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# The influence of entrepreneurial literacy and intention through motivation on the students entrepreneurial readiness in university

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## ABSTRACT

Entrepreneurship is very important in advancing the economy. The ratio of the number of entrepreneurs in Indonesia is still 3.47 percent. When compared with neighbouring countries, such as Singapore at 8.76 percent, Malaysia at 4.74 percent, and Thailand at 4.26 percent. For this reason, it is necessary to increase the readiness of the younger generation, especially students, in entrepreneurship. The aim of the research is to examine the influence of literacy and intention through motivation on the entrepreneurial readiness of Merangin University students. This research uses a quantitative approach with a correlational survey method to test the influence between variables. A total of 285 students were sampled. This research data was tested using Structural Equation Modelling (SEM). The research results show that: 1) literacy, intention, motivation influence students' entrepreneurial readiness; 2) literacy, intention influences students' entrepreneurial motivation; 3) motivation cannot mediate the relationship between literacy and students' entrepreneurial readiness; 4) motivation can mediate the relationship between intentions and students' entrepreneurial readiness. This research encourages changes in higher education policies. The findings of this research are that knowledge and skills and entrepreneurial spirit can strengthen entrepreneurial readiness and the need for implementing entrepreneurial practices for students.



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## Introduction

In this era of globalization, there are complex dynamics that include the relationship between various elements of life throughout the world, such as international trade, cultural exchange, and capital movements (Saragih & Fimansyah, 2023). At this time, entrepreneurship is one of the crucial factors for the progress of a country. This study shows that entrepreneurship has a significant role in improving the Indonesian economy, by encouraging economic activity at the family, community, and

state-owned company levels. According to Sentosa, entrepreneurship can create job opportunities, encourage innovation and new creations in the production of goods and services needed by society, become social capital, and improve equality and welfare (Zamhari et al., 2023).

As a developing country, Indonesia (Gani et al., 2021; Rijal et al., 2023) faces significant difficulties in adapting to global economic shifts. As a result of these shifts, the country must shift its economic focus from the commodity based to the manufacturing and service sectors (Rijal et al., 2023). Data from the Global Entrepreneurship Monitor (GEM) in 2020, Indonesia has a fairly low entrepreneurship rate, which is around 3.8% of the working-age population. Meanwhile, developed countries have an entrepreneurship rate of 14% of the existing population. This is very concerning, so it needs to be made a common target to achieve collective welfare in the context of national and state life (Chrysnaputra & Pangestoeti, 2021). When viewed from the number of entrepreneurs in Indonesia compared to several countries in Southeast Asia, the number of entrepreneurs in Indonesia is still relatively low. The percentage of entrepreneurs in Indonesia only reaches 3.47 percent. When compared to neighboring countries such as Singapore which has an entrepreneurship rate of 8.76 percent; Malaysia with 4.74 percent; and Thailand which has 4.26 percent (Ekachandra & Puspitowati, 2023).

In relation to the increasing number of entrepreneurs, the Indonesian government has implemented a number of programs and policies to encourage the growth of entrepreneurship, including through entrepreneurship education. Although the Indonesian government has paid much attention to the growth of entrepreneurship, there are still obstacles to the growth of entrepreneurship in Indonesia, especially Translated from Indonesian to English. [www.onlinedoctranslator.com](http://www.onlinedoctranslator.com) lack of qualified entrepreneurs (Satrya & Suwandana, 2021). Therefore, efforts are needed to improve the quality and number of entrepreneurs in Indonesia. Improving the quality and quantity of entrepreneurs needs to be built starting from the world of education. In basic education to higher education, it is very appropriate to build the intention of students and students to become entrepreneurs (Sumarno & Gimin, 2021).

Entrepreneurial readiness really needs to be instilled in the souls of the people, especially students. Entrepreneurship development is in line with Indonesia's strategic efforts to modernize higher education for the world of education. Modern universities are a place to develop entrepreneurial skills that can facilitate the competence of their graduates to create jobs (Wahyuningsih & Arisnawati, 2021). Hitt and Reed stated that in the last 15 years, every economy has found a way to harness the talents of the younger generation to start new businesses (Olugbola, 2021).

Various approaches have been used to encourage the younger generation, especially in higher education, to undertake entrepreneurial activities, such as providing opportunities to submit their business proposals in activities Entrepreneurship Award held by the Higher Education Service Institute (LLDIKTI). This approach has been used to test the entrepreneurial readiness of the younger generation, even though there have been efforts like this, the participation of the younger generation in entrepreneurial activities is still lacking. Many young people today have business ideas but only a few have the capacity and ability to turn them into viable businesses, Shane, Locke, & Collins, Timmon, Shane et al (Olugbola, 2021).

Entrepreneurial readiness is the result of a collection of a number of personal characteristics that distinguish people who are ready for entrepreneurship. Those who have the ability to analyze and observe their environment accurately, can express great potential for creativity and productivity, so that they can maximize their abilities. The ability to dare and the need to achieve. Research conducted shows that entrepreneurial readiness can be influenced when having motivation (Olugbola, 2021).

The results of the study (Mulyani et al., 2023) show that mindset and motivation have a significant influence on entrepreneurial readiness. This study is directed to look deeper into the variables that influence students' entrepreneurial readiness. Entrepreneurship development is considered as one of the important strategies for national economic development in the context of Indonesia. Entrepreneurs have an important role in improving the standard of living of individuals, communities, and the country (Khamimah, 2021). One method to increase the number of forward-

thinking entrepreneurs is to improve students' entrepreneurial readiness. One group that can be trained to become future entrepreneurs is students. Entrepreneurship education received by students has been found to have a statistically significant relationship to entrepreneurial tendencies (Keat et al., 2021) therefore, it is crucial to understand the elements that play a role in students' readiness to start a business.

A survey was conducted on 58 students from Merangin University in semester 8 showed that 58.6% of respondents stated that it was not easy to start a business. This data shows that the entrepreneurship education obtained has not been able to maximally make students have entrepreneurial readiness. For this reason, this study will discuss other variables in the form of the influence of entrepreneurial literacy and entrepreneurial intentions through entrepreneurial motivation on students' entrepreneurial readiness in increasing business in real terms. It is hoped that this study can provide important information for entrepreneurs to understand the factors that can increase entrepreneurial readiness and for educational institutions to improve entrepreneurship education.

## Method

The population of this research is active students of Merangin University as many as 1,105 people in the even semester of the 2023/2024 academic year. The sample in this study applied a simple random sampling method (Simple random sampling). Determination of the number of samples in this study using the Krejcie and Morgan formula, 1970 (Bukhari, 2021). The sample was taken from 285 students at Merangin University. Selecting sample members was done by drawing lots (Wahab & Junaedi, 2021) using the application Randomizer. Data collection was carried out using a questionnaire as a tool distributed online via google form, which can be accessed via smartphone or personal computer and directly. The data analysis process is carried out using Structural Equation Modeling(SEM) and the software used is smart 4.0. Through path analysis Partial Least Square(PLS) is a very effective analysis technique and can be applied to various data scales, without requiring many assumptions or large sample sizes. The stages in evaluating the measurement model are as shown in the following figure:



Figure 1 Model Evaluation Stages in SEM - PLS (J. Hair et al., 2022)

The research framework is described as follows:

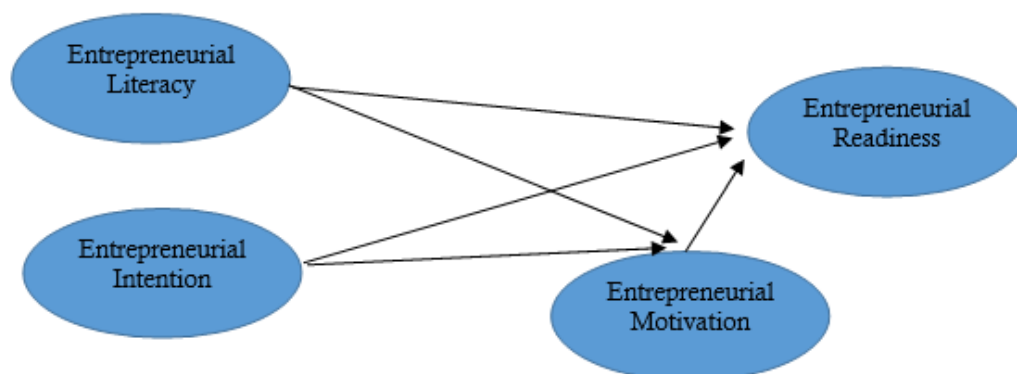


Figure 2 Research model

## Results and Discussions

Entrepreneurial readiness in this study is a condition where Individuals have a sense of readiness with the ability, willingness and desire to identify and take action in creating or developing new businesses. Indicators of entrepreneurial readiness are 1) Opportunity identification: The ability to identify possible business opportunities. 2) The need for self-achievement (Motivation): Ability to be motivated to start a business. 3) Ability possessed (Resources): The ability to access and use the resources needed to start a business. 4) Entrepreneurial ability: Ability to manage and start a business (Olugbola, 2021).

This variable can be influenced by other variables. Entrepreneurial literacy can be synthesized, namely a comprehensive understanding about aspects of entrepreneurship, including knowledge about how to start, manage, and develop a business, as well as attitudes that support success in entrepreneurial activities. The entrepreneurial literacy construction items used by Narmaditya et al. were adapted from Prayitno et al. and Karyaningsih et al. which consist of two dimensions, namely entrepreneurial knowledge and attitudes (Narmaditya et al., 2023).

Entrepreneurial intention can be synthesized as an individual's awareness to start business and actively try to identify, develop, and realize entrepreneurial opportunities. With the entrepreneurial intention indicator from Linan and Chen (2009), namely 1) Attitude toward start-up (personal attitude, PA) 2) Subjective norm (SN), and 3) Perceived behavioral control (PBC). Entrepreneurial motivation can be interpreted as a drive or force that exists within a person to see business opportunities and generate value from those opportunities. Indicators of entrepreneurial motivation from Hamzah Uno (Palebangan et al., 2022) are as follows: 1) There is enthusiasm and desire to achieve success 2) There is a driver and need to run a business 3) There are hopes and dreams for the future.

### Entrepreneurial literacy towards entrepreneurial readiness

The test of the direct influence of the entrepreneurial literacy variable on entrepreneurial readiness has a p-value of 0.000, smaller than 0.05 ( $> 0.05$ ) and a t statistics value of 3.567, greater than 1.96 ( $< 1.96$ ). These results indicate that the entrepreneurial literacy variable has a significant influence on entrepreneurial readiness. Original Sample (O) 0.262, This value shows the correlation coefficient between entrepreneurial literacy and entrepreneurial readiness. A positive value (0.262) indicates a positive relationship. This means that the higher the student's entrepreneurial literacy level, the higher their level of readiness for entrepreneurship. T Statistics ( $|O/STDEV|$ ), 3.567, The high t value (3.567) indicates that the relationship is very significant. Based on these data, there is a significant positive relationship between entrepreneurial literacy and the entrepreneurial readiness of Merangin University students. This means that increasing entrepreneurial literacy can contribute to increasing entrepreneurial readiness.

The results of this study are also in line with research by Ulfa and Suharsono that Entrepreneurial literacy has a positive and significant influence on entrepreneurial readiness. This results in the higher the literacy possessed by students, the more prepared they are to face the challenges of entrepreneurship in the future (Ulfa & Suharsono, 2023). Anggresta's research resultset al. also shows the influence digital literacy on entrepreneurial readiness (Anggresta et al., 2022). Other studies also show that entrepreneurial literacy also has a positive and significant effect on students' interest in entrepreneurship (Hayati, 2022).

### Entrepreneurial intention towards entrepreneurial readiness

The test of the direct influence of the entrepreneurial intention variable on entrepreneurial readiness has a p-value of 0.004, smaller than 0.05 ( $> 0.05$ ) and a t statistics value of 2.867, greater than 1.96 ( $< 1.96$ ). These results indicate that the entrepreneurial intention variable has a significant influence on entrepreneurial readiness. Correlation coefficient data (O) of 0.203 indicates a positive relationship between entrepreneurial intentions and entrepreneurial readiness. This means that the higher the students' entrepreneurial intentions, the higher their level of readiness for entrepreneurship. The p-value (0.004) is smaller than the alpha value (0.05). This shows that the relationship between entrepreneurial intentions and entrepreneurial readiness is statistically significant. The high t statistic value (2.867) also strengthens this view. Overall, the data shows that



there is a significant positive relationship between entrepreneurial intentions and entrepreneurial readiness of Merangin University students. This means that increasing entrepreneurial intentions can contribute to increasing entrepreneurial readiness.

A person's intention to become an entrepreneur is a critical factor that influences their readiness to start and run a business. Research and theory have consistently shown that a high level of entrepreneurial intention significantly increases an individual's readiness to engage in entrepreneurial activities. Purwanto and Trihudyatmanto's research results show that entrepreneurial intention has a direct effect on business performance (Purwanto & Trihudyatmanto, 2021).

According to research results, individuals who have a strong intention to become entrepreneurs tend to have characteristics that support success in the business world. They are more likely to have high intrinsic motivation, such as a desire or interest to develop new ideas, create added value, or overcome challenges. In addition, strong intentions also provide important psychological boosts, such as greater self-confidence and resilience to failure. The results of Rochani and Suharsono's research show that interest in entrepreneurship can have a positive and significant effect on entrepreneurial readiness (Rochani & Suharsono, 2023).

### Entrepreneurial literacy towards entrepreneurial motivation

The test of the direct influence of the entrepreneurial literacy variable on entrepreneurial motivation has a value of 0.008 is smaller than 0.05 ( $< 0.05$ ) and the t-statistics value of 2.644 is greater than 1.96 ( $> 1.96$ ). These results indicate that the entrepreneurial literacy variable has a significant influence on entrepreneurial motivation. From the correlation coefficient data (O) of 0.212, it shows a positive relationship between entrepreneurial literacy and entrepreneurial motivation. This means that the higher the level of entrepreneurial literacy of students, the higher their motivation to become entrepreneurs. The value of 0.008 is much smaller than the alpha value (0.05). This shows that the relationship between entrepreneurial literacy and entrepreneurial motivation is statistically significant and the high t-statistic value (2.644) also strengthens this statement. Overall, the data shows that there is a significant positive relationship between entrepreneurial literacy and entrepreneurial motivation of Merangin University students. This means that increasing entrepreneurial literacy can contribute to increasing student entrepreneurial motivation.

Entrepreneurial literacy plays a crucial role in influencing motivation someone to engage in entrepreneurial activities. Entrepreneurial literacy helps someone to understand the essence, challenges, and potential benefits of entrepreneurship. With a deep understanding of the business processes, risks, and rewards involved, individuals become more motivated to pursue entrepreneurial opportunities. Entrepreneurial literacy opens one's eyes to the various business opportunities around them. Individuals who understand the market, trends, and consumer needs tend to be more inspired to create new products or services that can meet unmet market needs.

Entrepreneurial literacy not only increases motivation to start a business, but also helps in planning and executing effective strategies. Individuals who are skilled in entrepreneurial literacy tend to have more structured plans and can better mitigate risks. Research by Adi Prehanto et al. Entrepreneurship is able to encourage the growth of Business Development Motivation. The results of his research show that entrepreneurial literacy provides direct benefits in encouraging business motivation (Prehanto et al., 2024).

### Entrepreneurial intention towards entrepreneurial motivation

The test of the direct influence of the entrepreneurial intention variable on entrepreneurial motivation has a p-value of 0.000, smaller than 0.05 ( $> 0.05$ ) and a t-statistics value of 3.571, greater than 1.96 ( $< 1.96$ ). These results indicate that the entrepreneurial intention variable has a significant influence on entrepreneurial motivation. From the data, the correlation coefficient (O) of 0.335 shows that there is a positive relationship between entrepreneurial intentions and entrepreneurial motivation. This means that the higher the students' entrepreneurial intentions, the higher their motivation for entrepreneurship. The p-value (0.000) is much smaller than the alpha value (0.05). This shows that the relationship between entrepreneurial intention and entrepreneurial motivation is statistically significant and the high statistical t value (3.571) also strengthens this statement. Overall, the data shows that there is a significant positive relationship between entrepreneurial intentions

and entrepreneurial motivation of Merangin University students. This means that increasing entrepreneurial intentions can contribute to increasing students' entrepreneurial motivation.

The intention or desire to become an entrepreneur has a significant influence on a person's motivation to start and run a business. When someone has a strong intention to become an entrepreneur, they tend to have a clear focus in developing business ideas and planning the steps needed to achieve their goals. This intention is the main trigger that motivates them to overcome challenges and face risks that may occur on the way to success. This condition is also supported by the results of research by Purwanto and Trihudiyatmanto that there is a positive influence between entrepreneurial intentions and motivation (Purwanto & Trihudiyatmanto, 2021).

The intention to become an entrepreneur also increases a person's mental resilience to failure. When someone is confident and has a strong determination to achieve a goal their entrepreneurial intentions, they are better able to learn from failure, bounce back, and move on. This is because they have a clear vision of what they want to achieve and a strong belief in their own abilities. Entrepreneurial intentions strengthen a person's commitment to self-development. They tend to be more open to learning opportunities and developing the skills needed to succeed in their business. The higher the entrepreneurial intention, the greater the motivation to continue to improve their abilities and expand their knowledge of the industry or market they are targeting.

Entrepreneurial intentions can have a positive impact on social networks someone. They tend to seek out and build relationships with people who share their interests and visions in the world of entrepreneurship. This opens up opportunities for collaboration, exchange of ideas, or even getting the financial support or mentorship needed to start their business. The intention of entrepreneurship provides a strong emotional boost. They feel inspired and motivated every day to work towards their bigger vision. This not only increases their productivity but also gives them a deep sense of personal satisfaction when they see the results of their hard work.

#### **Entrepreneurial motivation towards entrepreneurial readiness**

The test of the direct influence of entrepreneurial motivation variables on entrepreneurial readiness has a value- value of 0.011 is smaller than 0.05 ( $< 0.05$ ) and the value statistics of 2.542 is greater than 1.96 ( $> 1.96$ ). These results indicate that the entrepreneurial motivation variable has a significant influence on entrepreneurial readiness. From the correlation coefficient data (O) of 0.170, it shows a positive relationship between entrepreneurial motivation and entrepreneurial readiness. This means that the higher the entrepreneurial motivation of students, the higher their level of readiness for entrepreneurship. The value-value (0.011) is smaller than the alpha value (0.05). This shows that the relationship between entrepreneurial motivation and entrepreneurial readiness is statistically significant and the high t-statistic value (2.542) strengthens this statement.

Overall, the data shows that there is a significant positive relationship between entrepreneurial motivation and entrepreneurial readiness of Merangin University students. Although the strength of the relationship is relatively weak (because the correlation coefficient value is low), these results indicate that increasing entrepreneurial motivation can contribute to increasing students' entrepreneurial readiness.

The results of this study are in line with the results of previous researchers, Seun Azeez Olugbola (2021), Yunita (2020), Rakib et al. (2022), Mulyani et al. (2023), and Gupron et al. (2023) showed that motivation has a significant influence on entrepreneurial readiness. This finding also highlights the positive impact of motivation on entrepreneurship, that entrepreneurial readiness can be influenced when you have motivation. Entrepreneurial competence, entrepreneurial opportunities, and entrepreneurial motivation have a significant effect both partially and simultaneously on entrepreneurial readiness, so entrepreneurial motivation is the factor that most influences students' entrepreneurial readiness.

Entrepreneurial motivation has a big impact on readiness someone to start and run a business. Strong motivation drives someone to take concrete steps in designing and implementing their business ideas. When someone feels highly motivated to achieve their entrepreneurial goals, they tend to be more willing to face challenges and overcome obstacles that may arise along the way. Entrepreneurial motivation also influences a person's level of mental resilience. in the face of

pressure and failure. As an entrepreneur, there are many situations that can demand courage and resilience. High motivation helps a person stay focused and optimistic, even when facing difficulties or failures. They are better able to learn from the experience and continue their journey with unwavering enthusiasm.

### Entrepreneurial literacy towards entrepreneurial readiness through entrepreneurial motivation

Test of the indirect influence of entrepreneurial literacy variables on readiness entrepreneurship through entrepreneurial motivation, has a p-value of 0.072 more greater than 0.05 and the value T Statistics of 1.800 is smaller than 1.96. These results indicate that the entrepreneurial motivation variable is unable to mediate the relationship between entrepreneurial literacy and entrepreneurial readiness. From the correlation coefficient data (O) of 0.036, it shows a very weak, but still positive relationship between the indirect influence of entrepreneurial literacy on entrepreneurial readiness through entrepreneurial motivation. This means that there is a tendency that the higher the entrepreneurial literacy of students, the higher their level of entrepreneurial readiness through entrepreneurial motivation, although the effect is very small.

Mark p-value (0.072) is quite large and is greater than the alpha value (0.05). This shows that the relationship between the indirect influence of entrepreneurial literacy on entrepreneurial readiness through entrepreneurial motivation is not statistically significant. The t-statistic value (1,800) is low and not high enough to conclude a significant relationship. Overall, the data shows that there is a very weak and statistically insignificant relationship between the indirect influence of entrepreneurial literacy on entrepreneurial readiness through entrepreneurial motivation of Merangin University students. This means that although there is a tendency for a positive relationship, the effect is very small and cannot be concluded as a definite relationship.

Understanding that entrepreneurial motivation is not always able to mediate the relationship between entrepreneurial literacy and entrepreneurial readiness is important to describe the complex dynamics in preparing individuals to start a business. Here are three reasons why entrepreneurial motivation is not always able to mediate the relationship between entrepreneurial literacy and entrepreneurial readiness.

First: The Difference Between Motivation and Practical Skills: Theory Entrepreneurship suggests that entrepreneurial literacy forms the foundation of knowledge and practical skills needed to manage a business effectively (Shane & Venkataraman, 2021). Entrepreneurial motivation, meanwhile, reflects the psychological and emotional drive to start and sustain the venture. While motivation can provide the initial impetus to start, actual readiness to run a business requires skills acquired through entrepreneurial literacy, such as an understanding of financial management, market analysis, and marketing strategies. This condition is supported by a theory that teaches that the cognitive process in which information processing is important in forming human behavior (Aeni & Syarifudin, 2023).

Second: Focus on Psychological and Emotional Aspects: Entrepreneurial motivation often focuses more on the individual's internal drive to achieve personal satisfaction, recognition, or autonomy. Social Entrepreneurship Theory (Social Entrepreneurship Theory) that according to this theory, entrepreneurial motivation is often influenced by the drive to achieve certain social or environmental goals. The results that social entrepreneurship wants to achieve are not just profit, but also a positive impact on society (Vania & Anwar, 2022). On the other hand, entrepreneurial literacy concerns the development of practical knowledge and skills needed to manage a business well. These skills are the foundation needed to face real challenges in the day-to-day operations of a business.

Third: Alignment Between Knowledge and Action: Entrepreneurial Literacy forming a more direct relationship with entrepreneurial readiness because it includes a deep understanding of how to start, manage, and grow a business (Fayolle & Gailly, 2021). While entrepreneurial motivation can provide a psychological boost to move forward, actual entrepreneurial readiness often depends on the concrete abilities acquired through entrepreneurial literacy. The social environment will create human judgment (Muzni & Budiman, 2021).

Cognitive Theory emphasizes the role of mental processes in shaping behavior (Aeni & Syarifudin, 2023). Entrepreneurial literacy, which includes practical knowledge and skills in entrepreneurship,



can directly increase a person's readiness to start and manage a business. This is because entrepreneurial literacy provides individuals with the cognitive tools needed to overcome the challenges associated with entrepreneurship, such as identifying opportunities, managing risks, and understanding important aspects of business.

On the other hand, entrepreneurial motivation, which is related to internal drive to become an entrepreneur and achieve certain goals, may not have a direct impact on increasing the knowledge or practical skills needed in entrepreneurship. Such motivation tends to be more focused on factors emotional and psychological factors, and although important in encouraging individuals to take the first step in entrepreneurship, motivation itself does not provide the knowledge or practical skills necessary for entrepreneurial success. Thus, although entrepreneurial motivation provides an important psychological boost, entrepreneurial literacy substantially influences an individual's readiness to manage a business effectively through the mastery of relevant skills and knowledge.

### **Entrepreneurial intention towards entrepreneurial readiness through entrepreneurial motivation**

The test of the indirect influence of the entrepreneurial intention variable on entrepreneurial readiness through motivation, has a p-value of 0.039 which is smaller than 0.05 and a value of Statistics of 2.060 is greater than 1.96. These results indicate that the entrepreneurial motivation variable is able to mediate the relationship between entrepreneurial intention and entrepreneurial readiness. From the correlation coefficient data (O) of 0.057, it shows a very weak, but still positive relationship between the indirect influence of entrepreneurial intention on entrepreneurial readiness through entrepreneurial motivation. This means that there is a tendency that the higher the entrepreneurial intention of students, the higher their level of entrepreneurial readiness through entrepreneurial motivation, although the effect is very small.

Mark p-value (0.039) is smaller than the alpha value (0.05). This shows that the relationship between the indirect influence of entrepreneurial intention on entrepreneurial readiness through entrepreneurial motivation is statistically significant. The t-statistic value (2.060) is quite high, this shows that entrepreneurial motivation is able to mediate the relationship. Overall, the data shows that there is a very weak but statistically significant relationship between the indirect influence of entrepreneurial intention on entrepreneurial readiness through entrepreneurial motivation of Merangin University students. This means that although there is a tendency for a positive relationship, the effect is very small and further research is needed to strengthen this conclusion.

Entrepreneurial motivation plays a crucial role in mediating relationships between entrepreneurial intention and entrepreneurial readiness of students. This condition was also proven by Purwanto and Trihudiyatmanto that there is an influence of entrepreneurial intention which significant and positive on business performance variables with motivation as an intervening variable (Purwanto & Trihudiyatmanto, 2021).

## **Conclusions**

Based on the description of the research results and discussions carried out, it can be concluded that concluded as follows: 1) There is a direct influence of entrepreneurial literacy on the entrepreneurial readiness of Merangin University students; 2) There is a direct influence of entrepreneurial intention on the entrepreneurial readiness of Merangin University students; 3) There is a direct influence of Entrepreneurial Literacy on Entrepreneurial Motivation of Merangin University students; 4) There is a direct influence of Entrepreneurial Intention on Entrepreneurial Motivation of Merangin University students; 5) There is a direct influence of Entrepreneurial Motivation on Entrepreneurial Readiness of Merangin University students; 6) There is no influence of Entrepreneurial Literacy on Entrepreneurial Readiness through Entrepreneurial Motivation of Merangin University students, meaning that entrepreneurial motivation cannot act as a mediator; 7) There is an indirect influence of Entrepreneurial Intention on Entrepreneurial Readiness through Entrepreneurial Motivation of Merangin University students, meaning that entrepreneurial motivation is able to mediate.

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