hidayah, Z., & Muhsoni, R. (2023). Peningkatan minat berwirausaha siswa dengan pemanfaatan limbah rumah tangga menjadi magot BSF kepada siswa-siswi MA Nihayatul Amal Serang-Bekasi. *JIMP: Jurnal Inovasi Pengabdian Masyarakat*, 1(2), 62–66.
- Hidayat, Z., Hidayat, D., & Novriansyah, Y. (2022). Instagram Techno-Entrepreneurial Innovation: Gen Z Self-Learning Motives In Social Media. *International Journal Of Innovation In Education*, 7(3/4), 1.
- Isa, K., Thulasi Palpanadan, S., Farhana Saparudin, I., & Zainatul Nadra Zainol, N. (2023). Leveraging Social Media Networks' Impact On Technopreneurship. In *International Journal Of Advanced Science Computing And Engineering* (Vol. 5, Issue 2).
- Kosim, M., Harisandi, P, Fiqih, Hariroh, M. R., & Purwanto. (2023). Training And Compensation On Employee Performance At The Department Of Logistics. *Ideas: Journal Of Management And Technology*, 3(1), 24–32.
- Laksono, W. B., & Soleh, D. M. (2022). Pengaruh Pelatihan Kewirausahaan, Religiusitas, Kreativitas Terhadap Minat Berwirausaha Dengan Motivasi Sebagai Variabel Intervening. *Ijieb: Indonesian Journal Of Islamic Economics And Business*, 7(1), 1–22.
- Marwati, U., Noor, L. S., Laksmiawati, D. R., & Nurhidayati, L. (2022). Pengaruh Pelatihan Pembuatan Minuman Probiotik Serta Efikasi Diri Terhadap Minat Usaha Kelompok Masyarakat Pendiri Bank Sampah Di Kota Depok. *Akurasi: Jurnal Riset Akuntansi Dan Keuangan*, 4(2), 103–112.
- Maziriri, E. T., Mabuyana, B., & Nyagadza, B. (2025). Navigating The Technopreneurial Odyssey: Determining How Technopreneurial Self-Efficacy, Technopreneurial Education And Technological Optimism Cultivate Tech-Driven Entrepreneurial Intentions. *Management And Sustainability*.
- Nengseh, R. R., & Kurniawan, R. Y. (2021). Efikasi Diri Sebagai Mediasi Pengaruh Pendidikan Kewirausahaan Dan Motivasi Berwirausaha Terhadap Minat Berwirausaha Mahasiswa. *Edunomic Jurnal Pendidikan Ekonomi*, 9(2), 156.
- Noor, L. S., Badriah, B., & Hendratni, T. W. (2023). Peran Pelatihan Dan Efikasi Diri Terhadap Minat Berwirausaha Dalam Upaya Peningkatan Produktivitas Kelompok Tani Di Desa Putat Nutug Ciseeng, Bogor. *Jurnal Manajemen Strategi Dan Aplikasi Bisnis*, 6(2), 347–362.
- Putra, D. R., Suparno, S., & Nugroho, A. (2023). *Technopreneurial Intention of Generation Z: The Role of Digital Competence and Entrepreneurial Ecosystem*. *International Journal of Youth Economy*, 7(1), 23–40.



- Sari, A. I. C., Karlina, E., & Rasam, F. (2021). Peran Pendidikan Kewirausahaan Dan Motivasi Berwirausaha Dalam Menumbuhkan Sikap Mental Kewirausahaan Peserta Didik. *Research And Development Journal Of Education*, 7(2), 403.
- Setiyawan, R., & Ulfatun, T. (2023). Implementation Of Digital Entrepreneurship For Generation Z At Vocational School. *Scaffolding: Jurnal Pendidikan Islam Dan Multikulturalisme*, 5(3), 794–812.
- Wardhani, P. S. N., & Nastiti, D. (2023). Implementasi Pendidikan Kewirausahaan Dalam Menumbuhkan Minat Berwirausaha Mahasiswa. *Prima Magistra: Jurnal Ilmiah Kependidikan*, 4(2), 177–191.
- Yulistiani, H., Loliyani, R., & Bakti, U. (2023). Pengaruh Pendidikan Kewirausahaan Dan Motivasi Berwirausaha Terhadap Minat Berwirausaha Pada Siswa Smk Patria Gadingrejo, Pringsewu. *Journal Of Society Bridge*, 1(3), 52–64.
- Yuningsih, N., Maryadi, A., Yahya, A., & Kinanthi, N. S. (2021). Motivasi, disiplin dan lingkungan kerja dalam mempengaruhi kinerja pegawai. *Jurnal Pengembangan Wiraswasta*, 23(3), 193–197.